

Grade thresholds – June 2017

Cambridge IGCSE History (0470)

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

	maximum raw mark available	minimum raw mark required for grade:						
		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.

GENERAL INSTRUCTIONS**Applying the Mark Scheme**

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

Assessment Objectives

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

Question	Answer	Mark
1(a)	<p>What was the ‘Young Italy’ movement?</p> <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.’ ‘Its goal was to create a united Italian republic.’ ‘It promoted insurrection in the Italian reactionary states.’ ‘It wanted an uprising in the Italian states occupied by the Austrian Empire.’ ‘Mazzini believed that a popular rising would create a unified Italy.’ ‘The main members of the organisation spent most of their time in exile.’ ‘Young Italy’s programme only called for minor reforms in the interests of the lower classes.’ ‘Young Italy did not win over the peasantry, the majority of Italian people.’ ‘The majority of its membership came from the middle classes and liberal nobility.’ ‘It laid the foundation for the Risorgimento.’</p>	4 1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
1(b)	<p>Why was Italy not unified in 1848–49?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	

Question	Answer	Mark
1(c)	<p>‘Cavour was only interested in Piedmontese expansion after 1849.’ 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. 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. ‘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.’ OR ‘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 (One mark for each point.) 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 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
2(a)	<p>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.' '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.' 'Debates had taken place as to whether a state of Germany should include Austria.' 'Debates had taken place as to whether a new Germany should be a republic or a constitutional monarchy.' 'There appeared to be a lack of political leadership.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Mark
2(b)	<p>Why was Prussia humiliated at Olmütz in 1850?</p> <p>Level 4 Explains TWO reasons</p> <p>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.'</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'It made Austria stronger.'</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
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 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. ‘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.’ OR ‘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 (One mark for each point.) 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 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(b)	<p>Why did the South fail to win the Civil War?</p> <p>Level 4 Explains TWO reasons</p> <p>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.'</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'The North was more powerful than the South.'</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
3(c)	<p>How far was Reconstruction a failure? 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. ‘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.’ OR ‘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 (One mark for each point.) 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 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>	4 1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
4(b)	<p>Why did nineteenth-century European imperialism take place?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'Some countries wanted to be more important than other countries.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	

Question	Answer	Mark
4(c)	<p>‘Indian resistance to British rule was unsuccessful.’ 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. ‘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.’</p> <p>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.’</p>	10

Question	Answer	Mark
4(c)	<p>Level 1 General answer lacking specific contextual knowledge 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.’ ‘In 1919 there was a convention on employment.’ ‘Its purpose was to improve conditions of labour all over the world.’ ‘It brought together employers, governments and workers’ representatives once a year.’ ‘It hoped to persuade governments to impose standards.’ ‘It attempted to fix a maximum working day and week.’ ‘It wanted a maximum 48 hour week and an 8 hour day.’ ‘It specified adequate minimum wages.’ ‘It introduced sickness and unemployment benefit.’ ‘It introduced old age pensions.’ ‘It successfully banned poisonous white lead from paint.’ ‘It successfully limited the hours small children were allowed to work.’ ‘It collected and published a vast amount of information on working conditions.’ ‘It hoped to improve the safety of workers.’</p>	4 1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
5(b)	<p>Why did the requirement that decisions of the Assembly and Council had to be unanimous cause problems for the League?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>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.’</p> <p>Level 2 Identifies AND/OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>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.’</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. ‘It made it difficult for the League to work well.’</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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 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. ‘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.’ OR ‘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)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. ‘Mussolini undermined the League over Corfu.’ ‘Mussolini ignored the League’s wishes when he invaded Abyssinia.’ ‘The lack of power of the League was exposed in Manchuria.’ ‘The USA was not a member.’ ‘The USA was needed for economic sanctions to effectively work.’ ‘The League did not have a standing army.’ ‘Britain and France put self-interest before the needs of the League.’ ‘Hitler’s rearmament undermined the League.’</p> <p>Level 1 General answer lacking specific contextual knowledge 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
		1
		0

Question	Answer	Mark
6(a)	<p>What happened in the Saar in 1935?</p> <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>	4 1–4
	Level 0 No evidence submitted or response does not address the question	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 (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 (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 e.g. 'It was a big gamble.'</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	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 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. '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.' OR '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
6(c)	<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 e.g. ‘The main countries failed to act.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3
		1
		0

Question	Answer	Mark
7(b)	<p>Why was it difficult to deal with Poland after the Second World War?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>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'.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'There was disagreement over the future of Poland.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	

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 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 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.’ OR ‘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 (One mark for each point.) 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 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.' 'Eisenhower saw Vietnam as a crucial part of his domino theory.' 'If Vietnam became totally communist, other nearby states would become communist. He thought Laos, Cambodia, Burma, India, Thailand and Pakistan would quickly follow.' 'He backed the anti-communist government in South Vietnam.' 'He thought he had to act, otherwise the whole of Vietnam would become communist.' 'Eisenhower had sent American air force pilots to support the French military operations.' 'After the French left, Eisenhower offered military and economic aid to the South.' 'He increased the number of military advisers to 900.' 'He maintained a naval presence in the region.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 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 (Four marks for one explanation, five marks for full explanation) 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 (One mark for each identification/description) 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> <p>Level 1 General answer lacking specific contextual knowledge 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>	6 6 4–5 2–3 1 0

Question	Answer	Mark
8(c)	<p>'The American policy of containment between 1950 and 1973 was successful.' 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. '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

Question	Answer	Mark
8(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.) 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>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'American containment had mixed results.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
9(b)	<p>Why did the Germans try to capture the Channel ports?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'It was an attempt to gain a German victory.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	

Question	Answer	Mark
9(c)	<p>'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> <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 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) OR '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 (One mark for each point.) 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 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(b)	<p>Why did the French fight to save Verdun?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'They didn't want to lose it.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	

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 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. ‘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.’ OR ‘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 (One mark for each point.) 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 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)	<p>What methods did Goebbels use between 1929 and 1932 to ensure that Nazi ideas were brought to the attention of the German people?</p> <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 1–4
	<p>Level 0 No evidence submitted or response does not address the question</p>	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.'</p> <p>'It could not campaign and build up support.'</p> <p>'The imprisonment of the Party leader put people off from supporting them.'</p> <p>'People did not support a party trying to take power by force.'</p> <p>'The Party failed to gain the support of the workers.'</p> <p>'The workers supported the SPD or the Communists.'</p> <p>'Many hated the violence of the SA.'</p> <p>'The country was doing well without the Nazis.'</p> <p>'Nazi aims were irrelevant to most Germans.'</p> <p>'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 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. ‘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.’ OR ‘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)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. 'The Nazis had answers for the effects of the Depression.' 'Goebbels led a very effective propaganda machine.' 'The Nazis were seen as defending the state against communism.' 'Industrialists financed the Nazis to prevent the communists taking power.' 'The SA and SS gave an impression of discipline and order.' 'Von Papen and von Schleicher could not form stable governments.' 'Von Papen convinced Hindenburg he would be able to control Hitler.' 'The Nazis were the largest party in the Reichstag by 1932.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'The Nazis seemed to have the answers to problems.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
12(b)	<p>Why was the Gestapo important to the Nazis?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'The Gestapo helped the Nazis.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	

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 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. '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.' 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.) 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)	Level 1 General answer lacking specific contextual knowledge e.g. 'Both were powerful weapons of control.'	1
	Level 0 No evidence submitted or response does not address the question	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.' 'Statues and pictures of Stalin increased and made Stalin appear god-like.' 'Children were taught that he was 'the wisest man of the age''. 'Famous photographs were changed to make him a hero and to remove purged people.' 'Propaganda was used.'</p>	4 1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
13(b)	<p>Why were the Purges an effective way for Stalin to control the Soviet people?</p> <p>Level 4 Explains TWO reasons</p> <p>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.’</p> <p>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.’</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. ‘The Purges helped Stalin achieve his aims.’</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
13(c)	<p>'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.</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. '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.'</p> <p>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.'</p>	10
		7–9
		4–6
		2–3

Question	Answer	Mark
13(c)	<p>Level 1 General answer lacking specific contextual knowledge 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.’ ‘Stalin wanted people to see themselves as ‘Soviets’ not Latvian or Ukrainian.’ ‘Teaching the Russian language in all schools became compulsory.’ ‘In 1932, citizens had to carry identity booklets which included their nationality.’ ‘Russian was the language of command in the Red Army.’ ‘There was mass deportation of ethnic minorities back to Asia.’ ‘Many Russians were sent to minority areas to live and work.’ ‘Non-Russian members of the Communist elite in positions of power were removed.’ ‘Stalin used the purges of the 1930s to target Latvians, Estonians, Finns, Poles and Hungarians within the Soviet elite.’ ‘Anti-Semitic measures were introduced.’</p>	4 1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
14(b)	<p>Why was there resistance to collectivisation?</p> <p>Level 4 Explains TWO reasons</p> <p>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.'</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'The peasants didn't like it.'</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
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 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. '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.' 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.) 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 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
15(a)	<p>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>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
15(b)	<p>Why was the growth of hire purchase and advertising important to the economic boom?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'Methods were needed to get consumers buying.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	

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 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. ‘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.’ OR ‘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.) 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 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.' 'African American communities in the northern areas became isolated ghettos.' 'In Chicago, poor white Americans stopped black Americans using parks, playgrounds and beaches.' 'Public facilities were segregated.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

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 (Four marks for one explanation, five marks for full explanation) 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 (One mark for each identification/description) e.g. 'Rural Fundamentalist Christians believed in a literal interpretation of the Bible.' 'Urban Christians accepted Darwin's theory of evolution.' 'The Fundamentalists thought the teaching of evolution showed the USA abandoning traditional values.' 'The Fundamentalists succeeded in outlawing the teaching of evolution in six states.' 'John Scopes deliberately broke the law by teaching evolution in one of the six states.' 'Scopes wanted a trial to ridicule the Fundamentalists' argument.'</p> <p>Level 1 General answer lacking specific contextual knowledge 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 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.' 'There were exchanges of artists and writers as well as political meetings.' 'In 1954, India published maps showing the border between India and China.' 'In 1959, the Chinese stated that the borders were incorrect and much 'Indian land' was in fact Chinese.' 'In 1959, the Dalai Lama and thousands of Tibetan refugees fled to India.' 'China claimed that the Indians supported rebels in Tibet.' 'India claimed that China supported communists within India.' '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>	4 1–4 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>Level 3 Explains ONE reason (Four marks for one 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.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) 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.’ ‘Khrushchev withdrew all technical and economic experts with many projects unfinished.’ ‘Mao was annoyed that the USSR would not help China develop an atomic bomb.’ ‘Mao was annoyed that the USSR would not help China in the border dispute with India.’ ‘Mao disapproved of the USSR’s invasion of Czechoslovakia in 1968.’ ‘In 1969 there were border disputes including shots being exchanged.’ ‘The Soviet embassy was attacked in Beijing during the Cultural Revolution.’ ‘The Chinese supported the Afghan rebels during the USSR’s war in Afghanistan.’</p>	6
	<p>Level 1 General answer lacking specific contextual knowledge e.g. ‘They had arguments constantly.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
17(c)	<p>How far had China achieved superpower status by 1976? 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. '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.'</p> <p>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.'</p>	10

Question	Answer	Mark
17(c)	<p>Level 1 General answer lacking specific contextual knowledge 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>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
18(b)	<p>Why did Mao think the Cultural Revolution would benefit China?</p> <p>Level 4 Explains TWO reasons</p> <p>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.'</p> <p>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'.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'Mao wanted to change things.'</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
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 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. ‘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.’ OR ‘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 (One mark for each point.) 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 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.' 'All black schools were brought under the control of a government department.' 'Government grants for missionary schools were withdrawn.' 'It resulted in missionary schools being closed. These schools had taught 90% of African pupils.' '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.' 'The government employed and trained teachers as they saw fit.' 'Black pupils were often taught in their own native language.' 'Money allocated for black education was reduced.' 'This meant black children had larger classes and less-qualified teachers.' 'It meant poorer quality buildings and equipment for black children.' '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)	<p>Why were Bantustans created?</p> <p>Level 4 Explains TWO reasons</p> <p>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.'</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'They were created to change the situation.'</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
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 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 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.' OR '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 (One mark for each point.) 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 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>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
20(b)	<p>Why did international opposition to apartheid have limited effect?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'International opposition was not united.'</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	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 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 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.' OR '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 (One mark for each point.) 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 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)	<p>What was the Arab League, formed in March 1945?</p> <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.' 'It resisted increased Jewish immigration.'</p>	4 1–4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
21(b)	<p>Why, by the end of the Second World War, was the creation of a Jewish homeland likely?</p> <p>Level 4 Explains TWO reasons</p> <p>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.’</p> <p>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.’</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. ‘Jews were determined to see a Jewish state.’</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
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 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)	<p>Why was the Six-Day War beneficial to the PLO?</p> <p>Level 4 Explains TWO reasons</p> <p>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.'</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'The PLO assumed a more prominent role in the conflict.'</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
22(c)	<p>‘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.</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 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.’</p> <p>Level 2 Identifies AND/OR describes (One mark for each point.) 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.’</p>	10

Question	Answer	Mark
22(c)	<p>Level 1 General answer lacking specific contextual knowledge 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

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.

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

GENERAL INSTRUCTIONS**Applying the Mark Scheme**

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

Assessment Objectives

- recall, description
- recall, explanation
- recall, explanation and analysis

Question	Answer	Marks
1(b)	<p>Why did Cavour resign in July 1859 following the truce Austria agreed at Villafranca?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (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.’</p> <p>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.’</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. ‘Cavour was unhappy with Napoleon.’</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
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’ 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. ‘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.’ OR ‘Although differing in tactics, both men in the end wanted to achieve unification and supported Victor Emmanuel.’</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. <u>Cavour</u></p> <p>‘He knew that it was impossible for Italy to expel Austria without outside help.’</p> <p>‘He realised that Napoleon would not agree to unlimited expansion of Piedmont.’</p> <p>‘By the early 1860s he was still not convinced that a totally united Italy was possible.’</p> <p>‘He was seen as opposed to Garibaldi’s plans for a united Italy.’</p> <p>‘He feared a revolution in favour of Garibaldi.’</p> <p>‘He organised an invasion of the Papal States.’</p> <p><u>Garibaldi</u></p> <p>‘His life was dominated by the thought of a united Italy.’</p> <p>‘He immediately wanted Rome, Venetia, Naples and Sicily as part of a united Italy.’</p> <p>‘He campaigned to liberate Rome from its French garrison.’</p> <p>‘He liberated Sicily and Naples.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The tactics of Cavour and Garibaldi were very different.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
2(a)	<p>What happened in Berlin during March 1848?</p> <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.' 'Street fighting took place.' 'The King's appearance on the balcony was loudly cheered.' 'Troops were ordered to clear the crowds but shots were fired.' 'Serious street fighting followed.' 'The King made a personal appeal for calm.' 'Troops were withdrawn as promised by the King.' 'The King appeared in the streets.' 'A series of reforms were granted.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 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 (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.'	4–5
	Level 2 Identifies AND/OR describes reasons (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.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was a response to demands.'	1
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’ 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 More detailed explanation of one issue to be given two marks. 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.’ OR ‘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)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <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.' 'Bismarck offered acceptable and lenient peace terms to Austria.' 'Bismarck as leader of the new Confederation was responsible to the King of Prussia.' 'France was unhappy with the outcomes.' 'The Junker Party was concerned about the loss of Prussia's identity.' 'Bismarck goaded Napoleon into a declaration of war in 1870.'</p>	2–3
	<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>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
3(b)	<p>Why was the Berlin Conference of 1884–85 important?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.’</p>	6
	<p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.’</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. ‘It was to ensure fair distribution of land.’</p>	2–3
	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>	10
	<p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation.</p>	10
	<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>	7–9
	<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. ‘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.’ OR ‘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>	4–6
	<p>Level 2 Identifies AND/OR describes One mark for each point. e.g. ‘Uprisings were often crushed.’ ‘Imperialists were aggressors.’ ‘France was more peaceful.’ ‘Sometimes resulted in hatred of the imperialists.’ (Boers)</p>	2–3

Question	Answer	Marks
3(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'Imperialism was not peaceful.'</p>	1
	Level 0 No evidence submitted or response does not address the question	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>	4 1–4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
4(b)	<p>Why was there a crisis over Morocco in 1911?</p>	6
	<p>Level 4 Explains TWO reasons</p>	6
	<p>Level 3 Explains ONE reason (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.'</p>	4–5
	<p>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.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'Germany was concerned about what France was doing.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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>	10
	<p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation.</p>	10
	<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>	7–9
	<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. ‘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.’ OR ‘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>	4–6

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

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>	<p>4</p> <p>1–4</p> <p>0</p>

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 (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.'	4–5
	Level 2 Identifies AND/OR describes reasons (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.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Some countries were not wanted.'	1
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>	10
	<p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation.</p>	10
	<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>	7–9
	<p>Level 3 One-sided explanation OR one explanation of both sides More detailed explanation of one issue to be given two marks. 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.’ OR ‘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>	4–6

Question	Answer	Marks
5(c)	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'The League was successful as there were no major conflicts.'</p> <p>'It was effective in dealing with minor disputes.'</p> <p>'It resolved the Aaland 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>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was successful as countries were peaceful.'</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 '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>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	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 (Four marks for one explanation, five marks for full explanation)	4–5
	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 (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.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'He was not challenged by other countries.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(c)	<p data-bbox="217 277 248 1912">‘The policy of appeasement made sense at the time.’ How far do you agree with this statement? Explain your answer.</p> <p data-bbox="280 277 379 1912">Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation.</p> <p data-bbox="411 277 596 1912">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 data-bbox="612 277 916 1912">Level 3 One-sided explanation OR one explanation of both sides More detailed explanation of one issue to be given two marks. 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.’ OR ‘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)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>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.'</p> <p>OR</p> <p>'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.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was the wrong policy to follow as it gave opportunities for others.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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.' 'The prevention of freedom of speech.' 'Soviet control was repressive and strict.' 'There was censorship.' 'The Soviet secret police were hated.' 'They did not like Russian street signs.' 'Education was restricted.' 'Religion was banned for being subversive.' 'Industrial production and food were sent to Russia.' 'The standard of living dropped.' 'Food was in short supply.' 'The thousands of Russian troops in Hungary were unpopular. They had to pay for the troops.' 'They were unhappy with hard-line leaders – Rákosi and Gerö.' 'Political opponents were arrested / executed.'</p>	4 1–4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
7(b)	<p>Why were the Soviets concerned about events in Hungary in 1956?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (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.'</p> <p>Level 2 Identifies AND/OR describes reasons (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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'They thought it would put them under threat.'</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>‘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’ 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 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.’ OR ‘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 (One mark for each point.) 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
	Level 0 No evidence submitted or response does not address the question	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>	<p>4</p> <p>1–4</p> <p>0</p>

Question	Answer	Marks
8(b)	<p>Why was Saddam Hussein able to become President of Iraq in 1979?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.’</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. ‘He was a master of political cunning.’</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
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’ 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. ‘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.’ OR ‘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>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'No, there were no winners.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
9(b)	<p>Why was the battle of the Marne in September 1914 important?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p>	6
	<p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'It showed the difficulties of fighting.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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’ 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 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.’ OR ‘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>	10
9(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.) 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)	<p>What was the Hindenburg Line?</p> <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.' 'Leaving its security would change the war from a war of attrition to one of movement.'</p>	4 1–4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
10(b)	<p>Why were events at Amiens in August 1918 significant?</p>	6
	<p>Level 4 Explains TWO reasons</p>	6
	<p>Level 3 Explains ONE reason (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.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons (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.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'The end of the war came closer.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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’ 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 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.’ OR ‘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

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>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They signed because they were losing.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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.' 'At his trial, Hitler gained national publicity.' 'He wrote 'Mein Kampf' whilst in prison.' 'Whilst in prison, Hitler realised power could not be achieved by the use of violence.' 'The Nazi Party was banned and so could not campaign.' 'Hitler realised he needed to achieve power by constitutional means.' 'Hitler realised that the Nazi Party needed to develop and expand its organisation.' 'Hitler realised that the Nazis needed to contest seats at general elections.' '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>	<p>4</p> <p>1–4</p> <p>0</p>

Question	Answer	Marks
11(b)	<p>Why was the Reichstag Fire important for Hitler?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (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.’</p> <p>Level 2 Identifies AND/OR describes reasons (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.’</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. ‘It gave an opportunity for Hitler to become stronger.’</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
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’ 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 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.’ OR ‘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

Question	Answer	Marks
11(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.) e.g. <u>Rallies</u> 'The most spectacular rallies were at Nuremburg. 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
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'Messages about Hitler were given.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(b)	<p>Why was the education of young people in German schools changed by the Nazis?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (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.'</p> <p>Level 2 Identifies AND/OR describes reasons (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 produce loyalty towards Hitler.' 'To increase hostility towards Jews.' 'To make pupils fitter.' 'To prepare boys for the army.' 'To prepare girls for motherhood.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'To ensure support for the Nazis.'</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>How successful were Nazi policies for German industrial workers? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how successful’ 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 ‘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.’ OR ‘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>	10

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> ‘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>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. ‘Not all were successful.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
13(a)	<p>What were Soviets?</p> <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>	<p>4</p> <p>1–4</p> <p>0</p>

Question	Answer	Marks
13(b)	<p>Why was the Kornilov Affair important?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p>	6
	<p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'It showed weaknesses.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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’ 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 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.’ OR ‘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 (One mark for each point.) 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.’ <u>Other reasons</u> ‘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
	Level 0 No evidence submitted or response does not address the question	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.’ ‘He gave tax breaks for families having more children.’ ‘He produced incentives in the work place.’ ‘These included free health care, accident insurance, an increased number of crèches and paid holidays.’ ‘By 1939 women made up a significant part of the work force (55%).’ ‘Women held lower positions in the workplace.’ ‘Women still faced discrimination.’ ‘Women did not hold high positions in the Party.’ ‘Women still had to run homes as well as work.’ ‘In practice, equality did not exist.’</p>	4 1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(b)	<p>Why did Stalin discourage differing national identities within the Soviet Union?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.’</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. ‘He wanted total control.’</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
14(c)	<p>How successful was Stalin's policy of collectivisation? 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. 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 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.' OR '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.) 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>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'It was not successful as he did not think it through.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
15(a)	<p>What was Prohibition?</p> <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)	<p>Why did Prohibition fail?</p>	6
	<p>Level 4 Explains TWO reasons</p>	6
	<p>Level 3 Explains ONE reason (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.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons (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.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'It failed because it was not liked.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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' 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 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.' OR '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.’ ‘There was discrimination against Black Americans.’ ‘The Sacco and Vanzetti trial showed hatred against foreigners.’ ‘Prohibition showed intolerance towards those who wished to drink alcohol.’ ‘Women had greater freedom.’ ‘Attitudes towards sex and contraception were changing.’ ‘New tastes in entertainment were growing.’ ‘The Monkey Trials showed a lack of tolerance.’</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. ‘America was extremely intolerant.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3
		1
		0

Question	Answer	Marks
16(b)	<p>Why did the Crash cause many US citizens severe financial difficulties?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (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.'</p> <p>Level 2 Identifies AND/OR describes reasons (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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'Many citizens did not have money.'</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
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’ 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. ‘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.’ OR ‘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</p> <p>(One mark for each point.)</p> <p>e.g. Hoover</p> <p>‘He believed it was just a normal business downturn.’</p> <p>‘He insisted that prosperity was ‘just around the corner’.’</p> <p>‘He tried to protect US trade by the introduction of tariffs.’</p> <p>‘He blocked the Garner-Wagner Relief Bill.’</p> <p>‘He believed social security was not the responsibility of government.’</p> <p>‘His reputation was badly damaged by the events relating to the bonus marchers.’</p> <p><u>Roosevelt</u></p> <p>‘He already had a reputation for helping those in need.’</p> <p>‘He gave confidence to Americans.’</p> <p>‘His ‘new deal’ election campaign was seen as very positive.’</p> <p>‘He went around the country to meet the people.’</p> <p>‘He believed government should help the people.’</p> <p>‘He planned to get people back to work.’</p> <p>‘He was prepared to take advice.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Hoover did not help people.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
17(a)	<p>What were 'land co-operatives' in Communist China?</p> <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>	<p>4</p> <p>1–4</p> <p>0</p>

Question	Answer	Marks
17(b)	<p>Why did the Communists start to redistribute land immediately on coming to power?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'To be fairer.'</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)	<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’ 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 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.’ OR ‘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.' 'Attitudes towards women were changed.' 'Communes were introduced.' 'The First Five-Year Plan was introduced.' 'The Great Leap Forward was introduced.' '"Backyard furnaces" produced poor quality iron.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Great changes took place in China.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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>	<p>4</p> <p>1–4</p> <p>0</p>

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 (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.'	4–5
	Level 2 Identifies AND/OR describes reasons (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.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was not needed any longer.'	1
	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>	10
	<p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation.</p>	10
	<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>	7–9
	<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. ‘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.’ OR ‘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>	4–6

Question	Answer	Marks
18(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. <u>Mao</u> '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><u>China</u> '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>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Mao thought things were wrong.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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 (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 (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 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’ 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 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.’ OR ‘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
		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. <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) ‘The government charged 156 persons with treason.’ ‘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.’ ‘17 MK leaders were arrested and put on trial for treason.’ ‘Eight were given life sentences.’ ‘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
		1
		0

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>	<p>4</p> <p>1–4</p> <p>0</p>

Question	Answer	Marks
20(b)	<p>Why was Chief Buthelezi important?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'He tried to bring improvement.'</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
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’ 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 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.’ OR ‘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</p> <p>(One mark for each point.)</p> <p>e.g. <u>Botha's reforms</u></p> <p>'They excluded blacks altogether from national politics.'</p> <p>'Other non-white groups were placed in an inferior position.'</p> <p>'Despite reforms many non-whites continued to suffer massive disadvantages in the jobs and housing markets.'</p> <p>'Despite reform, education remained divisive.'</p> <p>'The reforms raised expectations but failed to remove the entire apartheid system.'</p> <p><u>Other reasons</u></p> <p>'Continued opposition to the apartheid system.'</p> <p>'Democratic opposition could not be voiced.'</p> <p>'Community violence was a response to the torture and murder carried out by the security services.'</p> <p>'Botha declared a State of Emergency in 1985 to try and regain control over South Africa.'</p> <p>'Attacks increased from bases in countries outside South Africa.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Botha thought he would improve the situation.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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 (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.'	4–5
	Level 2 Identifies AND/OR describes reasons (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.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Neither side was happy with all the details of the Partition Plan.'	1
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>	10
	<p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation.</p>	10
	<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>	7–9
	<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 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.’ OR ‘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>	4–6

Question	Answer	Marks
21(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. Arab weaknesses ‘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> ‘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>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. ‘The Israelis were stronger.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(a)	<p>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>	4 1–4 0

Question	Answer	Marks
22(b)	<p>Why has the United Nations failed to resolve the Arab–Israeli conflict?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (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.’</p> <p>Level 2 Identifies AND/OR describes reasons (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.’</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. ‘It was weak.’</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
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’ 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 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.’ OR ‘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>	10



HISTORY

0470/13

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.

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

GENERAL INSTRUCTIONS**Applying the Mark Scheme**

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

Assessment Objectives

- recall, description
- recall, explanation
- recall, explanation and analysis

Question	Answer	Mark
1(a)	<p>Describe the benefits of the Zollverein.</p> <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.' 'It enabled Prussia to exclude Austria from inter-state economic cooperation.' 'It enabled Prussia to act as a leader among German states.' 'It proved to be a catalyst towards political union.'</p>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
1(b)	<p>Why was the result of the Austro-Prussian War of 1866 important?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'Prussia was victorious.'</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
1(c)	<p>‘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.</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. 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. ‘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.’</p> <p>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.’</p>	10

Question	Answer	Mark
1(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'It was the immediate cause of war.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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.’ ‘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>	4 1–4 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’ 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 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.’ OR ‘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 (One mark for each point.) 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

Question	Answer	Mark
2(c)	<p>Level 1 General answer lacking specific contextual knowledge 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)	<p>Describe the impact of imperialism on the Congo.</p> <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.' 'The forced labour system led to the deaths of 20% of the population.' 'Many were mutilated if they did not produce enough.' 'Many had hands amputated, meaning they found it difficult to work and look after their families.' 'In 1908, the Belgian Parliament took over the Congo Free State.' 'It became known as the Belgian Congo.'</p>	4 1–4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
3(b)	<p>Why did European imperialism affect different African colonies in different ways?</p>	6
	<p>Level 4 Explains TWO reasons</p>	6
	<p>Level 3 Explains ONE reason</p>	4–5
	<p>(Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p>	
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>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.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Britain and France imposed their own ideas of government.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
3(c)	<p>How successful was the Boxer Rebellion? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how successful' 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 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.'</p> <p>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.'</p>	10

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>	4 1–4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
4(b)	<p>Why did the Balkan Wars of 1912–13 bring general European war closer?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'It was the area most likely to cause the spark to start a war.'</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
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’ 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. ‘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.’ 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 (One mark for each point.) 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(b)	Why was collective security ineffective in practice?	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 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.'	
	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’ 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. ‘Both Sweden and Finland claimed the Aaland 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.’ OR ‘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 (One mark for each point.) e.g. ‘Disputes between smaller countries were often peacefully settled.’ ‘The claims of Sweden and Finland to the Aaland 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

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)	<p>Why was Hitler able to unite with Austria?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'Most Austrians were German-speaking.'</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
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’ 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. ‘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.’ OR ‘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 (One mark for each point.) 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>	10

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)	<p>What was the importance of the 38th parallel in relation to Korea?</p> <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>	4 1-4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
7(b)	<p>Why did the USA become involved in resisting the invasion of South Korea?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'The USA was unhappy with what had happened.'</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
7(c)	<p>How effectively did the American policy of containment limit the spread of Communism between 1950 and 1973? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how effectively' 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. '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.'</p> <p>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.'</p>	10

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>	4 1–4 0

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 Walesa 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 Walesa 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’ 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. ‘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.’ OR ‘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 (One mark for each point.) 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
		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>	4 1–4 0

Question	Answer	Mark
9(b)	<p>Why was the Somme Offensive launched?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. 'It was launched to achieve a break-through 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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'To defeat the Germans.'</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
9(c)	<p>‘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.</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. 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. ‘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.’</p> <p>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.’</p>	10

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
	Level 0 No evidence submitted or response does not address the question	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.' 'The most famous poster had a picture of Lord Kitchener.' 'Other posters showed the Germans as Huns and Barbarians.' 'There were conscience posters making men feel guilty if they did not volunteer.' 'Recruiting stations were opened in every town.' 'Patriotism was whipped up by public speakers and army bands to persuade men to enlist.' 'Factory mates were encouraged to join together and formed the 'Pals' Battalions.' 'In the music halls, artists persuaded young men to join up on stage.' 'In London, women handed out white feathers to persuade men to show they were not cowards.' 'The Government passed the Military Service Act in January 1916.' 'In January 1916, single men aged 18–41 were conscripted into the armed forces.' 'In May 1916, married men aged 18–41 were also conscripted.'</p>	4 1–4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
10(b)	<p>Why was Britain able to counter the effectiveness of the U-boat threat in 1917–18?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'Better protection was given to the merchant ships.'</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
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’ 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. ‘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.’ 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 (One mark for each point.) 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

Question	Answer	Mark
10(c)	<p>Level 1 General answer lacking specific contextual knowledge 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)	<p>Describe the activities of the Freikorps, 1919–20.</p> <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>	4
	Level 0 No evidence submitted or response does not address the question	0

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 (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.'	4–5
	Level 2 Identifies AND/OR describes reasons (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.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Germany could not pay its debts.'	1
	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’ 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 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.’ OR ‘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> <p>Level 2 Identifies AND/OR describes (One mark for each point.) 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>	10

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.' 'Contraception was not allowed.' 'Abortion was illegal for Aryan women.' 'The state set up a 'Mother and Child Welfare Office'. 'Posters, radio broadcasts and newsreels all celebrated the ideas of motherhood and home building.' 'The ideas of motherhood were reinforced at school and in the German Maidens' League.'</p>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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’ 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. ‘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.’ OR ‘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 (One mark for each point.) 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
		7–9
		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
	Level 0 No evidence submitted or response does not address the question	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>	4 1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
13(b)	<p>Why did opposition to the rule of the Tsar exist in Russia at the beginning of the twentieth century?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p>	6
	<p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The country needed modernising politically, socially and economically.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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’ 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 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.’ OR ‘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 (One mark for each point.) e.g. ‘The Tsar failed as commander-in-chief.’ ‘There was mutiny in the armed forces.’ ‘The Duma lacked power.’ ‘The Petrograd Soviet was re-formed.’ ‘Strikes and food shortages were crippling.’ ‘The reputation of the court was lowered by Rasputin.’</p>	10

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.' 'The harshest were inside the Arctic Circle and Siberia.' 'The prisoners were used as slave labour on prestige projects.' 'A quarter of a million convicts worked on the White Sea Canal.' 'Prisoners were expected to work in all weathers.' 'Prisoners did not receive enough food.' 'Camp guards often used violence against the inmates.' 'Prisoners could not receive any visitors.' 'Conditions were so bad that several millions died in the camps.' 'They died from hunger, cold and exhaustion.'</p>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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) 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.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) 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.'	2–3
	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’ 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. ‘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, Tomsy and Rykov, who had supported the NEP, were accused of forming a Trotskyite-Rightist bloc.’ OR ‘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 (One mark for each point.) 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 purge party officials who were ‘undermining the economy.’’</p>	10

Question	Answer	Mark
14(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. ‘Stalin’s purges were to remove all potential opponents.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1
		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>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	1–4
		0

Question	Answer	Mark
15(b)	<p>Why was the expansion of the motor industry important for the economic boom?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p>	6
	<p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'It revolutionised industrial practices.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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’ 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. ‘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.’ OR ‘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>	10

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>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The US farming industry faced a multitude of problems.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
16(b)	<p>Why was the American business community critical of the New Deal?</p> <p>Level 4 Explains TWO reasons</p> <p>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.'</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'They had to pay more taxes.'</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>‘The New Deal was a failure as it did not solve unemployment.’ 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. 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. ‘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.’ OR ‘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

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>	4 1–4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
17(b)	<p>Why did the Second World War increase the strength of the Communist Party?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'The Communists worked with the people, unlike the Nationalists.'</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
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’ 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 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.’ 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 (One mark for each point.) 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

Question	Answer	Mark
17(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'The KMT failed to gain peasant support, unlike the Communists.'</p>	1
	Level 0 No evidence submitted or response does not address the question	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>	4 1–4
	Level 0 No evidence submitted or response does not address the question	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’ 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. ‘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.’ OR ‘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 (One mark for each point.) 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

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>	4
		1–4
		0

Question	Answer	Mark
19(b)	<p>Why was the migrant labour system disliked by black workers?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (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.'</p> <p>Level 2 Identifies AND/OR describes reasons (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.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'White farmers and industrialists exploited migrant black workers.'</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
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’ 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. ‘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.’ OR ‘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 (One mark for each point.) 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>	10

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
	Level 0 No evidence submitted or response does not address the question	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>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
20(b)	Why was the ANC worried about the actions of Chief Buthelezi?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (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.'	4–5
	Level 2 Identifies AND/OR describes reasons (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.'	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' 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. '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.' OR '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 (One mark for each point.) 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

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> <p>Level 0 No evidence submitted or response does not address the question</p>	1
		0

Question	Answer	Mark
21(b)	<p>Why were the results of the Suez conflict important for Israel?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)</p> <p>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.'</p>	6
	<p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It showed Israel had the upper hand over its neighbours in war.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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’ 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. ‘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.’ OR ‘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>	10

Question	Answer	Mark
	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>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.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Nasser was goaded by the Syrians to take action.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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>	4
	<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’ 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. ‘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.’ OR ‘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 (One mark for each point.) 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

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.

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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) 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 	3–5
	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
	<p>Level 3 Uses sources to support and reject the statement</p> <p>Award up to 2 bonus marks for developed 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 X for each source use rejecting the statement.</p> <p>✓ – A, B, C, D, G</p> <p>X – A, B, C, D, E, F, G</p>	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 <i>appear</i> 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
	<p>Level 3 Uses sources to support and reject the statement</p> <p>Award up to 2 bonus marks for developed 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 X for each source use rejecting the statement. The idea of 'satisfied' can comprise liking, approving, thinking it was fair etc.</p> <p>✓ – A, C, D, E, F, G, H</p> <p>X – A, B, C, D, E, F, G, H</p>	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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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</p> <p>They both argue that the 1848 revolutions in Italy failed because Italians were divided</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 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</p> <p>Disagreements: in A Cavour has contempt for the Rome liberals but in B he is against the working class</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</p> <p>OR</p> <p>Level 2 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>	8 7–8 6 3–5 2 1 0

Question	Answer	Marks
2	<p>Study Source C. Are you surprised by this source? Explain your answer using details of the source and your knowledge.</p> <p>Level 6 Uses contextual knowledge or other sources to explain why surprised and not surprised</p> <p>Level 5 Uses contextual knowledge or other sources to explain why surprised or not surprised</p> <p>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</p> <p>Level 3 Undeveloped answers based on provenance or uses knowledge or other sources to check events / facts in C</p> <p>Level 2 Identifies what is / what is not surprising but no explanation</p> <p>Level 1 Unsupported assertions</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	8 7–8 5–6 4 3 2 1 0

Question	Answer	Marks
3	<p>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> <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 6 3–5 2 1 0

Question	Answer	Marks
4	<p>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.</p> <p>Level 6 Compares the sources and evaluates both</p> <p>Level 5 Compares the sources and evaluates one of them Note: Levels 5 and 6 must be built on Level 4</p> <p>Level 4 Explains that G shows that Garibaldi was wrong in his expectations of the Italian people</p> <p>Level 3 Answers based on agreements / disagreements between the two sources</p> <p>Level 2 Answers based on undeveloped provenance</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
		8
		7
		5–6
		3–4
		2
		1
		0

Question	Answer	Marks
5	<p>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.</p> <p>Level 6 A combination of Levels 4 and 5</p> <p>Level 5 Explains fundamental difference of aims – freeing the people from the social system in H and a free and independent Italy in I</p> <p>Level 4 Explains similarities in aims – both want a united Italy, an Italy free from Austria</p> <p>Level 3 Explains differences or similarities but not focused on aims</p> <p>Level 2 Answers based on undeveloped use of provenance</p> <p>Level 1 Unsupported assertions</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	8 8 6–7 4–5 3 2 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</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 X for each source use rejecting the statement</p> <p>✓ B, C, D, E, F</p> <p>✗ 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	<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</p> <p>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</p> <p>Both need to be supported from sources. Need all the above for Level 5, otherwise L3 or L4</p> <p>Level 4 Agreement and disagreement of detail or sub-messages</p> <p>Level 3 Agreement or disagreement of detail or sub-messages:</p> <p>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</p> <p>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</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</p> <p>OR</p> <p>Level 2 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
		5–6
		3–4
		2
		1
		0

Question	Answer	Marks
3	<p>Study Sources D and E. Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.</p> <p>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</p> <p>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</p> <p>Level 5 Answers based on agreements/disagreements</p> <p>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</p> <p>Level 4 Explains not surprised by E because of his purpose – but no valid use of D</p> <p>Level 3 D does not make E surprising because they are about different things OR Uses contextual knowledge to check content of E</p> <p>Level 2 Answers based on undeveloped provenance</p> <p>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</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	8 8 7 5–6 4 3 2 1 0

Question	Answer	Marks
4	<p>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.</p> <p>Level 5 Big message – explains different points of view about whether it was right to punish Germany in the way it was</p> <p>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</p> <p>Level 3 Answers based on misreading of F and / or G OR Answers that give valid reading(s) but no comparison</p> <p>Level 2 Answers based on undeveloped use of provenance</p> <p>Level 1 Unsupported assertions / surface descriptions</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	8 7–8 5–6 3–4 2 1 0

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

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.

Cambridge will not enter into discussions about these mark schemes.

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

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 These answers compare the impression of complete disorder, destruction and disrespect in A with the orderliness and respect for religion in B.	6–8
	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 OR Level 2 States that the sources are about the same subject	2–3
	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	2–3
	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 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	7–10
	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	2
	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 OR Explains how these two sources can be reconciled or how Source F cannot be used to prove that Lloyd George was lying	4–5
	Level 2 Undeveloped provenance OR Valid analysis of sources but fails to say whether Lloyd George was lying	2–3
	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
	<p>Level 3 Uses sources to support and reject the statement</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 X for each source use rejecting the statement.</p> <p>✓ – (A), B, D, G, H</p> <p>X – A, C, D, E, F, G</p>	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.

Cambridge will not enter into discussions about these mark schemes.

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

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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	<p>Candidates:</p> <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. 	[9–16]
Level 1	<p>Candidates:</p> <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. 	[1–8]
Level 0	<p>Candidates: Submit no evidence or do not address the question.</p>	[0]

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; Yen’an 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 Sharpville 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 minorities 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 retaliate, 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

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 **11** printed pages.

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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:

- 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 appeased 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 Yen-an 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

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Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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
<p>Level 1</p> <p>Candidates:</p> <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. 		<p>[1–8]</p>
<p>Level 0</p>		<p>[0]</p>
<p>Candidates:</p>	<p>Submit no evidence or do not address the question.</p>	

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 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 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 Communist support rooted in the peasants as the KMT often ignored the plight of the peasants; peasants were central to Maoist ideology – Yen-an 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 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 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 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 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 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 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. 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 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

0470/11

Paper 1

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.

Answer **three** questions.

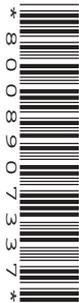
Section A (Core Content)

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** 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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Cambridge International General Certificate of Secondary Education

HISTORY

0470/12

Paper 1

May/June 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.

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



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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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HISTORY

0470/13

Paper 1

May/June 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.

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



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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

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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.

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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.

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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.

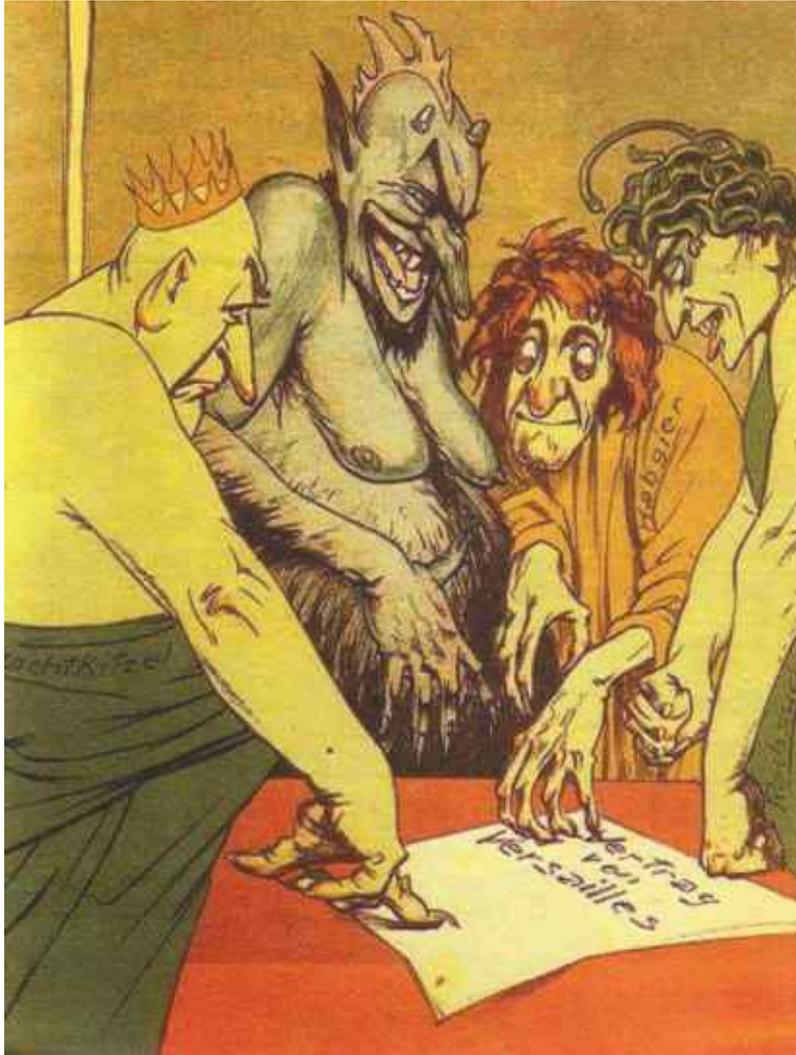
SOURCE B

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.

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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

0470/22

Paper 2

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–p7]

Option B: 20th Century topic [p8–p12]

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 **12** printed pages and **1** Insert.

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.
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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.

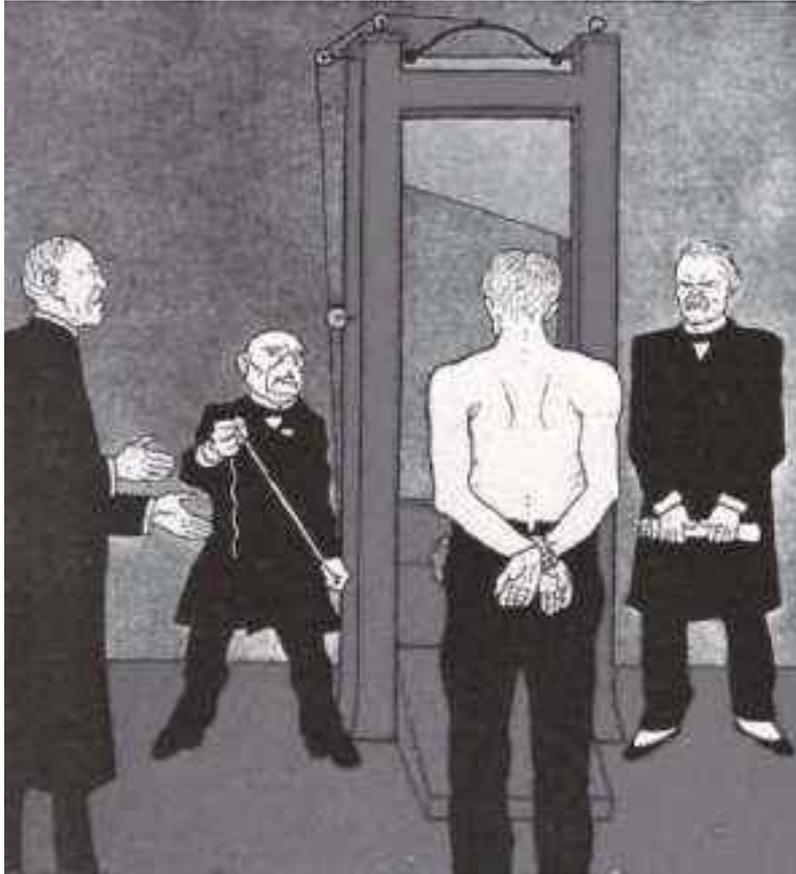
SOURCE B

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.
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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.

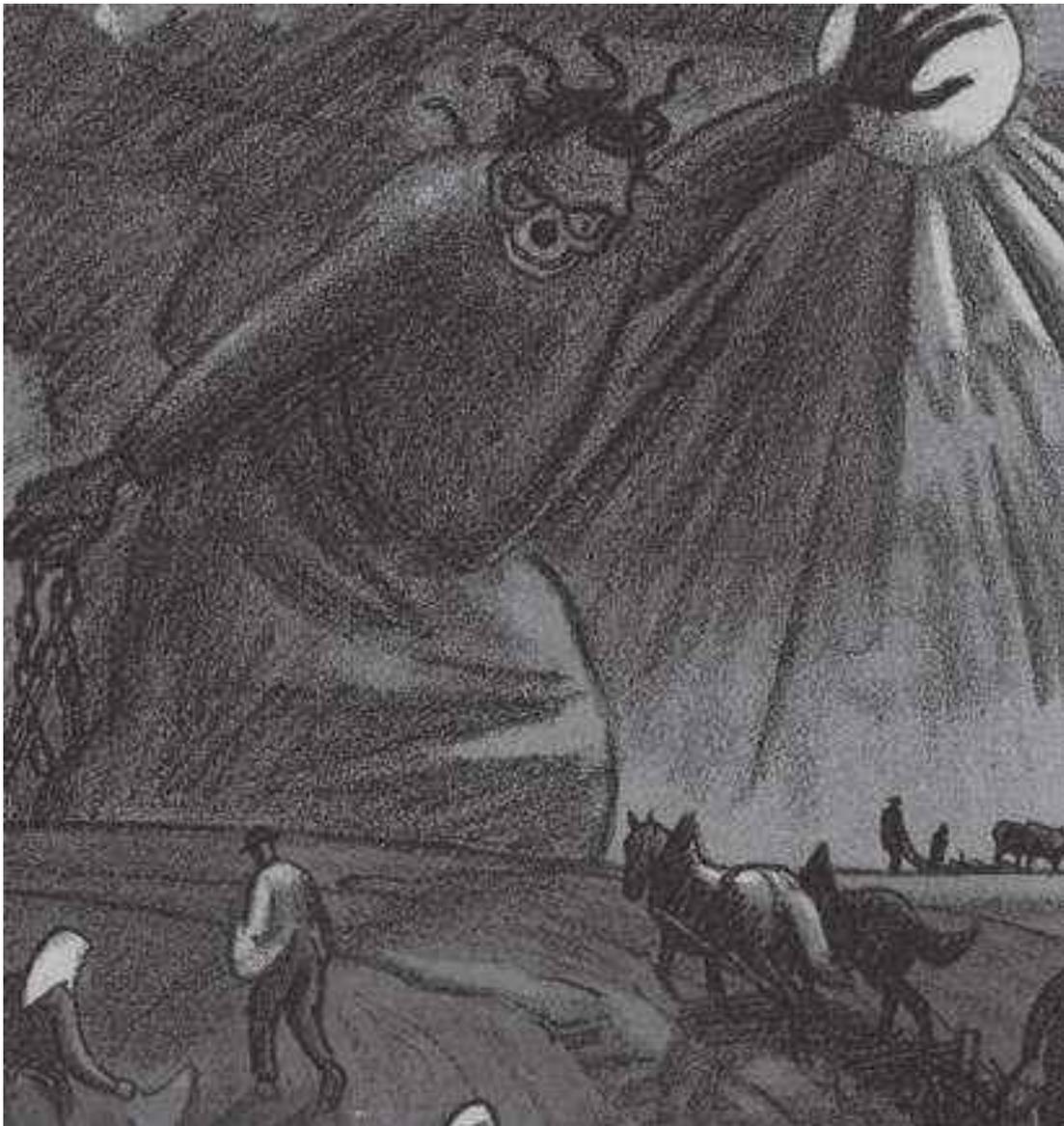
From a confidential document written by Lloyd George in March 1919. It was leaked and received much criticism in Britain.

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.
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SOURCE G



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

0470/23

Paper 2

May/June 2017

2 hours

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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.



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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]

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

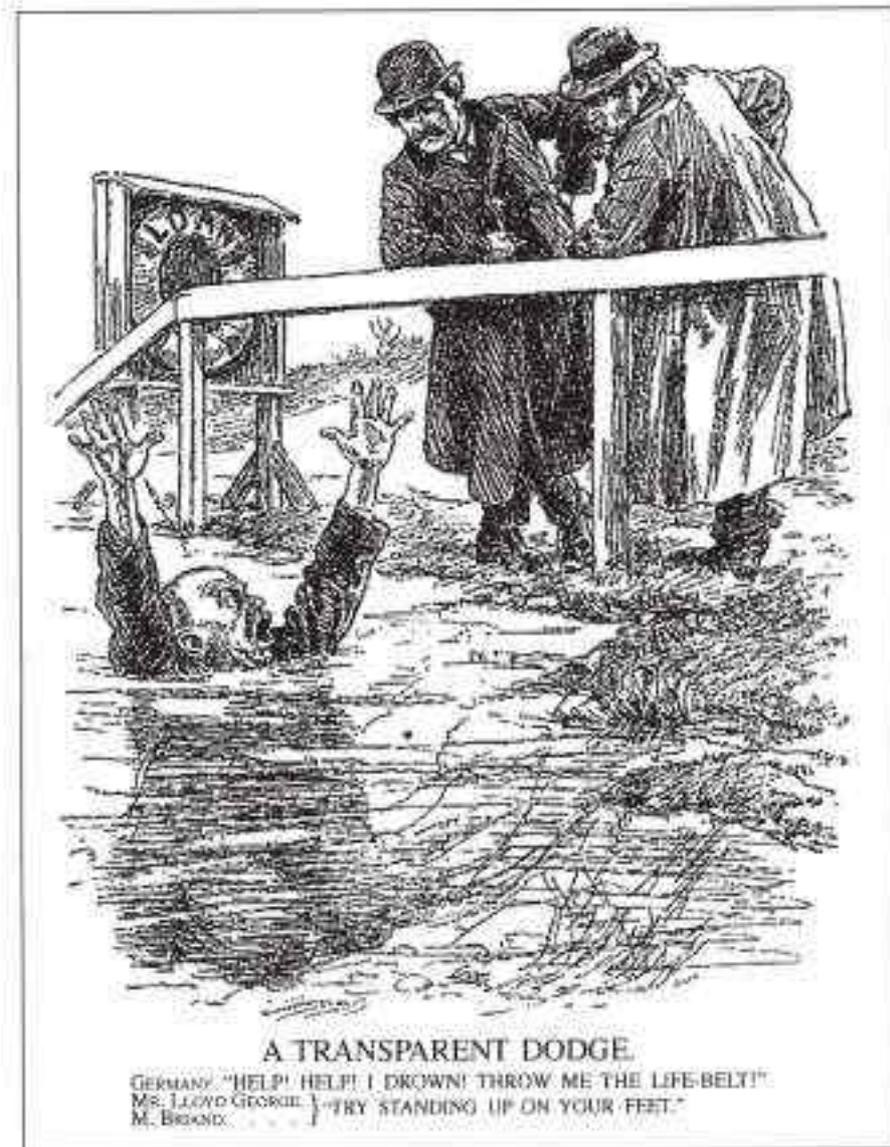
The Germans would have accepted a fair peace settlement based on President Wilson's 'Fourteen Points' but the Treaty of Versailles gave the final blow to the cause of democracy in Germany. The main injustice of Versailles was the separation of Polish territory from the Reich. The Treaty ensured that 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.

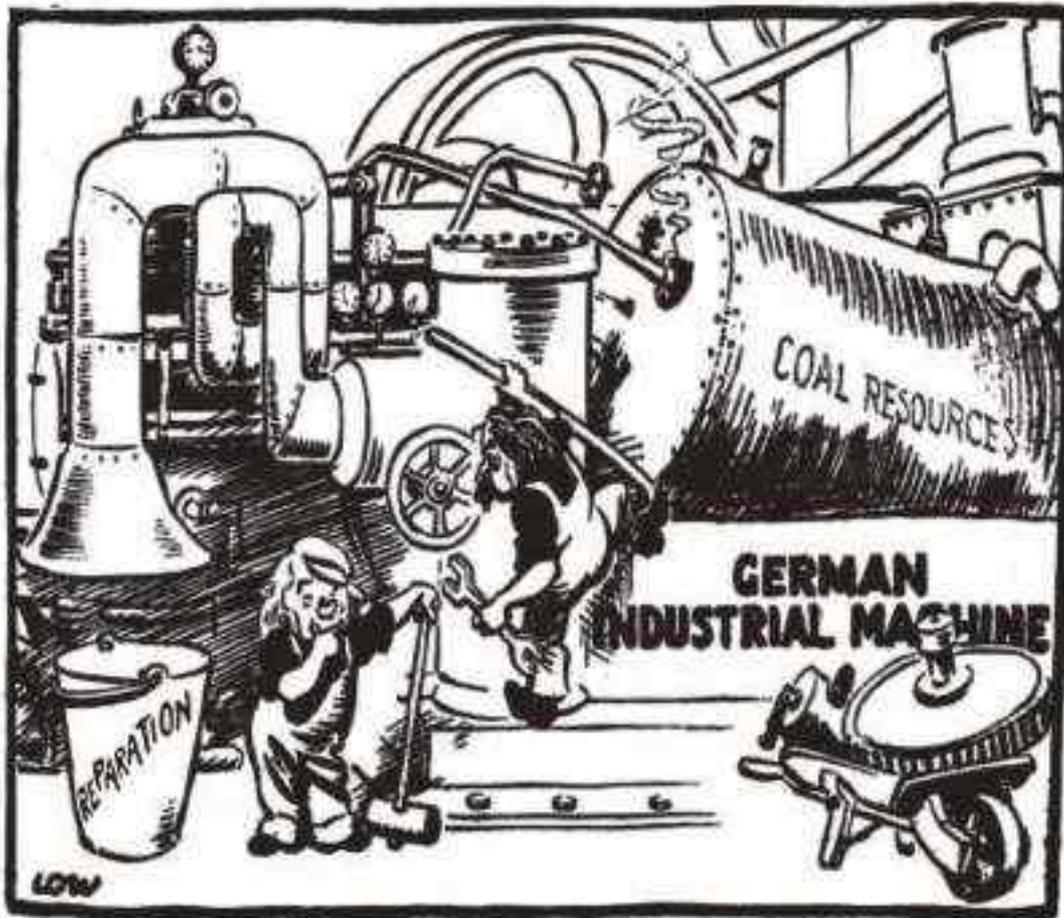
From a history book published in 1987.

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



The Efficiency Experts.

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

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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 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

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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 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.

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.

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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

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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.

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- (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

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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

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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 denouncement of Nazism as anti-Christian by Pope Pius XI, Niemöller'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.

HISTORY

Paper 0470/13
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

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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, focussed 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

Paper 0470/21
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.

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Comments on specific questions

19th century topic

Question 1

Most candidates were able to 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

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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 ailing, 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.

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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

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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.

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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 Algeiras 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

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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.

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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 led 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.

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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.

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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.

	maximum raw mark available	minimum raw mark required for grade:						
		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.

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

GENERAL INSTRUCTIONS**Applying the Mark Scheme**

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

Assessment Objectives

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

Question	Answer	Marks
1(b)	<p>Why, by 1848, were the people of France unhappy with Louis Philippe?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

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’ As Level 4 plus evaluation. 10</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 4–6</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.’ OR e.g. ‘Nationalism also played a significant part in the revolutions. In Hungary, the national groups were seeking independence from an empire, whilst in Germany and Italy nationalists wished to unite with other states to form a larger nation.’</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. '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>	2–3
		1
		0

Question	Answer	Marks
2(b)	<p>Why was an ultimatum issued to Piedmont in 1859?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 Plombieres, Napoleon signed a secret treaty with Cavour. France would help Piedmont to fight against Austria if Austria attacked Piedmont. It was left to Cavour to provoke Austria by ordering army manoeuvres on the Austrian border.'</p> <p>Level 2 Identifies AND/OR describes reasons 2–3</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 1</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 0</p>	6

Question	Answer	Marks
2(c)	<p>How successful was the 1859 war with Austria? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how successful' 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'When Cavour and Napoleon met at Plombieres and agreed a secret alliance against Austria, Cavour had hoped the outcome would be a successful war against Austria which would sweep the Austrians out of Lombardy and Venetia. Cavour was upset that the outcome only ceded Lombardy to Piedmont, leaving Venetia still under Austrian control.'</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>	10

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.’ ‘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>	2–3
		1
		0

Question	Answer	Marks
3(b)	<p>Why was the Dred Scott case important?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

Question	Answer	Marks
3(c)	<p>‘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’ 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.</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 1860, the South was alarmed with the election of the Republican, Abraham Lincoln, as president. Lincoln was a staunch opponent of slavery. Many Southerners thought Lincoln was unsympathetic to their views and, therefore, they wanted to secede from the Union to keep slavery.’ OR ‘The South felt it needed to keep slavery so that it could run its plantations with a profit. Southerners thought slaves were ideal for picking cotton and tobacco. Southerners believed that the North did not understand this factor.’</p>	10

Question	Answer	Marks
4(b)	<p>Why did Britain react to the Indian Mutiny in the way that it did?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. 'There was punishment and reform.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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' 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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.' 'It was important to establish secure 'coaling stations' for a powerful navy.' 'Many thought it was a moral responsibility to extend civilisation.' 'Statesmen wanted colonies to balance those acquired by their competitors.' 'Acquiring colonies made people feel proud and gave them a sense of patriotism.'</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
		1
		0

Question	Answer	Marks
5(a)	<p>What problems were caused by the Treaty of Sèvres?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>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.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	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 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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.’ ‘The Germans felt the disarmament clauses left Germany defenceless.’ ‘The Germans felt the Treaty was far too harsh.’ ‘The Germans resented not being allowed to join the League of Nations.’</p> <p>Level 1 General answer lacking specific contextual knowledge 1</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 0</p>	6

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' 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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.' OR e.g. 'Wilson was pleased that he had successfully persuaded his partners to accept that the Covenant of the League of Nations should be included in all the peace treaties. This would help to make the new peace keeping organisation become a reality. He was disappointed that the American Congress failed to approve the treaties and the League.'</p>	10

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 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

Question	Answer	Marks
6(c)	<p>‘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’ 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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 Aaland Islands in the Baltic Sea. Most of the islanders wanted to be ruled by Sweden, but the League investigated and awarded the islands to Finland with safeguards for the islanders. Sweden accepted the decision.’</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. ‘Thousands of refugees were returned to their homelands after the First World War.’ ‘The Health Organisation helped Russia deal with a typhus outbreak.’ ‘It worked hard to defeat leprosy.’ ‘It started a campaign to exterminate mosquitoes.’ ‘Over 200 000 slaves were freed.’ ‘The League black-listed large international companies involved in illegal drug selling.’ ‘The League banned poisonous white lead from paint.’ ‘It limited the working hours for young children.’ ‘The League devised a plan to stabilise the Austrian currency.’ ‘The League made recommendations for the marking of shipping lanes.’ ‘The League produced an international highway code for road users.’ ‘The League resolved the Aaland Islands dispute by giving them to Finland.’ ‘The League organised a plebiscite to resolve the dispute over Upper Silesia.’ ‘The League successfully resolved the dispute between Turkey and Iraq over Mosul.’ ‘The League intervened over the border dispute between Greece and Bulgaria.’ ‘The League settled the differences between Columbia and Peru.’ ‘The League successfully resolved the dispute between Bolivia and Paraguay.’</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>	2–3
		1
		0

Question	Answer	Marks
7(b)	<p>Why was Poland a cause of tension between the Great Powers in 1945?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

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’ As Level 4 plus evaluation. 10</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 4–6</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.’ OR e.g. ‘Truman lacked experience in international affairs in comparison with Roosevelt. He believed Stalin should keep to the agreements made at Yalta. Truman was aggressive in his dealings with officials from the Soviet Union and felt that as a powerful, atomic power he should be able to dictate terms at the Potsdam Conference.’</p>	10

Question	Answer	Marks
8(b)	<p>Why did Saddam Hussein introduce purges?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. ‘Saddam wanted to show his authority.’</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
8(c)	<p>‘The most important reason for Saddam Hussein being able to come to power in Iraq was the influence of Khairallah Tulifah.’ 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. 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 it had not been for his uncle, Khairallah, Saddam could have spent his life as an unknown Iraqi peasant. Saddam lived in his household and Khairallah instilled in Saddam an appreciation of Arab nationalism and a hatred of the monarchy that ruled Iraq supported by the British. Khairallah ensured Saddam went through primary school and attended high school. He inspired Saddam to join the Baath Party.’ OR e.g. ‘Saddam was fortunate that Prime Minister Bakr was both from Tikrit and a kinsman, the cousin of Khairallah Tulifah. 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.'</p> <p>'Khairallah got Saddam interested in Arab nationalism.'</p> <p>'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
		1
		0

Question	Answer	Marks
9(b)	<p>Why did conditions in the trenches cause illness and disease?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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.’ ‘There was a lack of protection against the cold.’</p> <p>Level 1 General answer lacking specific contextual knowledge 1</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 0</p>	6

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’ 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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
10(b)	<p>Why was there more resistance than expected when the Allies attacked Gallipoli?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. 'The Turkish Army was not weak.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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’ 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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>	10

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

Question	Answer	Marks
11(b)	<p>Why was the existence of the Weimar Republic under serious threat in 1923?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. ‘It faced challenges.’</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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’ 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.</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. ‘Stresemann brought economic stability and confidence back by ending hyperinflation, introducing a permanent currency, the Reichmark, and by reducing government spending. Stresemann had worked closely with the Americans in securing loans under the Dawes Plan, which was invested in German industry.’ OR e.g. ‘To a greater extent, Germany’s recovery after 1923 was an illusion. The economic recovery depended on loans, and if the loans were recalled Germany would be in serious trouble again. As it was, agriculture never fully recovered, unemployment remained stubbornly high and small businesses continued to struggle.’</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. ‘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>	2–3

Question	Answer	Marks
12(b)	<p>Why did some young people not join the Nazi youth groups?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

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’ 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.</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 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.’ OR e.g. ‘In peacetime, women were forced out of the professions and discouraged from being in the workplace. After 1937, the Nazi regime performed a u-turn because of the increasing demands of German industry, especially those firms involved in rearmament. Labour could not be met by the pool of unemployed men, which was becoming exhausted. Women were persuaded back into work to support the war effort.’</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.'</p> <p>'The Nazis thought they would need more men for the armed forces.'</p> <p>'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> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The Nazis' role for women in wartime became confused.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

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 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

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’ 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.</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. ‘For most of this period, Stolypin was the Tsar’s chief minister. He wanted moderate reform in agriculture, industry and education, but he believed that the power should still rest with the Tsar. He adopted a ‘carrot and stick’ approach. He created a peasants’ land bank so that they could buy more land and make bigger units. On the other hand, he hanged over 1000 people and exiled 20 000 and kept control.’ OR e.g. ‘The granting of the Dumas seemed to put off serious difficulties for the Tsar, but he also issued the ‘Fundamental Laws’. These gave the Tsar a veto over laws, the power to appoint and dismiss ministers and to dissolve the Duma when he saw fit. This meant that the two Dumas which met before 1914 achieved very little and it seemed that Russia was heading back towards its undemocratic past.’</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.' 'The October Manifesto granted the Duma.' 'The Fundamental Laws meant the early Dumas achieved very little.' 'This upset many liberals.' 'The Social Revolutionaries and Social Democrats said force was needed to bring change.' 'The death of Stolypin in 1911 was a serious setback for control and reform.' 'The influence of Rasputin at court created difficulties.'</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
		1
		0

Question	Answer	Marks
14(b)	<p>Why did Stalin create a cult of personality?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. ‘To gain popularity.’</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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’ As Level 4 plus evaluation. 10</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. 7–9</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. 4–6</p> <p>e.g. ‘Stalin found it difficult to control people’s personal lives. Petty crime and hoodliganism 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>	10

Question	Answer	Marks
15(b)	<p>Why did many American farmers find it difficult to make a living in the 1920s?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

Question	Answer	Marks
15(c)	<p>‘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’ 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The widespread availability of electricity meant that homes and industry now had a clean, cheap and efficient power source. Domestic appliances powered by electricity, such as fridges, washing machines and vacuum cleaners became affordable to ordinary Americans. The demand for these appliances created companies and employment.’ OR e.g. ‘The motor car was central to America’s economic success. The car industry, which employed up to half a million workers, stimulated road and hotel construction, the building of roadside filling stations and the development of suburbs and holiday resorts. It also boosted a range of other associated industries such as plate glass, rubber, steel, leather and upholstery.’</p>	10

Question	Answer	Marks
16(b)	<p>Why was the Sacco-Vanzetti case controversial?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. ‘The verdict was unsafe.’</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. ‘The number of women in employment increased by 25% to 10 million by 1929, although women continued to be paid less than men for precisely the same work. Office work and manufacturing accounted for much of the increase and in some new industries, such as electronics, women were preferred to men.’ OR e.g. ‘The lifestyle of many women changed in the 1920s. Before the war, women were expected to be modest, polite and discrete. This meant no drinking or smoking and, if unmarried, no male company without a chaperone. In the ‘20s, it was not unusual for women to drink, smoke and kiss in public. It was thought respectable by those living in towns and cities to have no chaperone.’</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. ‘The number of women in employment increased by a quarter in the 1920s.’ ‘Office work and jobs in manufacturing were the most popular.’ ‘Women got the vote in all states.’ ‘Women’s fashions changed.’ ‘New fashions and materials, such as rayon.’ ‘Short hair and make-up became symbols of the new freedom.’ ‘Women drove cars.’ ‘Ford introduced colour cars in 1925 for the female market.’ ‘Women acted with more independence.’ ‘The changes brought in by the ‘flappers’ did not affect the majority of women.’ ‘Women in small communities and rural areas tended to continue their traditional roles.’ ‘Labour-saving devices, such as washing machines, were still only owned by a minority.’</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
		1
		0

Question	Answer	Marks
17(b)	<p>Why did the Communist government encourage equality for women?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. ‘Mao wanted to change Chinese society.’</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
17(c)	<p>‘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’ 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.</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 first Five-Year Plan was a huge success. The experience of Soviet advisors helped to organise the Chinese economy and the propaganda of the Communists helped to motivate the workforce. The plans transformed China with rapid growth in the size of cities and the development of infrastructure such as railways.’ OR e.g. ‘In the Great Leap Forward, thousands of small factories proved to be inefficient. Much of the ‘backyard’ iron and steel was of low quality and could not be used. In 1960, after poor Sino-Soviet relations, Russia began to withdraw their technicians and advisers. This deprived the Chinese of much needed expertise and money.’</p>	10

Question	Answer	Marks
18(b)	<p>Why did Communist China have a hostile relationship with India between 1950 and 1965?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. 'There were numerous border disputes.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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' 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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
		1
		0

Question	Answer	Marks
19(b)	<p>Why did the newly-created Bantustans create problems?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

Question	Answer	Marks
19(c)	<p>‘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.</p> <p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation. 10</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. 7–9</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks.</p> <p>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.’</p>	10

Question	Answer	Marks
20(b)	<p>Why was the South African government's legislation of 1971 in relation to the Homelands effective in maintaining apartheid?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

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' 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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.' 'The OAU set up a Liberation Committee to train 'freedom fighters'. 'There were successful sanctions against South Africa in sport.' 'The 1970 South African cricket tour was cancelled by the MCC.' 'In 1977, the Gleneagles Agreement banned sporting contacts between South Africa and Commonwealth countries.' 'Economic sanctions did not work because the rest of the world needed South Africa's minerals.' 'There were massive investments in South Africa by US, Japan and Europe, which meant there was a reluctance to impose economic sanctions.'</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>	2–3

Question	Answer	Marks
21(b)	<p>Why did British attempts to limit Jewish immigration into Palestine at the end of the Second World War result in international opposition?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</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' 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.</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. 'About 25 000 Israelis had fought in the British Army in the Second World War and gained valuable experience in training, organisation and technology. The Israelis were better equipped having stockpiled British supplied weapons from the war and bought heavy artillery and tanks from Czechoslovakia. The Israelis had total air superiority and had strong military leadership.' OR e.g. 'Few of the Arab leaders trusted King Abdullah even though he was considered by the Arab League as the supreme commander of the Arab forces. It emerged that he had been secretly negotiating with Israeli leaders over a plan to take over parts of Palestine. Abdullah's Arab Legion did not invade the territory of the new Jewish state.'</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. 'Many Israelis had experience of fighting in the Second World War.' 'The Israeli Army was better armed than the Arab forces.' 'Israel had total air superiority.' 'Israeli military leadership was far superior to that of the Arab nations.' 'The Israelis were fighting for their survival, they were determined to win.' 'The Israelis had a desire to protect what they had been fighting for since 1945.' 'The Israelis' morale was boosted by the support of the USA.' 'The Israelis had financial support provided by Jews in Europe and the USA.' 'The Arab military forces were inexperienced and poorly led.' 'Arab leaders did not trust King Abdullah, their supreme commander.' 'Arab lines of communication were stretched, causing problems with supplies.' 'Arab forces were outnumbered at the start of the war by 7 000.' 'Syria and Lebanon did little fighting and provided a small number of troops.'</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>	2–3
		1
		0

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>	4 1–4 0

Question	Answer	Marks
22(b)	<p>Why had the Fedayeen become a problem for Israel by 1955?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

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’ 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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



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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GENERAL INSTRUCTIONS**Applying the Mark Scheme**

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

Assessment Objectives

- recall, description
- recall, explanation
- recall, explanation and analysis

Question	Answer	Marks
1(b)	<p>Why did liberalism pose a revolutionary threat in 1848?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2 Identifies AND/OR describes reasons 2–3</p> <p>(One mark for each identification/description)</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 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. ‘Many people wanted more freedom.’</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. ‘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.’ OR 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

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 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. ‘The opposition proved to be stronger.’</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
2(c)	<p>‘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.</p> <p>Level 5 Explains with evaluation of ‘how far’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. ‘Some of the leading characters demanding Italian unity had different ideas about what they wanted to achieve. Charles Albert wanted to unite the northern states of Piedmont, Lombardy and Venetia under his monarchy. Mazzini and Garibaldi wanted all Italian states united into a republic.’ OR e.g. ‘The strength of foreign forces defeated attempts to unify Italy. In the north, the Austrian army under Radetzky was too strong for Charles Albert, while Napoleon III’s forces dealt with Mazzini’s Roman Republic.’</p>	10

Question	Answer	Marks
3(b)	<p>Why was there opposition to the Fugitive Slave Act of 1850?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 claimant's 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 1</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 0</p>	6

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' 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. '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.' OR 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
4(b)	<p>Why did events of the Indian Mutiny cause bitterness amongst Indians?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

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’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. ‘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.’ OR 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

Question	Answer	Marks
5(b)	<p>Why was Lloyd George unhappy with the French demands?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. ‘Lloyd George disagreed with their ideas.’</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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.’ 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. 10</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 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.’ OR 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
6(b)	<p>Why was the League of Nations ineffective in resolving the Corfu Crisis?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. 'The League was weak.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. ‘The 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.’ OR 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
7(b)	<p>Why did the development of the atomic bomb increase tension between East and West?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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.' 'Truman hoped the atomic weapon would allow him to dictate terms at Potsdam.' 'The pictures of Hiroshima and Nagasaki shocked both sides.' 'It inevitably led to a race to produce more and more powerful bombs.' 'In the 1950s, Inter-Continental Ballistic Missiles were developed which meant the USSR and the USA could hit each other directly.' 'They were afraid there could be an atomic war.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'They were worried about its effects.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. ‘Stalin 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.’ OR 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>	10

Question	Answer	Marks
8(b)	<p>Why did Khrushchev place nuclear weapons in Cuba?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. 'He wanted to be helpful.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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’ 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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.’ OR 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

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 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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.’ ‘It meant the government did not have to keep going to Parliament to pass individual acts for changes in the law.’ ‘It meant the government had control of all docks and railways.’ ‘The coal mines were nationalised to support the war effort.’ ‘Strikes were declared illegal in vital industries such as mining.’ ‘Miners, farmers and machine-tool operators were not allowed to join the Army because their skills were needed for the war effort.’ ‘The ‘Direction of Labour’ meant a man could be directed to do a certain job which was vital for the war effort.’ ‘Under DORA, the government could take over land and turn it into farm production.’ ‘The government brought in air raid precautions.’ ‘Censorship of the press was brought in.’ ‘Only good news was published to keep up civilian morale.’ ‘Sensitive information had to be stopped from leaking out to the enemy.’</p> <p>Level 1 General answer lacking specific contextual knowledge 1</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 0</p>	6

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’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. ‘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.’ OR 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
10(b)	<p>Why was Ludendorff's Offensive of March 1918 a gamble?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. 'It could fail.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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’ 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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.’ OR 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
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 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. ‘They liked their ideas.’</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
11(c)	<p>How far did the Munich Putsch of 1923 pose a threat to the Weimar Republic? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. ‘When 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.’ OR 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

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.' 'The Catholic Church initially got on well with the Nazi regime.' 'The Nazis' belief in family values and its drive against immorality were in keeping with the churches' beliefs.' 'In 1933, the Catholic Church signed a Concordat with the Nazis.' 'The Church agreed not to make comments on political matters if the Nazis did not interfere in religion.' 'In 1937, Pope Pius XI denounced Nazism as anti-Christian.' 'In 1941, the Pope criticised the Nazis for their abuse of human rights.' 'When Hitler set up the Reich Church to replace Protestant churches, many Protestant leaders spoke out against the new Church.' 'Pastor Niemöller set up a rival Protestant church to the Reich Church.' '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>	4

Question	Answer	Marks
12(b)	<p>Why was the 'Night of the Long Knives' important for Hitler?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</p> <p>e.g. 'Hitler dealt with serious problems.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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’ 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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.’ OR 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
13(b)	<p>Why were the events of Bloody Sunday a threat to the Tsarist regime?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

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’ 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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.’ OR 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
14(b)	<p>Why was Russification introduced?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

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’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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.’ OR 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
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 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. 'The film, The Birth of a Nation, 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 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'It was a response to the dislike of increased immigration.'</p> <p>'It was a response by some Protestants to the influx of Jews and Catholics.'</p> <p>'There was a fear of a communist revolution with the growing number of eastern European immigrants.'</p> <p>'It was a reaction to the film The Birth of a Nation.'</p> <p>'There was a feeling that decent American values had to be defended.'</p> <p>'There was a national and state structure with full-time paid recruiters.'</p> <p>'To defend jobs and the levels of pay.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</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 0</p>	6

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’ 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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.’ OR 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
16(b)	<p>Why was the Wall Street Crash harmful to the American economy?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

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’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. ‘Hoover 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.’ OR 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

Question	Answer	Marks
17(b)	<p>Why did the Second World War weaken the Nationalist government?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	

Question	Answer	Marks
17(c)	<p>‘The result of the Civil War was decided by the quality of leadership.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. ‘Mao insisted that the Communists kept the support of the peasants which had been gained during the war against Japan. Chiang led a corrupt regime which did not consider the needs of the ordinary Chinese peasant.’ OR e.g. ‘Mao had used guerrilla warfare against the Japanese. This had been successful, inflicting heavy casualties on the enemy. He continued these tactics in the Civil War, resisting fighting in pitched battles.’</p>	10

Question	Answer	Marks
18(b)	<p>Why were Communist China's relations with Tibet hostile?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'China invaded Tibet in 1950.'</p> <p>'Tibet was made into a province of China.'</p> <p>'Mao wanted total control of Tibet.'</p> <p>'Mao wanted to remove Buddhism and the power of the Dalai Lama.'</p> <p>'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 1</p> <p>e.g. 'They did not like each other.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
18(c)	<p>‘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’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. ‘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.’ OR 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>	10

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 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

Question	Answer	Marks
19(c)	<p>‘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.</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. 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. ‘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.’ OR 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
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 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

Question	Answer	Marks
20(c)	<p>‘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’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. ‘The 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.’ OR 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
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>	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 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

Question	Answer	Marks
21(c)	<p>‘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’ 10</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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.’ OR 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
22(b)	<p>Why did the Camp David accords not bring peace to the Middle East?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</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 2–3</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 1</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 0</p>	6

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’ As Level 4 plus evaluation. 10</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 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.’ OR 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



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

General Instructions**Applying the Mark Scheme**

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

Assessment Objectives

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

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 6</p> <p>Level 3 Explains ONE reason 4–5 (Four marks for one explanation; five marks for full 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 2–3 (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 1</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 0</p>	6

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. 10</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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>	10

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>	4

Question	Answer	Marks
2(b)	<p>Why was the Treaty of Prague (1866) a success for Bismarck?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2 Identifies AND/OR describes reasons 2–3 (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 1</p> <p>e.g. 'The Treaty gave Prussia advantages.'</p> <p>Level 0 No evidence submitted OR response does not address the question 0</p>	6

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. 10</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. 4–6 <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

Question	Answer	Marks
3(b)	<p>Why were some states in favour of slavery?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2–3 (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 1–2</p> <p>e.g. ‘It was legal in some states.’</p> <p>Level 0 No evidence submitted OR response does not address the question 0</p>	6

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. 10</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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>	10

Question	Answer	Marks
4(a)	<p>What do you understand by the phrase ‘the white man’s burden’?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>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.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	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 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description)</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 1 General answer lacking specific contextual knowledge 1 e.g. ‘Trade brought many benefits.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	6
		0

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. 10</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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

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 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description)</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 1 General answer lacking specific contextual knowledge 1</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 0</p>	6

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. 10</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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

Question	Answer	Marks
6(a)	<p>What did Hitler hope his foreign policy would achieve?</p> <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.' '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>	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 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2–3 (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 1</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 0</p>	6

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. 10</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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.’ OR 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>	10

Question	Answer	Marks
7(a)	<p>What issues were discussed with regard to (i) Japan and (ii) reparations at the Yalta and Potsdam Conferences?</p> <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>	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 6</p> <p>Level 3 Explains ONE reason 4–5 (Four marks for one explanation; five marks for full 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 2–3 (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 1</p> <p>e.g. ‘They argued about their differences.’</p> <p>Level 0 No evidence submitted OR response does not address the question 0</p>	6

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. 10</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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

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>Level 0 No evidence submitted OR response does not address the question</p>	4

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 6</p> <p>Level 3 Explains ONE reason 4–6 (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 2–3 (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 1 e.g. ‘The plan did not help everyone.’</p> <p>Level 0 No evidence submitted OR response does not address the question 0</p>	6

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. 10</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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.’ OR 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

Question	Answer	Marks
9(b)	<p>Why was the First Battle of Ypres important?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2 Identifies AND/OR describes reasons 2–3 (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 1</p> <p>e.g. 'There was a lot of fighting.'</p> <p>Level 0 No evidence submitted OR response does not address the question 0</p>	6

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. 10</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. 4–6 <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

Question	Answer	Marks
10(b)	<p>Why was the British naval blockade important in ending the war?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2–3 (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 1</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 0</p>	6

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. 10</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. 4–6 <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>	10

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 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description)</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 1 General answer lacking specific contextual knowledge 1</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 0</p>	6

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. 10</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. 4–6 <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

Question	Answer	Marks
12(b)	<p>Why were Nazi Party policies unpopular with some Germans before 1929?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description)</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.' 'Nazi Party policies were associated with violence.' 'The Socialist Democratic Party (SPD) held more appeal for most workers.' 'Nazi Party aims seemed irrelevant to most German people.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</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 0</p>	6

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. 10</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. 4–6 <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>	10

Question	Answer	Marks
13(b)	<p>Why was the Provisional Government weakened by the Kornilov affair?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description)</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 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. ‘The Provisional Government made mistakes.’</p> <p>Level 0 No evidence submitted OR response does not address the question 0</p>	6

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? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation. 10</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. 4–6 <p>e.g. 'The Whites were responsible for their own failure in the Civil War. They had no single overall commander, and the leaders of the various White armies had different aims and ambitions. The White generals did not trust each other and so did not co-ordinate their attacks. They could not be successful with such disunity.'</p> <p>OR</p> <p>e.g. 'The failure of the Whites was due more to the strengths of the Reds. The Reds controlled the main cities of Moscow and Petrograd with their factories, which meant that the Red troops could be kept supplied with equipment and ammunition. The Reds' control of the railways ensured that military supplies, food and men could be transported easily.'</p>	10

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.' 'The show trial in 1938 condemned Bukharin, Rykov and Yagoda.' 'The show trials were broadcast on radio, so everyone could hear what was happening.' '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>	4

Question	Answer	Marks
14(b)	<p>Why was the NKVD feared by Russians?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2 Identifies AND/OR describes reasons 2–3 (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 1</p> <p>e.g. ‘The NKVD could make life difficult.’</p> <p>Level 0 No evidence submitted OR response does not address the question 0</p>	6

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. 10</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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

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>	4

Question	Answer	Marks
15(b)	<p>Why did agriculture suffer from over-production in the 1920s?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2–3 (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 1</p> <p>e.g. 'There were many problems in agriculture.'</p> <p>Level 0 No evidence submitted OR response does not address the question 0</p>	6

Question	Answer	Marks
15(c)	<p>'Hire purchase was the most important factor in causing the American economic boom.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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

Question	Answer	Marks
16(b)	<p>Why was there conflict between President Roosevelt and the Supreme Court?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2–3 (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 1</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 0</p>	6

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. 10</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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.’ OR 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

Question	Answer	Marks
17(b)	<p>Why was the first Five-Year Plan a success?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5 (Four marks for one explanation; five marks for full 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 2–3 (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 1</p> <p>e.g. ‘It was well planned.’</p> <p>Level 0 No evidence submitted OR response does not address the question 0</p>	6

Question	Answer	Marks
17(c)	<p>‘Attempts by Mao to improve agriculture in China were unsuccessful.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation. 10</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. 4–6 <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

Question	Answer	Marks
18(b)	<p>Why did Mao introduce a ‘cult of personality’?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2–3 (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 1</p> <p>e.g. ‘He thought it would help him.’</p> <p>Level 0 No evidence submitted OR response does not address the question 0</p>	6

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. 10</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. 4–6 <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

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 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2–3 (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 1 e.g. ‘Other parties were more appealing.’</p> <p>Level 0 No evidence submitted OR response does not address the question 0</p>	6

Question	Answer	Marks
19(c)	<p>'South Africa's economic development was a success before 1945.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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

Question	Answer	Marks
20(a)	<p>What was apartheid?</p> <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>	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 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2 Identifies AND/OR describes reasons 2–3 (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 1 e.g. ‘It discriminated against them.’</p> <p>Level 0 No evidence submitted OR response does not address the question 0</p>	6

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. 10</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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

Question	Answer	Marks
21(b)	<p>Why did the Yom Kippur War occur in 1973?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5 (Four marks for one explanation; five marks for full explanation.)</p> <p>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.'</p> <p>Level 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'There were disagreements.'</p> <p>Level 0 No evidence submitted OR response does not address the question 0</p>	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. 10</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 4–6</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

Question	Answer	Marks
22(b)	<p>Why were Arab states reluctant to support the PLO?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5 (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 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description)</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 1 General answer lacking specific contextual knowledge 1</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 0</p>	6

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. 10</p> <p>Level 4 Explanation of both sides 7–9</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 4–6</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



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	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
	<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>Y – A, C, (D), E, (F), G, H N – B, D, F</p>	
	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 5–6 e.g. Surprised by C because Khrushchev seems to have gone back on his secret speech denouncing Stalinism.	
	Level 4 Explains fundamental difference over withdrawing/not withdrawing 4	
	Level 3 Answers based on agreements/disagreements 3 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.	
	Level 2 Answers based on undeveloped provenance 2	
	Level 1 Writes about the sources but does not address the question 1 OR Identifies what is surprising but no valid explanation	
	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> <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 4–6</p> <p>Level 1 No valid source use 1–3</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	12



HISTORY

0470/22

Paper 2

October/November 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.

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 **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 7</p> <p>Level 4 Agreement AND disagreement of detail or sub-messages 5–6</p> <p>Level 3 Agreement OR disagreement of detail or sub-messages 3–4 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 2</p> <p>Level 1 Writes about the sources but makes no valid comparison 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	7

Question	Answer	Marks
2	<p>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.</p> <p>Level 7 Compares the sources and evaluates both 8</p> <p>Level 6 Compares the sources and evaluates one of them 7</p> <p>Level 5 Contextual explanation of how Source C is/is not wrong, no valid use of Source D 6</p> <p>Level 4 Yes or NO; answers based on disagreements 4–5</p> <p>Level 3 No: answers based on agreements 3</p> <p>Level 2 Answers based on undeveloped provenance 2</p> <p>Level 1 Writes about the sources but does not address the question 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

Question	Answer	Marks
3	<p>Study Sources E and F. Does Source E make Source F surprising? Explain your answer using details of the sources and your knowledge.</p> <p>Level 6 Compares the sources and evaluates one of them 8</p> <p>Level 5 Explains surprise/no surprise for F but no valid use of Source E 7</p> <p>Level 4 Answers based on agreements/disagreements 5–6</p> <p>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</p> <p>Level 2 Answers based on undeveloped provenance OR Identifies what is/is not surprising, no explanation 2</p> <p>Level 1 Writes about the sources but does not address the question 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

Question	Answer	Marks
4	<p>Study Source G. Why was this postcard published in Austria at this time? Explain your answer using details of the source and your knowledge.</p> <p>Level 6 Explains purpose in context of 1914 after the assassination of Franz Ferdinand</p> <p>Level 5 Explains the purpose of the postcard (must have intended impact on audience)</p> <p>Level 4 Explains the big message i.e. that Serbia must be crushed because it is responsible for the assassination (must have both elements)</p> <p>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'.</p> <p>Level 2 Interprets postcard or describes the context – but not used as a reason for publication</p> <p>Level 1 Surface descriptions of the source</p> <p>Level 0 No evidence submitted or response does not address the question</p>	7

Question	Answer	Marks
5	<p>Study Source H. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.</p> <p>Level 4 Interprets big message of cartoon i.e. Serbia can confront Austria because it has Russian support. 7–8</p> <p>Level 3 Interprets sub-message(s) of the cartoon 4–6</p> <p>Level 2 Misinterpretation of the cartoon 2–3</p> <p>Level 1 Surface description of the cartoon 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

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). 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, F, H N – A, B, C, D, E, G, H</p> <p>Level 2 Uses sources to support or reject the statement 4–6</p> <p>Level 1 No valid source use 1–3</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	12

Question	Answer	Marks
1	<p>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.</p> <p>Level 5 L4 answers supported 7</p> <p>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</p> <p>Level 3 Supported inferences One supported = 4 marks, two or more supported = 5 marks 4–5</p> <p>Level 2 Unsupported inferences i.e. about the events or about the Hungarians One inference = 2 marks, two or more = 3 marks 2–3</p> <p>Level 1 Describes the source 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	7

Question	Answer	Marks
2	<p>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.</p> <p>Level 6 Explains purpose in context of 23/24 October 1956. 8</p> <p>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</p> <p>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</p> <p>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</p> <p>Level 2 Interprets source or describes the context – but not used as a reason for publication 2</p> <p>Level 1 Paraphrases the source, no reason given 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

Question	Answer	Marks
3	<p>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.</p> <p>Level 7 Compares the sources and evaluates both 8</p> <p>Level 6 Compares the sources and evaluates one of them 7</p> <p>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</p> <p>Level 4 Yes or No: because they disagree 4–5</p> <p>Level 3 No: because the sources agree 3</p> <p>Level 2 Answers based on undeveloped provenance 2</p> <p>Level 1 Writes about the sources but does not address the question 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

Question	Answer	Marks
4	<p>Study Source E. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.</p> <p>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</p> <p>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</p> <p>Level 3 Sub-message(s) explained - 3–5</p> <p>Level 2 Plausible misinterpretations 2</p> <p>Level 1 Surface description of source 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	7

Question	Answer	Marks
5	<p>Study Source F. Are you surprised by this source? Explain your answer using details of the source and your knowledge.</p> <p>Level 7 Not surprised, using explained purpose of the statement 8</p> <p>Level 6 Not surprised that the Communists would represent events in this way, supported by cross-reference 7</p> <p>Level 5 Uses cross reference to other sources/contextual knowledge to check details in the source 5–6</p> <p>Level 4 Answers based on explained use of provenance i.e. not surprised that Communists would want to make themselves look good 4</p> <p>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</p> <p>Level 2 Valid analysis of source but fails to state whether surprised or not OR Identifies what is/is not surprising, no explanation 2</p> <p>Level 1 Writes about source but fails to address the question 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

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). 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 – B, D, F N – A, C, E</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>	12



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 e.g. The Crisis is a success for Germany in A but not quite such a success in B	7
	Level 4 Agreement and disagreement of detail or sub-messages	6
	Level 3 Agreement or disagreement of detail or sub-messages 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.	3–5
	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 In H the cartoonist approves of the results of the Conference but in G approves rather less		8
	Level 5 Compares big messages In H the crisis has been resolved and war averted while in G, although they are talking, there is still a possibility of war		7
	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	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.	10
	<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>Y – A, B, D, E, F, G</p> <p>N – A, C, D, E, H</p>	
	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 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 7–8 (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.)	
	Level 4 Explains the big message 5–6 e.g. Soviets are getting away with what they did in Hungary because western powers/UN are distracted by Suez	
	Level 3 Explains context only – fails to explain message or purpose of source 3–4 OR Level 3 Explains a valid sub-message	
	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 Evalautes 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> <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 4–6</p> <p>Level 1 No valid source use 1–3</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	12



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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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. 	
<p>Information Suggestions</p> <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 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 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 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 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 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 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 Yen-an settlement used to indoctrinate people in Communist ideology – Maoism; Yen-an 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 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 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 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 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 1949? Explain your answer.</p> <p>YES 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 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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<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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	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. 	[9–16]
Level 1	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. 	[1–8]
Level 0	Candidates: <ul style="list-style-type: none"> • Submit no evidence or do not address the question. 	[0]
<p>Information Suggestions</p> <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 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 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 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 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.

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This document consists of **17** printed pages.

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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	<p>Candidates:</p> <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. 	[9–16]
Level 1	<p>Candidates:</p> <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. 	[1–8]
Level 0	<p>Candidates:</p> <ul style="list-style-type: none"> • Submit no evidence or do not address the question. 	[0]
<p>Information Suggestions</p> <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 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 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 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 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 Hindenburg had been effectively ruling by decree since 1930 to deal with the economic crises caused by the Depression; inability of the Brüning 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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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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

0470/13

Paper 1

October/November 2017

2 hours

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READ THESE INSTRUCTIONS FIRST

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Answer **three** questions.

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Section B (Depth Studies)

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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.

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**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.

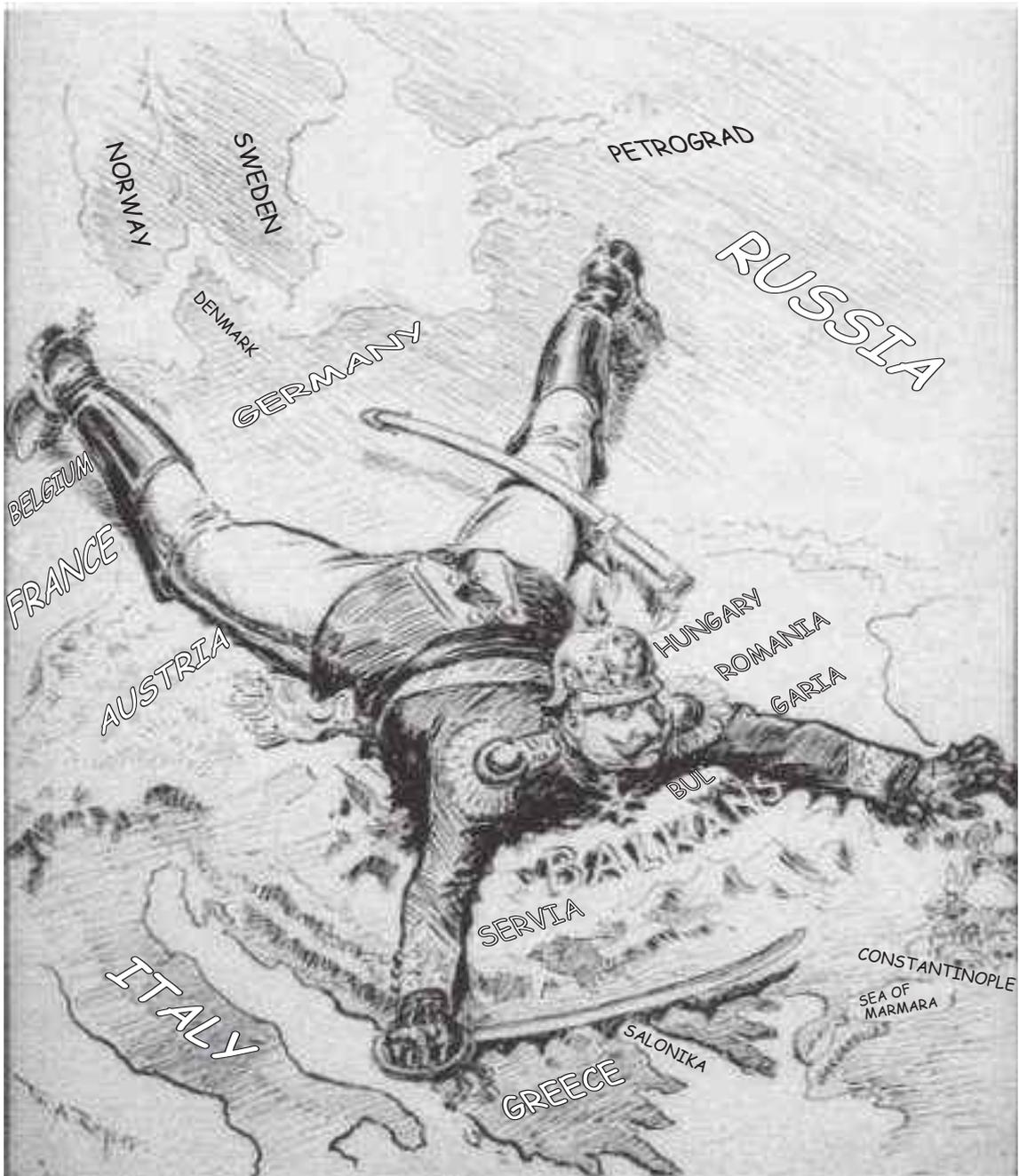
SOURCE D

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.

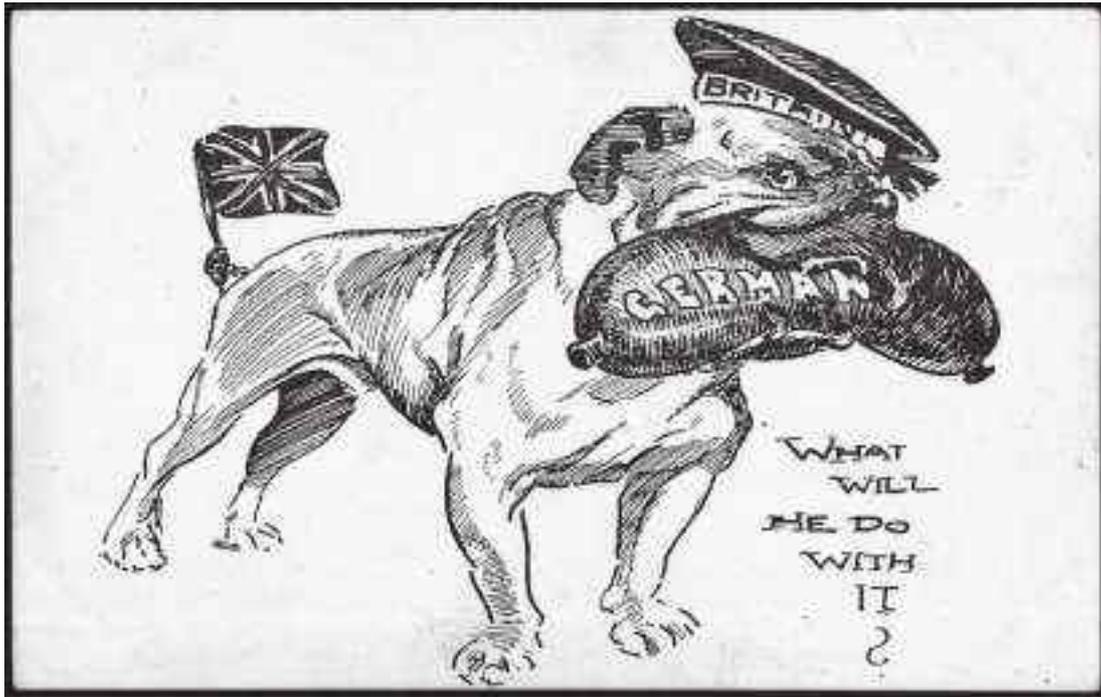
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SOURCE E



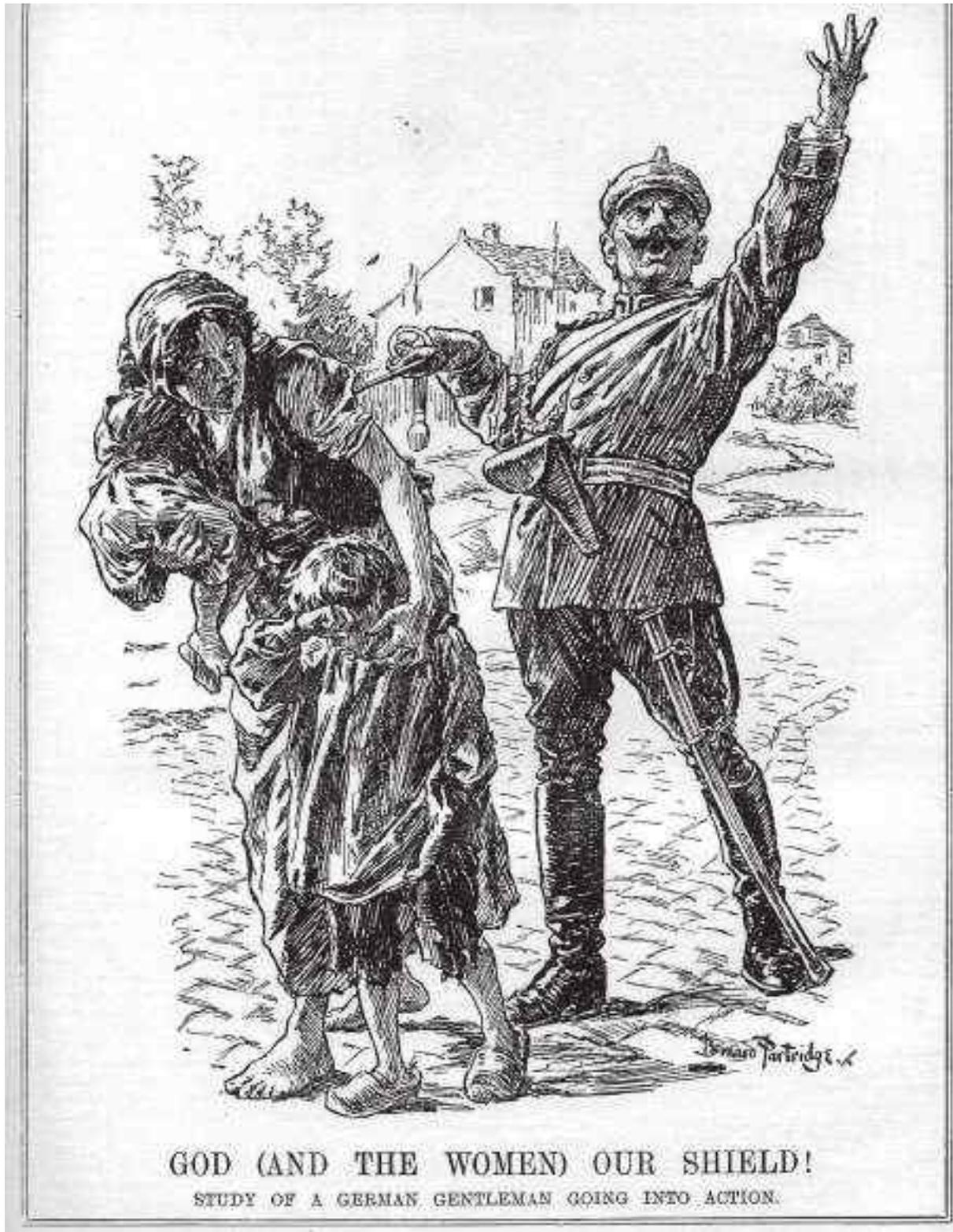
A British cartoon, July 1914.

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]

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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

0470/22

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2 hours

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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.

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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.

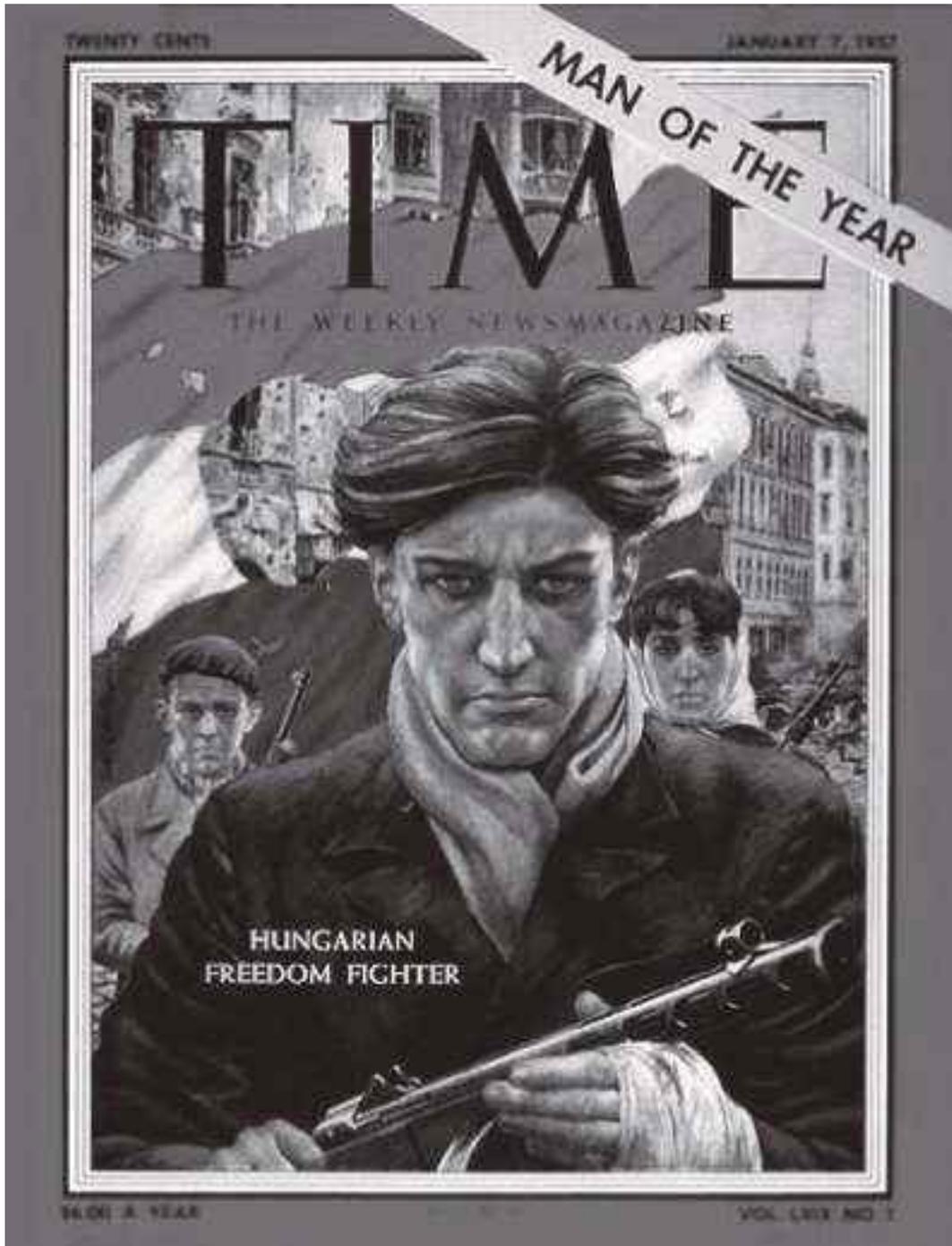
Background Information

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.

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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

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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 Algeiras 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 Algeiras 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]

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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.

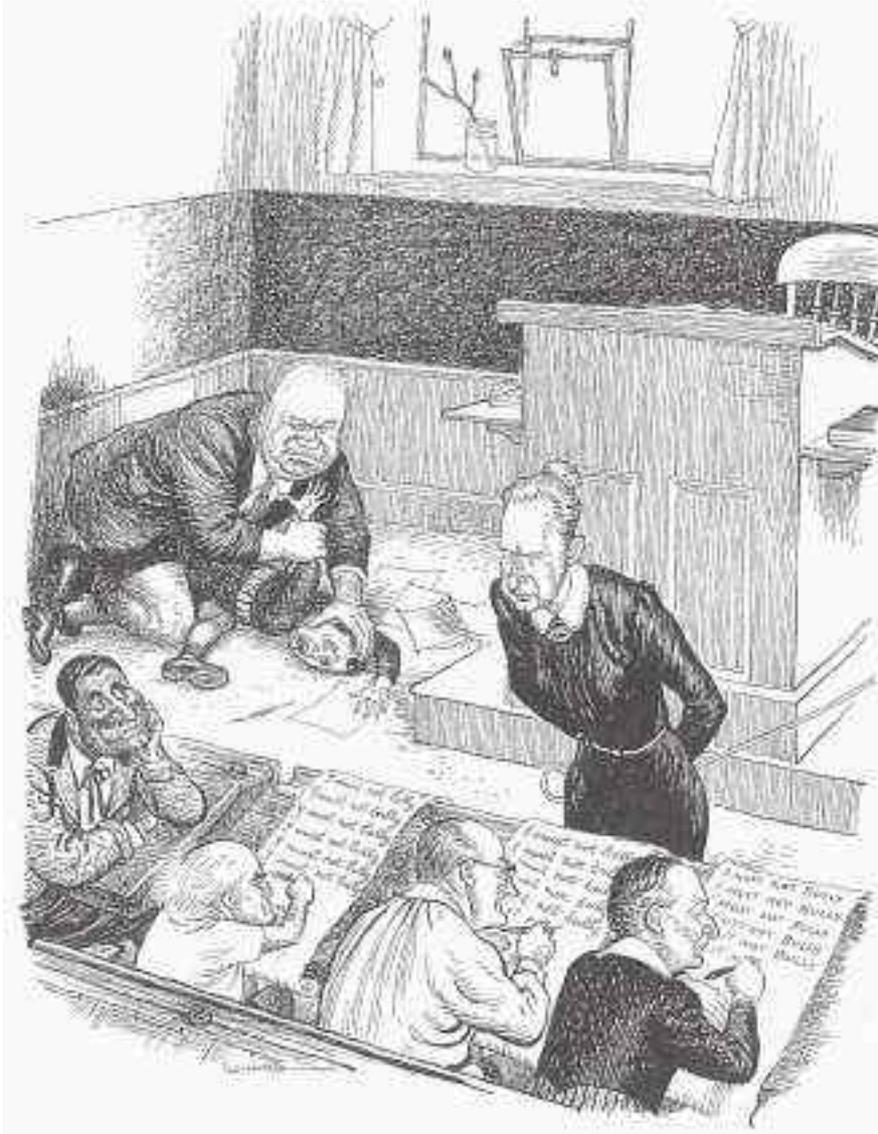
Here in one small, tormented country was Stalinism, complete in every detail: the abandonment of humanism, the attachment of primary importance not to living, breathing, suffering, hoping human beings but to machines, targets, statistics, tractors, steel mills, plan fulfilment figures and, of course, 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

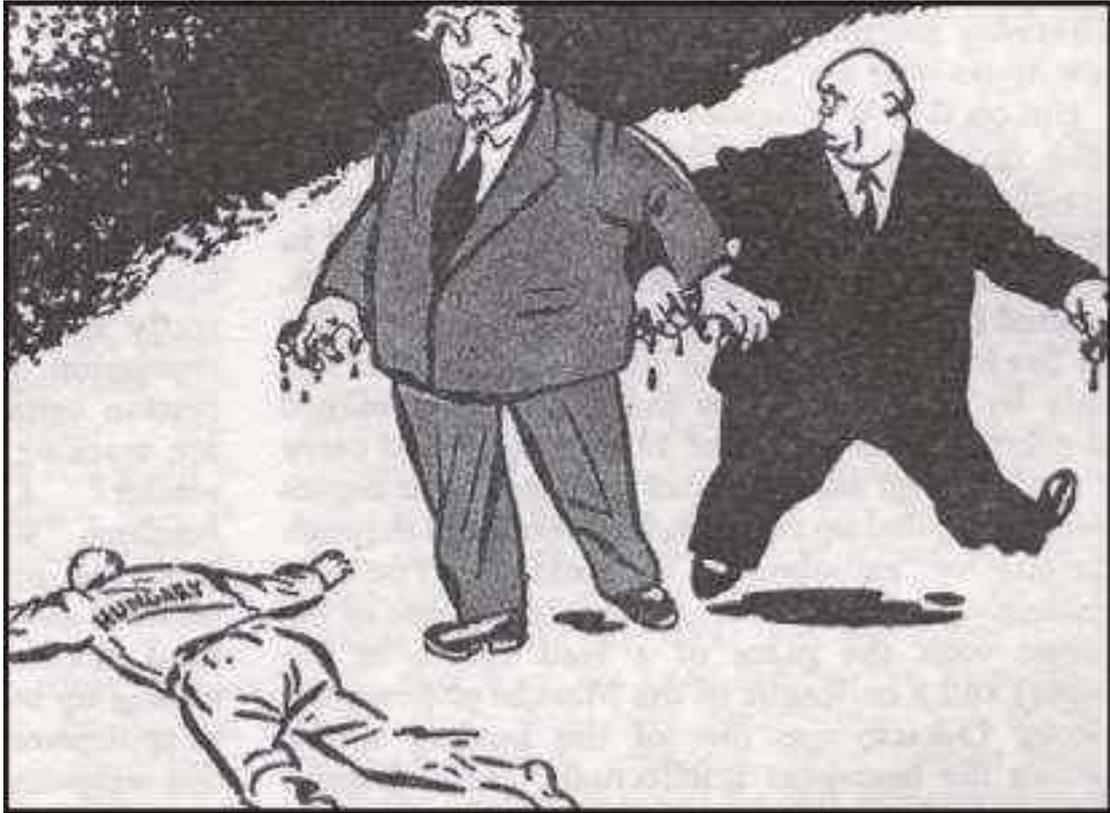
Hungarian workers, soldiers, peasants and intellectuals. The National Government, in full agreement with the Hungarian Workers' Party, has decided to take a step vital for the future of the whole nation. In the interest of further democratisation of the country's life, the Government abolishes the one-party 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.

GENERAL INSTRUCTIONS**Applying the Mark Scheme**

- When marking a response the overall criteria to be considered should be – ‘How good is this response to this question?’
- The ‘Level Descriptor’ should be used to decide the Level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- 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

- recall, description
- recall, explanation
- 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.' 'Napoleon was convinced a war with Austria would help ease the Italian problem.' 'Napoleon also saw the war would deliver glory to France and humiliate Austria.' 'Supporting Italian nationalist aspirations would show France as progressively liberal.' 'Cavour wanted to remove Austrian influence from as many Italians as possible.' 'Cavour wanted to remind Paris of the help Piedmont had given in the Crimean War.' 'Jacques Bixio acted as a 'go between' between Turin and Paris.' 'There was a proposed marriage between the daughter of the Piedmontese King and the Emperor's cousin.' 'Napoleon suggested a meeting between himself and Cavour at Plombières.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

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>	10	
<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. ‘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>			4–6

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.' 'The budget was increased for the army.' 'The Landwehr was subordinated to the regular army.' 'Moltke, the Chief of the General Staff, increased the General Staff.' 'Moltke issued a handbook for warfare.' 'He produced war-game training for officers.' 'Moltke introduced the breech-loading needle gun to troops.' 'Moltke supported many independent smaller armies.' 'This allowed quick movement and encirclement of the enemy.' 'Senior officers were allowed to use their initiative.' 'The railways were developed to enable quick movement of troops.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
2(b)	<p>Why did Frederick William IV accept the Treaty of Olmütz?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The Frankfurt Parliament had failed in its primary aim.'</p> <p>'Frederick William had rejected the crown.'</p> <p>'Frederick William had given up his opportunity to lead Germany.'</p> <p>'States still looked to Austria for guidance.'</p> <p>'Austria was militarily strong.'</p> <p>'Frederick William felt he had little choice but to accept the terms.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'Austria re-imposed its authority.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

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’ As Level 4 plus evaluation. 10</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. 7–9</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. 4–6</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.’ OR 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> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
3(c)	<p>How successful was John Brown in aiding the abolitionist cause? Explain your answer.</p>	10
	<p>Level 5 Explains with evaluation of ‘how successful’ As Level 4 plus evaluation.</p>	10
	<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>	7–9
	<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. ‘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.’ OR 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>	4–6

Question	Answer	Marks
3(c)	<p>Level 2 Identifies AND/OR describes</p> <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.’ ‘Those who hoped to end slavery by peaceful means objected to Brown’s methods.’ ‘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
		1
		0

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 Dreadhoughts.’ ‘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>	4

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>	10
<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>		

Question	Answer	Marks
4(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The Alliance System created two armed camps.' 'Colonial rivalry was a cause of war.' 'The arms race was responsible.' 'The Balkan crises were the main cause of the war.' 'Germany's aggressive attitude was partly responsible for war.' 'The Moroccan crises contributed to the causes of war.' 'The growth of Serbia contributed to the causes.' 'The assassination of Archduke Franz Ferdinand led to war.' 'The Austrian ultimatum to Serbia led to the war.' '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 data-bbox="217 611 248 1917">In what ways did the Treaty of Versailles restrict Germany's ability to fight a war in the future?</p> <p data-bbox="280 819 312 1917">Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p data-bbox="344 1301 376 1917">e.g. 'The German Army was limited to 100 000.'</p> <p data-bbox="376 1480 408 1917">'There was to be no conscription.'</p> <p data-bbox="408 1301 440 1917">'No tanks or armoured vehicles were permitted.'</p> <p data-bbox="440 1480 472 1917">'No heavy artillery was permitted.'</p> <p data-bbox="472 1559 504 1917">'No air force was permitted.'</p> <p data-bbox="504 1279 536 1917">'The German Navy was not allowed submarines.'</p> <p data-bbox="536 1133 568 1917">'The German Navy was allowed a maximum of 36 warships.'</p> <p data-bbox="568 1066 600 1917">'Included within the 36 warships was a maximum of 6 battleships.'</p> <p data-bbox="600 1402 632 1917">'Sailor numbers were limited to 15 000.'</p> <p data-bbox="632 1323 663 1917">'The Rhineland became a demilitarised zone.'</p> <p data-bbox="663 1279 695 1917">'The League of Nations would act as a deterrent.'</p> <p data-bbox="759 875 791 1917">Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
5(b)	<p>Why was Lloyd George unhappy with Wilson's Fourteen Points?</p>	6
	<p>Level 4 Explains TWO reasons</p> <p style="text-align: right;">6</p>	
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>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.'</p> <p style="text-align: right;">4–5</p>	
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>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.'</p> <p style="text-align: right;">2–3</p>	1
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Lloyd George thought some of the 14 Points were not realistic.'</p>	
	<p>Level 0 No evidence submitted or response does not address the question</p> <p style="text-align: right;">0</p>	

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’ 10 As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. ‘The 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 roubles. The Germans had little cause for complaint given their treatment of Russia.’ OR 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 2–3 One mark for each point. 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 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 Sévres to the Treaty of Lausanne.' 'The Court made a judgment on the Aaland Islands.' 'The Court gave advice on German and Polish interests in Upper Silesia.' 'The Court could not enforce its decisions.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

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>	10	
<p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation.</p>			10
<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>			7–9
<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 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 Aaland 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.’ OR 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>			4–6

Question	Answer	Marks
6(c)	<p>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>	2–3
		1
		0

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>	4

Question	Answer	Marks
7(b)	<p>Why was the USA concerned about North Korea's invasion of South Korea?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The USA had been involved in the establishment of the Republic of Korea.'</p> <p>'It was an act of aggression by North Korea.'</p> <p>'If South Korea fell, Formosa and Japan could be next.'</p> <p>'The USA decided a firm response to the first communist threat would be effective.'</p> <p>'The US had a policy of containment.'</p> <p>'The US did not want to see further expansion of communism.'</p> <p>'The actions of North Korea were seen as part of Moscow's attempt to gain world domination.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'The US responded to an unprovoked invasion.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
7(c)	<p data-bbox="217 562 248 1917">How far was the US policy of containment between 1950 and 1975 a failure? Explain your answer.</p> <p data-bbox="284 1301 316 1917">Level 5 Explains with evaluation of ‘how far’</p> <p data-bbox="351 1570 383 1917">As Level 4 plus evaluation.</p> <p data-bbox="418 1447 450 1917">Level 4 Explanation of both sides</p> <p data-bbox="485 394 549 1917">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 data-bbox="616 864 647 1917">Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p data-bbox="683 1111 715 1917">More detailed explanation of one issue to be given two marks.</p> <p data-bbox="750 338 845 1917">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 data-bbox="852 1872 884 1917">OR</p> <p data-bbox="887 304 1015 1917">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)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. Korea – ‘The USA persuaded the UN to support their actions.’ ‘Containment was successful.’ ‘US forces, under the UN, pushed the North back to its border.’ Cuba – ‘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.’ Vietnam – ‘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>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There were some successes and some failures.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
8(c)	<p>‘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.</p> <p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation. 10</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. 7–9</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. 4–6</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.’ OR 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)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>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> <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
		1
		0

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>	4

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>	10	
	<p>Level 5 Explains with evaluation of ‘which was more responsible’ As Level 4 plus evaluation.</p>		10
	<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>		7–9
	<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 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.’ OR 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>	4–6	

Question	Answer	Marks
9(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point. ‘The Belgians delayed the Schlieffen Plan.’ ‘The Schlieffen Plan needed to take Paris within 6 weeks.’ ‘If France was not defeated in 6 weeks, the war would continue for a long time.’ ‘German troops had to remain behind to lay siege to Antwerp.’ ‘Heavy artillery had to be called up to take Liege, Namur and Antwerp.’ ‘Belgian resistance allowed the BEF to tackle the Germans at Mons.’ ‘Antwerp resisted for two months.’ ‘Delaying the Plan meant a two front war was inevitable.’ ‘The Germans attempted to take the English Channel ports.’ ‘The BEF cut them off at Ypres where an intense battle took place.’ ‘The BEF held the town and kept the ports open for reinforcements.’ ‘The fighting continued until late November when trenches were dug.’ ‘It meant fighting would continue in the new year.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Stubborn resistance by the Belgians and the BEF meant war continuing into 1915.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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>1–4</p> <p>e.g. ‘It was a major theatre of war during World War 1.’ ‘It was opened by the German Army invading Belgium in August 1914.’ ‘Belgian, French and British forces fought to defend Belgian and French territory.’ ‘By Christmas 1914, a line of trenches ran from the English Channel to Switzerland.’ ‘For the next four years, fighting moved very little from the trench line.’ ‘The Western Front saw massive casualties.’ ‘Historic battles, such as the Somme and Verdun, took place on this front.’ ‘It was the theatre of war where tanks, aircraft and poison gas were all introduced.’ ‘It was the theatre of war where troops of the British Empire fought.’ ‘It was the theatre of war where the US troops fought.’ ‘This theatre of war proved decisive because of the advance of the Allied troops in the second half of 1918.’ ‘German commanders saw that defeat was inevitable on this Front.’</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>0</p>	4

Question	Answer	Marks
10(b)	Why was trench warfare made more difficult by the weather?	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 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.'	
	Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) 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.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The weather determined whether heavy equipment could be used in an attack.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
10(c)	<p data-bbox="217 333 280 1919">‘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.</p> <p data-bbox="317 286 344 1919">Level 5 Explains with evaluation of ‘how far’</p> <p data-bbox="384 1570 411 1919">As Level 4 plus evaluation.</p> <p data-bbox="448 286 475 1919">Level 4 Explanation of both sides</p> <p data-bbox="515 400 616 1919">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 data-bbox="652 286 679 1919">Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p data-bbox="719 1122 746 1919">More detailed explanation of one issue to be given two marks.</p> <p data-bbox="786 311 887 1919">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.’</p> <p data-bbox="892 1872 919 1919">OR</p> <p data-bbox="924 315 1019 1919">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.’</p>	10

Question	Answer	Marks
10(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The Battle of the Somme eased the pressure on the French at Verdun.'</p> <p>'It drew German troops away from Verdun.'</p> <p>'It allowed the French Army to regroup under Marshal Petain.'</p> <p>'The French Army survived.'</p> <p>'Paris was now not in danger until 1918.'</p> <p>'The Battle of the Somme made a modest gain of land.'</p> <p>'It sapped the strength of the German Army.'</p> <p>'Many of the best German troops were killed.'</p> <p>'This would have an impact later in the war.'</p> <p>'The British attempted a new tactic by using tanks.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The achievements were limited.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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.’ (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>	4

Question	Answer	Marks
11(c)	<p data-bbox="217 344 280 1919">‘After 1923, the Weimar Republic was a disaster for Germany.’ How far do you agree with this statement? Explain your answer.</p> <p data-bbox="316 277 347 1919">Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation. 10</p> <p data-bbox="450 277 481 1919">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</p> <p data-bbox="651 277 683 1919">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</p> <p data-bbox="788 309 919 1919">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.’ OR 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 Reichmark.’ ‘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.’ ‘Civil liberties improved ending censorship, and encouraging a wide range of artists.’ ‘Night clubs, dance halls, cafes and restaurants increased.’ ‘Many considered artistic development as a sign of decadence, corruption and moral decay.’ ‘With the Depression, American loans had to be repaid.’ ‘Unemployment reached 6 million.’ ‘Support for the two extreme parties, the Communist and the Nazis, rapidly increased.’ ‘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>	2–3
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
12(a)	<p data-bbox="217 1205 248 1917">In what ways was agriculture affected by Nazi rule?</p> <p data-bbox="280 819 312 1917">Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p data-bbox="344 1330 376 1917">e.g. 'Hitler introduced the Reich Food Estate.'</p> <p data-bbox="376 985 408 1917">'This set up central boards to buy agricultural produce from the farmers.'</p> <p data-bbox="408 1151 440 1917">'The boards then distributed it to markets across Germany.'</p> <p data-bbox="440 985 472 1917">'German citizens were encouraged to buy German agricultural produce.'</p> <p data-bbox="472 1043 504 1917">'Peasant farmers got a guaranteed market and a guaranteed price.'</p> <p data-bbox="504 663 536 1917">'Hitler passed the Reich Entailed Farm Law which gave peasants state protection for their farms.'</p> <p data-bbox="536 931 568 1917">'Banks could not seize their land if they could not repay loans or mortgages.'</p> <p data-bbox="568 582 600 1917">'Hitler believed in 'Blood and Soil', that the peasant farmers were the basis of the German master race.'</p> <p data-bbox="600 954 632 1917">'Peasant farmers' way of life was protected and the farmers appreciated it.'</p> <p data-bbox="632 1142 663 1917">'Farms were inherited by one son, so they were not split up.'</p> <p data-bbox="663 1290 695 1917">'Banks were unwilling to lend money to farmers.'</p> <p data-bbox="695 1420 727 1917">'Farmers were made to feel important.'</p> <p data-bbox="727 1554 759 1917">'Agriculture was subsidised.'</p> <p data-bbox="823 873 855 1917">Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
12(c)	<p data-bbox="217 450 248 1921">Are you surprised that not all young people in Germany supported the Nazi regime? Explain your answer.</p> <p data-bbox="280 1160 312 1921">Level 5 Explains with evaluation of ‘are you surprised’</p> <p data-bbox="344 1570 376 1921">As Level 4 plus evaluation.</p> <p data-bbox="408 1447 440 1921">Level 4 Explanation of both sides</p> <p data-bbox="472 398 584 1921">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 data-bbox="616 864 647 1921">Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p data-bbox="679 1115 711 1921">More detailed explanation of one issue to be given two marks.</p> <p data-bbox="743 297 855 1921">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 data-bbox="855 1872 887 1921">OR</p> <p data-bbox="887 327 1015 1921">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)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>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.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Some groups resented Nazi control of their lives.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
13(a)	<p data-bbox="217 1178 245 1917">Describe Kerensky's reaction to the Kornilov Putsch.</p> <p data-bbox="284 277 312 1917">Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p data-bbox="351 1146 379 1917">e.g. 'Kerensky dismissed Kornilov as Commander-in-Chief.'</p> <p data-bbox="386 1352 414 1917">'Kerensky demanded the arrest of Kornilov.'</p> <p data-bbox="421 1733 450 1917">'He panicked.'</p> <p data-bbox="456 1240 485 1917">'He was unsure of the support of his army generals.'</p> <p data-bbox="491 784 520 1917">'Kerensky called upon the soviets and people of Petrograd to repulse Kornilov's troops.'</p> <p data-bbox="526 1276 555 1917">'Kerensky armed the Bolsheviks to fight Kornilov.'</p> <p data-bbox="561 1025 590 1917">'He encouraged the Bolsheviks to dig trenches and fortify Petrograd.'</p> <p data-bbox="596 591 625 1917">'Kerensky worked with the soviets at railway stations to stop the movement of Kornilov's troops by rail.'</p> <p data-bbox="663 277 692 1917">Level 0 No evidence submitted or response does not address the question</p>	4

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>	10
<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. 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 4–6 More detailed explanation of one issue to be given two marks. 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.’ OR e.g. ‘The fall of the Tsar can be attributed to problems that stemmed from the war. By not removing Russia from the war the 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>		

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.' 'Food shortages and high prices continued.' 'The Government continued with grain seizures to feed the troops at the front.' '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>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>	2–3
		1
		0

Question	Answer	Marks
14(a)	<p data-bbox="217 1151 248 1919">What part did GOSPLAN play in Soviet modernisation?</p> <p data-bbox="284 277 316 1919">Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p data-bbox="351 1099 383 1919">e.g. ‘GOSPLAN was the state economic planning organisation.’</p> <p data-bbox="386 1503 418 1919">‘Initially, it had an advisory role.’</p> <p data-bbox="421 1447 453 1919">‘It set overall targets for an industry.’</p> <p data-bbox="456 1032 488 1919">‘It concentrated its efforts on heavy industries such as coal and iron.’</p> <p data-bbox="491 1368 523 1919">‘It planned and invested in vital industries.’</p> <p data-bbox="526 1312 558 1919">‘Each region of the USSR was told its targets.’</p> <p data-bbox="561 1290 593 1919">‘The region set targets for each mine or factory.’</p> <p data-bbox="596 1536 628 1919">‘Individuals were set targets.’</p> <p data-bbox="632 954 663 1919">‘GOSPLAN was responsible for the administration of the Five Year Plans.’</p> <p data-bbox="687 277 719 1919">Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
14(b)	<p>Why was Stalin determined to modernise the economy of the Soviet Union quickly?</p>	6
	<p>Level 4 Explains TWO reasons</p>	6
	<p>Level 3 Explains ONE reason</p>	4–5
	<p>(Four marks for an explanation, five marks for full explanation)</p> <p>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.’</p>	
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>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.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Stalin believed that Russia would be crushed if the economy did not improve.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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.’ 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. 10</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. 7–9</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. 4–6</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.’ OR 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)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘GOSPLAN set targets in key parts of industry.’ ‘The First Five Year Plan concentrated on heavy industry.’ ‘Electricity production trebled and coal and iron production doubled.’ ‘The Second Five Year Plan saw the chemical industry grow.’ ‘The Third Five Year Plan concentrated on defence and rearmaments.’ ‘By 1940, the USSR was only second to the USA in industrial output.’ ‘There were very few consumer goods produced.’ ‘Collectivisation brought state farms.’ ‘This was opposed by the kulaks, who were deported, killed or imprisoned.’ ‘Most kulaks had burned their crops and killed their animals.’ ‘Grain was produced for export.’ ‘There were famines in which millions died.’ ‘Only the individual household plots were really productive.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The human cost in both areas was not a success.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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>	4
Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Marks
15(c)	<p data-bbox="217 353 280 1921">‘The boom made the US economy stronger and more secure.’ How far do you agree with this statement? Explain your answer.</p> <p data-bbox="316 286 347 1921">Level 5 Explains with evaluation of ‘how far’</p> <p data-bbox="383 1572 414 1921">As Level 4 plus evaluation.</p> <p data-bbox="450 286 481 1921">Level 4 Explanation of both sides</p> <p data-bbox="517 398 616 1921">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 data-bbox="651 286 683 1921">Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p data-bbox="718 1120 750 1921">More detailed explanation of one issue to be given two marks.</p> <p data-bbox="785 322 916 1921">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.’ OR 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)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'For most of the 1920s the US economy gained in wealth.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
16(a)	<p>In what ways was Hoover’s credibility damaged by the Bonus Marchers?</p> <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 publically 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>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks	
16(b)	Why did the Wall Street stock market crash have serious consequences for the American economy?	6	
	Level 4 Explains TWO reasons		6
	Level 3 Explains ONE reason (Four marks for an explanation, five marks for full explanation) 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.'		4–5
	Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) 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.'		2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'There was a general reduction in trade.'	1	
	Level 0 No evidence submitted or response does not address the question	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 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. ‘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.’ OR 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
		1
		0

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.’ ‘In 1953, cooperative farms were introduced to produce improved efficiency.’ ‘A village combined to buy machinery and bulk supplies of seed and fertiliser.’ ‘Families legally still retained their land.’ ‘Peasants grew more food and ate better.’ ‘In 1955, collectives were formed to improve efficiency further.’ ‘Apart from a small plot of land, peasants had their land taken over by the state collective.’ ‘Peasants received a wage for their work on the collective.’ ‘Their own small plots were very productive.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

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 (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.'		4–5
	Level 2 Identifies AND / OR describes reasons (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.'		2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Mao wanted China to be a modern industrial country.'	1	
	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’ As Level 4 plus evaluation. 10</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. 7–9</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. 4–6 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%.’ OR 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.’ ‘Inflation was brought under control.’ ‘Soviet advisers helped to organise the Chinese economy.’ ‘There was rapid development of infrastructure such as railways.’ ‘The ‘Great Leap Forward’ concentrated on the development of the commune.’ ‘The ‘backyard furnaces’ failed to produce good quality iron and steel.’ ‘Coal was diverted from the railways for the furnaces.’ ‘Farmers were taken off the land to produce industrial goods.’ ‘As a result, there was less agricultural production which led to famines.’ ‘The ‘Great Leap Forward’ was a failure and Mao resigned as head of state in 1959.’ ‘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>	2–3

Question	Answer	Marks
18(a)	<p data-bbox="217 1077 245 1917">What were the outcomes of Mao's visit to the USSR in 1950?</p> <p data-bbox="284 819 312 1917">Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p data-bbox="351 831 379 1917">e.g. 'China and the USSR signed the Sino-Soviet Treaty of Friendship and Alliance.'</p> <p data-bbox="384 1167 413 1917">'The USSR loaned China a \$300 million low-interest loan.'</p> <p data-bbox="418 1429 446 1917">'The loan was spread over five years.'</p> <p data-bbox="451 1077 480 1917">'There was a 30 year military alliance between the two countries.'</p> <p data-bbox="485 1346 513 1917">'The trip to Moscow for Mao was a disaster.'</p> <p data-bbox="518 1328 547 1917">'Mao felt he was treated as a minor dignitary.'</p> <p data-bbox="552 1263 580 1917">'Mao felt he was not treated as an equal by Stalin.'</p> <p data-bbox="585 1397 614 1917">'It took many days before he met Stalin.'</p> <p data-bbox="619 958 647 1917">'The lack of generosity of the Russians staggered the Chinese delegation.'</p> <p data-bbox="652 1115 681 1917">'Mao achieved relatively little for a two month stay in Moscow.'</p> <p data-bbox="719 875 748 1917">Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
18(b)	<p>Why did Stalin's death lead to a worsening in relations between China and the USSR?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an 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 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'Mao's and Khrushchev's views of communism were different.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
18(c)	<p>Was Mao successful in establishing Communist China as a superpower? Explain your answer.</p>	10
	<p>Level 5 Explains with evaluation of ‘was Mao successful’ As Level 4 plus evaluation.</p>	10
	<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>	7–9
	<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. ‘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.’ OR 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>	4–6

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)	<p>Why had the Native Urban Areas Act (1923) increased segregation by 1940?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>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.'</p> <p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'Black and white residential communities were well apart.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
19(c)	<p data-bbox="217 275 280 1930">‘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 data-bbox="317 275 349 1930">Level 5 Explains with evaluation of ‘how far’</p> <p data-bbox="386 275 418 1930">As Level 4 plus evaluation.</p> <p data-bbox="454 275 486 1930">Level 4 Explanation of both sides</p> <p data-bbox="523 275 619 1930">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 data-bbox="655 275 687 1930">Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p data-bbox="724 275 756 1930">More detailed explanation of one issue to be given two marks.</p> <p data-bbox="793 275 888 1930">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 data-bbox="893 275 925 1930">OR</p> <p data-bbox="962 275 1026 1930">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)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The United Party suggested that complete segregation between black people and white people was impossible.'</p> <p>'The United Party wanted to support the United Nations Charter on human rights.'</p> <p>'Jan Smuts was considered too old to lead the country.'</p> <p>'Many white people were shocked by black boycotts, strikes and passive resistance.'</p> <p>'There were increasing numbers of black squatter camps around the major cities.'</p> <p>'The Nationalist Party thought total segregation was possible.'</p> <p>'The Dutch Reformed Church supported Afrikaners to rule over non-whites.'</p> <p>'Dr.Malan suggested it was possible to reverse the more liberal policies towards race of the previous government.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The War meant black people outnumbered white people in and around the towns and cities.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3
		1
		0

Question	Answer	Marks
20(a)	<p data-bbox="217 1099 248 1917">In what ways was apartheid weakening by the early 1980s?</p> <p data-bbox="280 819 312 1917">Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p data-bbox="344 819 376 1917">e.g. ‘P.W.Botha’s reforms, such as the repeal of the pass laws, weakened apartheid.’</p> <p data-bbox="376 1043 408 1917">‘The non-enforcement of the Group Areas Act weakened apartheid.’</p> <p data-bbox="408 909 440 1917">‘ANC attacks on government buildings and power installations were effective.’</p> <p data-bbox="440 864 472 1917">‘The ending of white rule in Zimbabwe gave the ANC bases from which to attack.’</p> <p data-bbox="472 752 504 1917">‘Increasingly, city centre streets, restaurants, shops and sporting venues became targets.’</p> <p data-bbox="504 954 536 1917">‘The government was unable to re-establish control over black townships.’</p> <p data-bbox="536 842 568 1917">‘Firms, such as Barclays, Esso, IBM and Pepsi Cola, decided to leave South Africa.’</p> <p data-bbox="568 506 600 1917">‘The ending of the Cold War meant that South Africa was no longer a useful anti-communist ally to the West.’</p> <p data-bbox="600 416 679 1917">‘Increasing violence, a struggling economy and a lack of international friends meant South Africa’s apartheid was not sustainable.’</p> <p data-bbox="711 875 743 1917">Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
20(b)	<p>Why were the pass laws reformed in the mid-1980s?</p>	6
	<p>Level 4 Explains TWO reasons</p>	6
	<p>Level 3 Explains ONE reason (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.'</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons (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.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'The system was at breaking point.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	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>	10	
	<p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation.</p>		10
	<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>		7–9
	<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. ‘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.’ OR 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>		4–6

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
		1
		0

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

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' As Level 4 plus evaluation. 10</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. 7–9</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. 4–6 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.' OR 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>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The Jews were fighting for a homeland.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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.' 'The Israeli occupied part of Jerusalem became a particular target.' 'There were a series of suicide bombings on crowded buses in Israeli towns.' 'Hamas ran schools and hospitals to gain the support of Palestinians.' 'Hamas was involved in many charitable works.' 'It funded soup kitchens, libraries, women's organisations and sports clubs.' 'Hamas used short-range Qassam rockets against Israeli border towns.' 'They used long-range rockets to hit Tel Aviv and Haifa.' 'Hamas stood in the 2006 Palestinian parliament elections.' 'Hamas won the majority of seats in the elections.' 'The Hamas majority in the Palestinian parliament refused to recognise the state of Israel.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
22(b)	<p>Why have differences between the Israeli Likud and Labor parties affected the peace process?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>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.'</p>	6
	<p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>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.'</p>	
	<p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'There are fundamental differences between the two parties for the future.'</p>	
	<p>Level 0 No evidence submitted or response does not address the question 0</p>	

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’ As Level 4 plus evaluation. 10</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. 7–9</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. 4–6</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.’ OR 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)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>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.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The leaders do not have the will to bring about peace.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

HISTORY

0470/12

Paper 1

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 World War 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.

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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	<p data-bbox="284 362 316 1921">Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.</p> <p data-bbox="347 1473 379 1921">Level 5 Compares big messages 7</p> <p data-bbox="411 331 483 1921">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.</p> <p data-bbox="515 286 547 1921">Level 4 Agreement and disagreement of detail or sub-messages 5–6</p> <p data-bbox="579 286 611 1921">Level 3 Agreement or disagreement of detail or sub-messages 3–4</p> <p data-bbox="643 286 715 1921">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</p> <p data-bbox="746 286 778 1921">Level 1 Writes about the sources but makes no valid comparison 1</p> <p data-bbox="810 286 842 1921">Level 0 No evidence submitted or response does not address the question 0</p>	7

Question	Answer	Marks
2	<p>Study Source C. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.</p> <p>Level 5 Cartoonist's point of view 7</p> <p>Level 4 Interprets big message of the cartoon 5–6</p> <p>Level 3 Interprets sub-message of the cartoon 3–4</p> <p>Level 2 Misinterpretation of the cartoon 2</p> <p>Level 1 Surface description of the cartoon 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	7

Question	Answer	Marks
3	<p>Study Sources D and E. Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.</p> <p>Level 6 Compares the sources and evaluates both 8</p> <p>Level 5 Compares the sources and evaluates one of them 7</p> <p>Level 4 Evaluates D but no valid use of Source E 6</p> <p>Level 3 Answers based on agreements/disagreements 4–5</p> <p>e.g. D is confident that Prussia (Frederick William) will lead a united Germany but E shows Frederick William rejected this</p> <p>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</p> <p>Level 1 Writes about the sources but does not address the question 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

Question	Answer	Marks
4	<p>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.</p> <p>Level 6 Explains purpose in context of 1849 8</p> <p>Level 5 Explains the purpose of the source (must include intended impact on audience) 6–7</p> <p>Level 4 Explains the big message 5</p> <p>Level 3 Explains context only – fails to explain message or purpose of source 3–4 or Level 3 Explains a valid sub-message</p> <p>Level 2 Misreadings of the source or interprets source or describes the context – but not used as a reason for publication 2</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
5	<p>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.</p> <p>Level 7 As for Level 6 but qualifies answer 8</p> <p>Level 6 Compares big messages – compares the points of view 7</p> <p>Level 5 Compares valid sub-messages 5–6</p> <p>Level 4 Interprets big message of one or both sources – no valid comparison 4</p> <p>Level 3 Interprets valid sub-message of one or both sources – no valid comparison 3</p> <p>Level 2 Answers based on use of undeveloped provenance 2</p> <p>Level 1 Surface comparisons 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

Question	Answer	Marks
6	<p>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.</p> <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 a ✓ in the margin for each source use in support of the statement and a ✗ for each source use rejecting the statement.</p> <p>✓ – B, C, E, G, H ✗ – A, D, F</p> <p>Level 2 Uses sources to support or reject the statement 4–6</p> <p>Level 1 No valid source use 1–3</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	12

20th Century topic

Question	Answer	Marks
1	<p>Study Sources A and B. How far did Blum and Chamberlain agree? Explain your answer using details of the sources.</p> <p>Level 5 Compares big messages 7</p> <p>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.</p> <p>Level 4 Agreement and disagreement of detail or of sub-messages 5–6</p> <p>Level 3 Agreement or disagreement of detail or sub-messages 3–4</p> <p>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.</p> <p>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</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 2</p> <p>Level 1 Writes about the sources but makes no valid comparison 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	7

Question	Answer	Marks
2	<p>Study Source C. Are you surprised by this source? Explain your answer using details of the source and your knowledge.</p> <p>Level 7 Not surprised because the Non-Intervention Committee was a charade and explains how what he is saying illustrates this 7</p> <p>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</p> <p>Level 5 Not surprised by claims in C supported by valid reasoning 5</p> <p>Level 4 Surprised by claims in C supported by valid reasoning – could be based on knowledge or other sources 4</p> <p>Level 3 Assertions based on everyday empathy 3</p> <p>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</p> <p>Level 1 Writes about source but fails to address the question 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	7

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	<p data-bbox="217 394 280 1917">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> <p data-bbox="317 994 349 1917">Level 6 Evaluates one source to show E does not prove F to be wrong</p> <p data-bbox="386 994 418 1917">Note: Answers based on E proving F wrong cannot get beyond Level 3.</p> <p data-bbox="454 1375 486 1917">Level 5 Evaluates F but no valid use of E</p> <p data-bbox="523 730 555 1917">Level 4 Answers based on valid comparisons of content to show E does not prove F wrong</p> <p data-bbox="592 394 655 1917">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 data-bbox="692 546 724 1917">Level 2 Answers based on undeveloped provenance or asserts that E does/does not prove F to be wrong</p> <p data-bbox="761 1032 793 1917">Level 1 Writes about the sources but does not address the question</p> <p data-bbox="829 943 861 1917">Level 0 No evidence submitted or response does not address the question</p>	8

Question	Answer	Marks
5	<p>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.</p> <p>Level 6 Compares the big messages with qualification 8</p> <p>Level 5 Compares the big message – they agree non-intervention was a mistake or was not working 7</p> <p>Level 4 Answers based on agreements/disagreements of sub-messages 5–6</p> <p>Level 3 Valid interpretation of one or both sources but no valid comparison 3–4</p> <p>Level 2 Answers based on comparison of undeveloped provenance 2</p> <p>Level 1 Writes about the sources but does not address the question 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

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</p> <p>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 a ✓ in the margin for each source use in support of the statement and a ✗ for each source use rejecting the statement.</p> <p>✓ – 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>4–6</p> <p>Level 1 No valid source use</p> <p>1–3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>0</p>	12

HISTORY

0470/22

Paper 2

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.

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

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.*

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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.

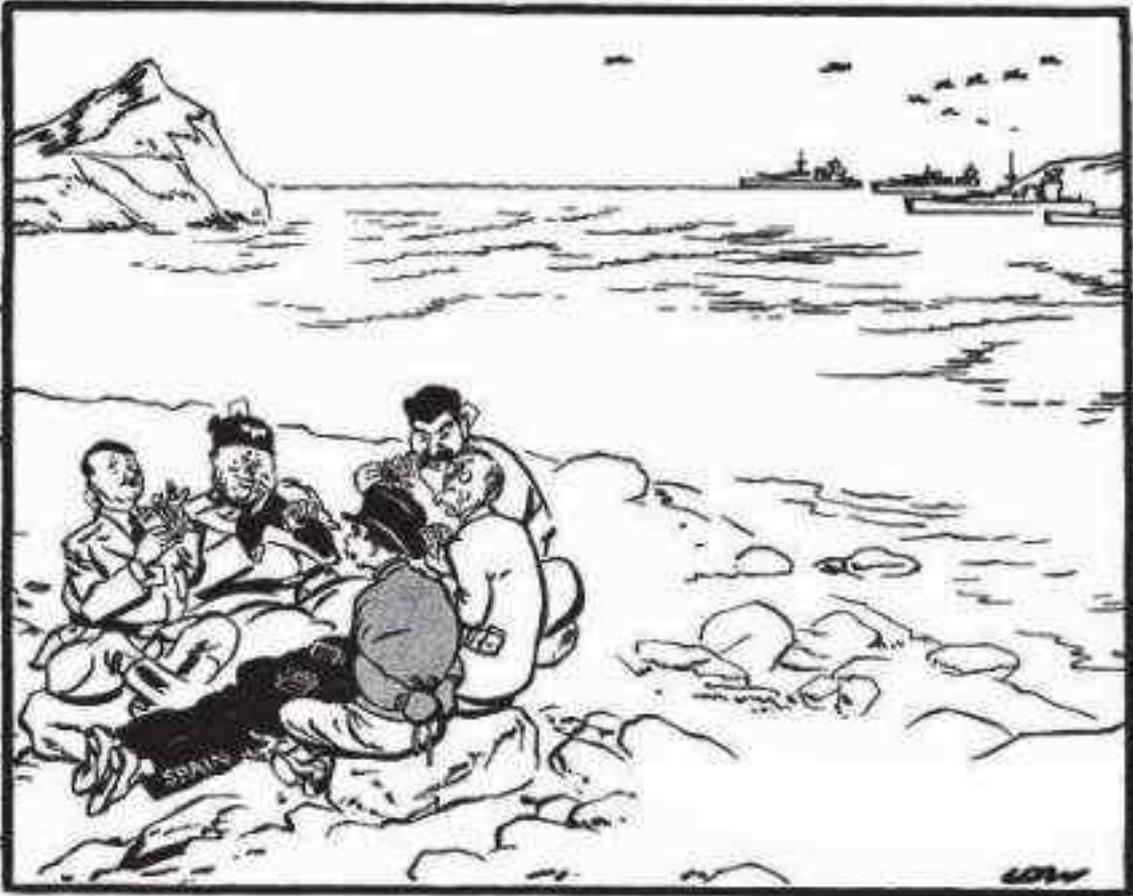
SOURCE C

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.

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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.
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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.

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 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 data-bbox="316 315 1315 412">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 data-bbox="316 450 1315 748">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 data-bbox="316 786 1315 1120">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 data-bbox="316 248 1262 315">How significant was the role of the SA in bringing Hitler to power in January 1933? Explain your answer.</p> <p data-bbox="316 349 1313 680">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 data-bbox="316 719 1310 1055">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 data-bbox="316 248 1278 315">How significant was Lenin to Bolshevik success in November 1917? Explain your answer.</p> <p data-bbox="316 349 1318 647">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 data-bbox="316 685 1315 1016">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 – Hooverilles 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; Yen-an 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 data-bbox="316 248 1235 315">How significant was the Cultural Revolution in maintaining Mao’s position in the Communist Party? Explain your answer.</p> <p data-bbox="316 349 1315 719">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 data-bbox="316 752 1315 1122">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 data-bbox="316 248 1278 315">How significant was increased violence during the 1980s in bringing about the end of white minority rule? Explain your answer.</p> <p data-bbox="316 349 1315 685">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 data-bbox="316 719 1305 987">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 data-bbox="316 315 1294 412">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 data-bbox="316 450 1294 815">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 data-bbox="316 853 1294 1182">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.



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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]

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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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HISTORY

Paper 0470/12
Paper 1

Key messages

Successful responses are dependent upon candidates reading the questions carefully to ensure that their responses are focused and relevant. When a question asks 'why' a particular event happened it is important that candidates direct their response to address the reasons, rather than a description of what happened. It is also essential that candidates read the dates in the question to ensure that they are writing about the correct period. Candidates should avoid lengthy narratives and focus on explanation, analysis and evaluation.

Good answers were able to demonstrate sound factual knowledge of both the Core and the Depth Study. Many of these candidates were able to use their knowledge to good effect in writing well developed explanations and arguments in answers to their chosen questions.

General comments

Part (a) answers should focus on relevant details. Explanation is not required. A small number of candidates wrote a lengthy response to part (a) which resulted in them not having enough time to fully develop their responses to part (b) and (c) questions.

Both parts (b) and (c) require explanation. The narrative style, or long introductions which 'set the scene' which featured in some answers, should be avoided.

In part (c), candidates need to give a balanced answer in which they argue both for and against the issue in the question in order to reach a valid conclusion. The conclusion should not be a summary of points made earlier but should address 'how far' or 'to what extent'. The stronger responses were well organised, included detailed arguments on either side of the hypothesis and were evaluative. Weaker responses were very descriptive and often included information that was inaccurate and/or irrelevant to the question.

Comments on specific questions

Section A: Core Content

Questions 1, 2, 3 and 4

There were too few responses to these questions for meaningful comments to be made.

Question 5

This was answered by a high number of candidates.

- (a) Most candidates had a very good knowledge of the Treaty of Saint Germain and many performed strongly. A small number of candidates confused the Treaty with the Treaty of Sevres or the Treaty of Versailles. Good answers showed that the Treaty of St Germain meant that the Austrian Hungarian Empire was broken up, the union between Austria and Germany was forbidden and territory from the Austro-Hungarian Empire was transferred to Czechoslovakia and Poland. Candidates could also have stated that Austria had to pay reparations, agree to the war guilt clause, reduce its army to 30,000 men and recognise the independence of Hungary, Czechoslovakia, Yugoslavia and Poland. A few candidates' answers were very long. They had gained full marks in the first two lines but went on to write well over half a page.

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- (b) In answering this question, the focus was on the thoughts and attitudes of the German people towards the terms of the Treaty of Versailles. Successful responses included explanations as to why the Germans were outraged at particular terms. Two well explained reasons for their outrage were required. It was sufficient to take just two terms and explain why the Germans were upset. The most successfully explained term was the reduction of the German army, which was reduced to 100 000 men with no conscription, leaving the people upset because of the pride that they previously had in their army, the large amount of unemployment caused and the fact that it left Germany vulnerable to attack. Another term that was well explained was the German outrage at the 'war guilt clause'. Candidates needed to explain that the Germans were adamant that they were not totally responsible for causing the War and, therefore, should not have to pay such high reparations. They claimed that at the beginning Austria had attacked Serbia and Russia had mobilised its army before Germany had taken action. Weaker responses were characterised by a listing of the terms, with no explanation as to why they caused outrage. They understood that the payment of reparations was a cause of outrage but gave no further explanation. To gain credit for such an explanation, they needed to explain that it was difficult for Germany to pay such a huge sum when the economy was in crisis after the War and they were deprived of important industrial areas such as the Saar, which would have provided the resources to pay the reparations
- (c) To perform strongly on this question, candidates needed to produce a well-balanced answer by arguing for and against the focus of the question. Candidates needed to explain how Clemenceau, Lloyd George and Wilson went into the peace negotiations in Paris with similar *and* different aims. Weaker responses wrote about the separate aims of the three individuals, with no comparison with one of the others. Many answers were unbalanced. On common aims, many candidates just mentioned the punishing of Germany and wanting to keep the peace in the future; these answers lacked real explanation. Good answers were characterised by an explanation of the direct comparison between two or three of the personalities' aims. Answers which gained credit explained that Clemenceau wanted to treat Germany harshly by economically destroying Germany and reducing its armed forces to safeguard France, whereas Lloyd George didn't want the treaty to be too harsh as he realised that Germany had been Britain's second biggest trading partner before the War and he wanted to resume trading with Germany to safeguard British jobs. Other answers gaining credit explained that Wilson wanted self-determination worldwide but both Clemenceau and Lloyd George objected because Britain and France both had large empires which could come under threat if Wilson's ideas on self-determination were put in place.

Question 6

- (a) This question was well answered, with most candidates having a good understanding of events that took place in the Rhineland in 1936. Candidates achieved high marks by including that Hitler broke the Treaty of Versailles when German troops marched into the Rhineland, large crowds welcomed the German soldiers and Britain and France took no action. Some candidates strayed away from the focus of the question and wrote at length on reasons why Hitler remilitarised the Rhineland and/or why Britain and France did not take any action. These background details lacked relevance to this question.
- (b) In answer to this question, two well explained reasons were needed. There were many good responses to this question, especially when explaining why Hitler needed Stalin as an ally, as he did not want to fight a war on two fronts. Another well explained reason put forward was the importance of Poland to Hitler. One of Hitler's foreign policy aims had been to provide 'living space' in Eastern Europe for German citizens and the Nazi-Soviet Pact paved the way for Hitler to fulfil this aim. Weaker responses included general details of the agreement, often giving unnecessary facts on the background to the Pact in addition to why the Pact was important to Stalin. These details lacked relevance to this question.
- (c) Effective responses to this question produced a balanced answer which explained why Britain and France were responsible for the outbreak of war in 1939, in comparison to other reasons for the outbreak of war, which could have included the Treaty of Versailles, the failure of the League of Nations, the effects of the Great Depression, Hitler's foreign policy and the impact of the Nazi Soviet Pact. Most candidates had a good understanding of the British and French policy of appeasement and were able to include Anschluss, the taking over of the Sudetenland and the invasion of Czechoslovakia as examples whereby Hitler had been left unchallenged, which increased his confidence and aggression. Often candidates used the Munich Conference to illustrate how the British and French had let down the Czechs by succumbing to Hitler's demands. Some candidates also linked the failure of the League of Nations to keep the peace as being partly

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the responsibility of Britain and France, whose self-interest came first. A few candidates lost focus on the question and wrote in detail on the reasons why the policy of appeasement was followed, which gained no credit. On the other side of the argument there were many good explanations, including examples of Hitler's foreign policy aims and the impact of his actions. These responses often mentioned that he was determined to break the Treaty of Versailles and achieve world domination. His actions included rearming, remilitarising the Rhineland, Anschluss and the invasion of Czechoslovakia. Many candidates included the fact that the invasion of Poland was part of his plan and this led to war breaking out in 1939 so, therefore, he was to blame for the outbreak of war. However, others also argued that had he been challenged earlier, he would not have become so confident and strong, so it was therefore the fault of Britain and France for not stopping him sooner.

Question 7

- (a) The Warsaw Pact was well known and candidates gained good credit for including that it was set up in 1955 as a balance to the formation of NATO. It was an agreement between Russia and the communist states of Eastern Europe. Candidates could have stated that it was a defence treaty which included Albania, Czechoslovakia, Hungary, Poland and other communist countries and that it ended in 1991. A common misapprehension of weaker candidates was that the Pact was formed by Stalin.
- (b) The key part of this question was 'a source of dispute'. Weaker responses included details on what happened to Germany as a result of the Yalta and Potsdam Conferences, including that Germany and Berlin were split into four zones - American, French, British and Soviet – but no reference was made as to why this division was a source of dispute. Other responses included details of the results of the dispute, for example the Berlin Airlift, which were not relevant. Strong responses included two explanations. The most successfully explained reason was that Germany was a source of dispute because the Soviet Union had been devastated in the war, twenty million Russians had died and Stalin wanted to cripple Germany with high reparations and keep it weak. The American President, Truman, disagreed with high reparations and was determined not to let this happen as he did not want to repeat the same mistakes of the Versailles Treaty. He wanted Germany to recover economically because this was necessary for the European economy. Other explained reasons included that the different ideologies of the East and West made disagreement inevitable and the currency reform introduced by the West was unpopular with the Soviet Union.
- (c) Candidates needed to produce a well-balanced answer which argued for and against the hypothesis. Strong responses showed a good understanding of the economic situation in post war Europe, the Marshall Plan and the reasons for its introduction. A strong theme in these responses was the argument against the hypothesis including the link between poverty and communism. Many people in Europe were starving, homeless and unemployed, and it was in conditions such as this that Communism spread, so Americans partly gave the aid to stop the spread of communism. Stalin refused to allow any of the Eastern European countries to apply for Marshall Aid because the anti-communist aims underpinning Marshall Aid would weaken his control over Eastern Europe. Strong responses also agreed that there was evidence that the Plan was designed to ensure the domination of the USA over Europe, with 'dollar imperialism'. Through the Marshall Plan the USA gave billions of dollars to Europe. This money was mainly spent buying US goods and so Europe became a market for US exports. This meant that Europe became dependent on the USA. Weaker responses tended to include narrative on how the Marshall Plan originated, with little reference to the question.

Question 8

- (a) There were variable answers to this question, with some responses including overlong detail on the options that President Kennedy had to choose from. Strong responses identified the following reactions: 'he placed a blockade round Cuba', 'he made a speech on TV to the American people explaining his plan', 'he got troops ready for an invasion of Cuba' and 'all American forces around the world were placed on DEFCON 3'
- (b) Most candidates were able to explain one reason why developments in Vietnam in the 1950s were important to the USA, namely the domino theory. In 1954 the French left Vietnam and it was split into North and South Vietnam. North Vietnam became communist and the Americans were worried that if one country became communist, then the neighbouring country would be next, so they were concerned about communism spreading to South Vietnam, Laos and Cambodia. A number of

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responses struggled as they wrote about developments in Vietnam in the 1960s, including why the Americans failed to win the Vietnam War, which was not relevant to this question.

- (c) Most candidates demonstrated a good understanding of the events of the Korean War and strong responses were able to support their argument as to who won the war, using both the aims of the USA, North Korea and the United Nations and supporting details from the events. These responses included reasons for the success and failure of both sides and came to a well-supported conclusion. Successful explanations included that it was the aim of the USA to contain communism, so when Communist North Korea invaded the USA's ally, South Korea, troops led by US forces managed to push them back. Even when the Chinese helped North Korea the Americans were able to defend the South. The war ended with the border being on the 38th parallel, where it had started. The Americans claimed that they had won because they had stopped South Korea being overrun and becoming communist, therefore their policy of containment was successful. Weaker responses were characterised by a narrative of events of the Korean War with no reference to success or failure, other than simple statements such as 'the border remained the same'.

Section B: Depth Studies

Questions 9 and 10

There were too few responses to these questions for meaningful comments to be made.

Question 11

- (a) There were mixed responses to this question. Some candidates misread the question and described why the occupation of the Ruhr took place and/or the actions of the French and Belgian troops in the Ruhr. The focus of the question was on the reaction of the Germans to the French occupation of the Ruhr. Strong responses identified German reactions: 'The German Government ordered workers to start passive resistance' and 'encouraged workers to go on strike' and 'The German government printed lots of money' which 'caused hyperinflation'.
- (b) Some candidates wrote at length on the actions of the Freikorps against the Spartacist Uprising and the Freikorps' involvement in the Kapp Putsch. However, the focus of the question was on *why* the Freikorps attempted to take control of Germany in 1920. There were many good answers which got to the heart of the question by explaining how the Freikorps wanted to remove the Weimar Republic as they did not appreciate the democratic style of government but preferred the dictatorial rule of the Kaiser. A second reason often explained was that the Freikorps who were ex-soldiers thought that the country had been 'stabbed in the back' by the 'November Criminals' and were against the armistice, peace settlement and the resulting reduction in Germany's armed forces.
- (c) Many responses showed a good understanding of Stresemann's work towards the survival of the Weimar Republic. Both sides of the argument were needed to gain high marks. There were good explanations of Stresemann's actions to overcome inflation and put the economy on a seemingly sound footing, with the introduction of a new currency and American loans. In strong responses the impact of his actions was emphasised. Cultural achievements and the progress made in foreign relations were also well explained. To achieve good marks, responses needed to avoid being narratives of actions by Stresemann. The impact of his actions, especially how they created the impression of recovery, needed to be explained. A number of candidates gave a one-sided answer and did not address the other side of the argument, that some Germans did not see the period as a total recovery. Candidates could have explained the poor unemployment record and the depressed agriculture sector throughout the period. The most successfully explained reason on the other side of the argument was that the German recovery was an illusion because the economic recovery was based on American loans and, if the loans were recalled in an emergency, as they were in 1929, then the German economy would be in serious trouble.

Question 12

- (a) This question was well answered. Many candidates had a detailed knowledge of the work of the Gestapo and gained high marks for their response. They included that, 'They could arrest citizens on mere suspicion', 'they could send them to concentration camps without trial' and 'they used torture and executions'. Candidates could have improved their responses by stating that the

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Gestapo tapped telephones and spied on people by intercepting their mail. Some candidates included details on why the Gestapo was formed, which lacked relevance to this question.

- (b) There were some strong responses to this question. Successful explanations included that a young Jew killed a German diplomat in Paris and the Nazis used this as an excuse to launch a violent attack on the Jews, as Hitler hated them. This was because they tended to be well educated and therefore held well-paid jobs or ran successful stores and businesses, and this offended Hitler and his idea of Aryan supremacy. A second explanation could also highlight the fact that Hitler blamed Jewish businessmen and bankers for Germany's defeat in the First World War. He claimed that they had forced the surrender on the German army. Weaker responses included a description of the events of Kristallnacht or confused the event with the Night of Long Knives.
- (c) There were some strong responses to this question in which candidates demonstrated a clear and detailed understanding of how effective Nazi propaganda was in winning the support of the German people. These responses were characterised by detailed examples of propaganda and how they led to increased support. For example, the Nuremberg rallies held every year, where there were bands, marches, flying displays and Hitler's brilliant speeches. These brought excitement into people's lives and made them want to support such a movement. Stronger responses then went on to develop the other side of the argument, explaining why propaganda didn't win the support of the people. These answers usually included the support for, and activities of, the Swing movement and the Edelweiss Pirates. Both of these movements were well understood by candidates. Weaker responses wrote lengthy answers on different types of propaganda used by the Nazis without linking their points to how they increased support for the Nazis. In other responses, the focus of the question was changed from 'support' to 'control', which is a different answer to the one required.

Questions 13 and 14

There were too few responses to these questions for meaningful comments to be made.

Question 15

- (a) This question was well answered. There were lots of examples that could be used to answer this question. The majority of the candidates understood the 'Jim Crow' laws and were able to achieve high marks by including that they were racist, and were enforced in the southern states. There was also segregation on public transport and in restaurants.
- (b) The reasons why gangsterism increased in America in the 1920s were well known. Good answers successfully explained that gangsterism increased because of prohibition, which meant that it was against the law to make or sell alcohol in the USA in the 1920s. Gangsters took advantage of prohibition and sought to control the liquor trade by supplying the speakeasies and showed that organised gangs could make huge profits from the sale of illegal alcohol. A second explanation often demonstrated that the number of gangsters increased due to the increase of corrupt officials among Chicago's police, local government workers, judges, lawyers and prohibition agents. Some responses focussed mainly on the violent activities of Al Capone, including the Saint Valentine's Day Massacre in 1929, which were not relevant to this question.
- (c) There were some well-developed responses to this question, with most candidates being able to explain their arguments on both sides of the hypothesis. Good responses demonstrated clearly how women's lives had changed as a result of various different developments in the 1920s. Examples explained included women getting the vote, the introduction of labour-saving devices, changes in women's fashion and the introduction of the cinema, radio and motor car. A well-balanced answer then went on to explain the limitations of the changes. Successful explanations emphasised that most changes only affected young, middle class women living in the cities. The lives of women who lived in the countryside and on farms did not change much at all. There was a strong conservative element in American society and a combination of traditional religion and old country values kept most women who lived in rural areas in a much more restricted role than that of urban women. Weaker responses had a tendency to list the changes with no reference to the impact that they had on the lives of women.

Questions 16–22

There were too few responses to these questions for meaningful comments to be made.

HISTORY

Paper 0470/22
Paper 2

Key messages

- It is important to give a direct answer to the question, candidates should not spend time repeating what the source says, describing what it shows or writing about the historical background. Answers should be based on the sources. All the questions are about sources and the content of the sources should be used to explain answers. Answers should start by directly addressing the question, for example, 'The message of this source is' or 'Source C does make Source D surprising because'.
- The sources should be read carefully, and the question thought about. Then the answer can be planned. Candidates can then write their answers when they know what it is that they want to say.
- When using quotations, the full quote should be given. Parts of the quotation should not be omitted. Candidates should not use ellipses and should not give just the first and last words of a quotation.
- Sources should be read and interpreted as whole. In many questions what matters most is the overall message that the artist or author is trying to give, rather than isolated details in a source.
- Knowledge of the historical events is important but it needs to be used in the right way. Sources should be read and interpreted in context. Knowing and understanding what was happening at the time of the creation or publication of a source will enable candidates to understand and evaluate it more effectively. Contextual knowledge should be used to analyse and evaluate the sources, rather than instead of them.
- Answers to **Question 6** must make use of the sources.

General comments

Candidates managed their time well and very few failed to answer all six questions. Many candidates had good contextual knowledge, although the need to use this in a relevant and concise way to analyse and interpret the sources is still a challenge for some candidates, who wrote more about the historical events than about the sources. The way they used their contextual knowledge hindered the answering the questions.

However, there were many responses that demonstrated the ability of candidates to interpret and evaluate historical sources in an informed way. The candidates were particularly good at making inferences from sources and comparing sources.

Comments on specific questions

Option A: 19th century topic

There were too few responses for meaningful comments to be made.

Option B: 20th century topic

Question 1

This question was generally answered well. Many candidates had clearly gone through the two sources very carefully and had made a list of agreements and disagreements before writing their answers. As a result of this, they were able to compare the sources point by point. They had no problem in explaining agreements such as France giving Italy a free hand and Mussolini believing he had the backing of France, and disagreements such as Source A claiming that Mussolini had long considered action against Abyssinia, while Source B claims that he had not considered any action until after Wal Wal. Less successful responses summarised the two sources separately and did not make any direct point-by-point comparisons.

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Question 2

The best responses were based on an understanding that whether Source C makes Source D surprising depends on more than just whether they agree with each other. For example, Source C can only make Source D surprising if it can be trusted as evidence, while disagreements between the two sources might not make Source D surprising because circumstances may have changed. There are several differences between Sources C and D. One that many candidates pointed out is that in Source C Italy is not seen as much of a threat, while in Source D the British are very worried about its use of gas. To achieve stronger answers, candidates needed to use their contextual knowledge and understanding. For example, Britain's failure to back the League and Abyssinia throughout the crisis, Britain and France's desire for a relationship with Italy and the Hoare-Laval Pact, can all be relevant when answering this question. Weaker responses usually fell into two groups – those that analysed the sources but neglected to directly address the issue of 'surprise', and those that identified what was surprising but did not explain why.

Question 3

Most candidates managed to at least explain valid sub-messages of the cartoon, for example Italy was aggressive or the League was weak. A good number went on to explain the big message – that the League was weak in responding to Italian aggression (both parts were required). When candidates are asked about the message of the cartoon, it is important that they try to consider the point of view of the cartoonist. The best responses did this and developed the big message to explain that the cartoonist was criticising the League. This must be explicit, rather than inferred. There were very few misinterpretations of the cartoon but some candidates simply described the cartoon, sometimes in great detail.

Question 4

The word 'impressions' in the question signalled that candidates needed to go beyond surface description of these two illustrations. Weak responses focused on describing Mussolini killing people with gas in Source F and the Italians feeding Abyssinian children in Source G. Better responses explained how Source F gives the impression that Mussolini (or the Italians) was, for example, mad, cruel or uncivilised, while Source G suggests that Italians were, for example, generous and kind. Most candidates compared the impressions of Mussolini and /or Italians, but credit was also awarded for comparing impressions of Abyssinians in the two sources. The best responses focused on the irony in Source F about Mussolini calling Abyssinians 'uncivilised', while showing that he was the uncivilised one. They compared this to Source G, where the Italians are shown as civilised.

Question 5

To answer this question well, candidates needed to directly address the issue of usefulness. This was attempted by a reasonable number of candidates. This source could be useful for a number of reasons, some better than others. It could be useful for the surface information it contains, for example that Abyssinia is a barbarous country. This involves an uncritical use of the source. It could be useful for what can be inferred from the source, for example about English attitudes towards race. Attitudes which, perhaps, help to explain Britain's policy towards Italy and Abyssinia. This involves reading the source 'against the grain'. It could be evaluated for its usefulness. For example, candidates might explain how Britain was trying to keep good relations with Italy because of fears about Germany, giving this source the purpose of justifying Italian actions.

What all these approaches have in common is that they address the issue of usefulness. Some candidates did not do this. They wrote about what the source said without explaining ways in which it was useful. Others made assertions about unreliability but did not use these to form judgements about usefulness.

Question 6

Overall, there were many good responses to this question. They contained three crucial elements. First, their focus was on testing the actual hypothesis named in the question. Second, they used the evidence in the sources to carry out this testing. Third, they used this evidence explicitly and effectively. In other words, they clearly explained, with reference to the content of the sources, how they supported, or did not support, the hypothesis in the question. Here is an example of how this was done: 'Source F does not justify Italian actions in Abyssinia because it shows Mussolini and the Italians behaving in murderous ways. They are using poison gas which had been banned by international agreement. The Abyssinians are shown suffering dreadfully. There is no way this source justifies what Italy was doing.' This response makes clear at the end whether or not the source supports the hypothesis. Some candidates used sources in a relevant way but did

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not make an explicit statement about whether each source considered supported the hypothesis. Candidates need to make it clear.

It does not matter whether candidates use the sources in the order they appear in the paper or first write about the sources supporting the hypothesis, and then about those disagreeing with it. What matters is that they explain sources on both sides of the argument and use the sources in the ways described earlier. Attempts to write about the sources in groups should be avoided. This is because what was said about the sources rarely applied to all the sources in the group. Candidates are better advised to use and analyse each source they look at separately. It is sometimes the case that some sources can be used on both sides of the argument. It is perfectly acceptable for candidates to do this.

HISTORY

Paper 0470/42
Alternative to Coursework

Key messages

This paper requires candidates to give an extended response to one question from a choice of two from their chosen Depth Study. Responses should be balanced answers that are well-structured, analytical and address the question of importance or significance. An in-depth, and wide range of knowledge, is required to support arguments and conclusions.

General comments

Depth Study B: Germany, 1918–45 was comfortably the most popular among candidates, followed by Depth Study D: The USA, 1919–41. There were some attempts at Depth Study A: The First World War, 1914–18 and Depth Study C: Russia, 1905–41. There were too few attempts at Depth Studies E (China), F (South Africa) or G (Israelis and Palestinians) to make any meaningful comments.

Good responses had been well-planned and were able to use a wide-range of material to give balanced responses with supported explanations. The very best answers also gave well supported judgements and conclusions, but more could responses have provided a sustained line of argument throughout the response. There were very few rubric errors. Less successful answers contained too much narrative or description, or failed to properly address the question that was set. Many candidates wrote at great length about a particular topic or Depth Study, rather than focusing on the parameters set by the question. Some candidates would have benefited from reading the question carefully before answering and ensuring that their response focused on importance or significance.

Comments on specific questions

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

Question 1 was generally well-answered. The strongest answers demonstrated a strong knowledge and understanding of the Schlieffen Plan and its failures, including the changes made by von Moltke. Most commonly cited were Moltke's decisions to ignore the Netherlands and go through Belgium and to send too few soldiers to the Eastern Front. This was balanced well by many candidates who examined the role of new technology and weapons such as the impact of artillery and machine guns as well as the counter-offensive of the French and the role of the BEF. The best answers contained focused explanations and drew convincing conclusions about the most important reasons the Schlieffen Plan failed. Weaker responses tended to give a narrative, albeit often detailed, which did not directly address the question. Many of these answers tended to miss the specific changes made by Moltke.

For **Question 2**, there were too few responses for meaningful comments to be made.

Depth Study B: Germany, 1918–1945

Question 3 was the most widely-answered question in this Depth Study, but there were also a good number of attempts at **Question 4**.

Question 3 was generally well-answered. Candidates tended to have a solid knowledge and understanding of the role the Gestapo played in maintaining Nazi control after 1933, and they were able to explain the fear and intimidation this caused for ordinary Germans. The best answers examined the role played by informers, the methods used by the Gestapo and their unlimited powers of arrest. Balance was often provided using a wide range of alternative factors – propaganda, the SS, concentration camps and the use of the Hitler Youth

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organisations, as well as political methods such as the Enabling Act. One or two candidates made valid links between the Gestapo and the SS as the organisations came under the control of Himmler after 1936 when he was made Chief of German Police, as well as Reichsführer-SS. The best answers were by candidates who explained how important each method was in enabling the Nazis to maintain control and reached conclusions often based on a priority order. Weaker responses tended to lack contextual knowledge or started focused on the question but then drifted into light descriptions of too many alternative factors and neglected to explain their importance. One or two responses also went outside of the chronological parameters of the question and examined the Weimar period, which lacked relevance.

Question 4 was, in general, answered competently. The stronger responses were able to explain how the Hitler Youth organisations promoted Nazi ideas such as racial purity, physical fitness, nationalism and militarism to prepare young boys for future war and girls for future motherhood. Alternative methods of promoting Nazi ideas were then examined such as propaganda, schools and the changes to the curriculum, the Nuremberg Laws, the Berlin Olympics and even workers' organisations such as the RAD and DAF. Less successful responses sometimes lost focus on the question and explored the role of the SS and Gestapo as promoters of Nazi ideas – while there is some validity in this with the SS, most candidates that used this example tended to suggest that the fear and terror they created was the promotion of Nazi ideas, whereas it was more akin to a form of control. A very small number of candidates also made the common error of viewing the Hitler Youth organisations and the schools in Germany as the same thing.

Depth Study C: Russia, 1905–1941

Question 5 was generally not well answered. Most responses had a weak grasp of the role played by Trotsky. A few candidates mentioned his leadership ability in forming the Red Army and commanding them and then balanced this factor against the role played by Lenin, the use of War Communism, the Red Terror and the weaknesses of the Whites. Very few candidates went into detail or explained the relative importance of these different factors. Many of the weakest responses tended to be light description, much of it about the Bolshevik seizure of power in November 1917 which was not the focus of the question.

There were too few responses to **Question 6** for meaningful comments to be made.

Depth Study D: The USA, 1919–1941

This was the second most popular topic, with both **Question 7** and **Question 8** answered by a good number of candidates. However, there were more **Question 7** responses this examination session.

Question 7 was generally well-answered. Stronger responses were able to examine how consumer goods affected the US economy of the 1920s and explored the importance of products such as the car, radio and refrigerator and the assembly lines that produced them. Many candidates then provided balance by looking at a range of other factors such as Republican policies, mass advertising, mass consumerism and the First World War. Good answers explained how each factor impacted the US economy and drew convincing conclusions about their relative importance. Weaker responses tended to lose focus on the question and often drifted into descriptions about US society and changes to people's lifestyles. It is imperative that candidates read the question properly and understand the difference between economy and society for Depth Study D. Another common problem was to go beyond the chronology of the question and examine the 1930s and the Depression era which is not relevant to this question on the 1920s.

Question 8 was well-answered, with some exceptional responses. The strongest answers demonstrated an extensive knowledge of the different radical opponents of the New Deal such as Huey Long, Dr Townsend and Father Coughlin. Some responses showed an extraordinary depth of accurate contextual knowledge and were able to cite precise statistical examples to support their explanations. Balance was most commonly provided by an examination of other forms of opposition to the New Deal such as the Republicans, big business and the Supreme Court. Once again, the best answers provided an outstanding depth of knowledge when supporting their explanations. This allowed a small number of candidates to draw very well-supported judgements and conclusions about the relative significance of the different forms of opposition. Some of the weaker responses tended to be more descriptive and, although the level of knowledge was often very high, explanations were implicit or missing completely.

Depth Study E: China, c.1930– c.1990

There were too few responses for meaningful comments to be made.

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

There were too few responses for meaningful comments to be made.

Depth Study G: Israelis and Palestinians since 1945

There were too few responses for meaningful comments to be made.



Grade thresholds – March 2019

Cambridge IGCSE™ History (0470)

Grade thresholds taken for Syllabus 0470 (History) in the March 2019 examination.

		minimum raw mark required for grade:						
	maximum raw mark available	A	B	C	D	E	F	G
Component 12	60	35	31	26	23	20	17	14
Component 22	50	27	23	20	18	16	14	12
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
BY	12, 22, 42	95	82	69	57	50	44	38	32



HISTORY

0470/12

Paper 1 Paper 1

March 2019

MARK SCHEME

Maximum Mark: 60

Published

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

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

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PUBLISHED**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.

GENERAL INSTRUCTIONS**Applying the Mark Scheme**

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

Assessment Objectives

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

Question	Answer	Marks
1(a)	Describe the actions of Pope Pius IX in 1848–50.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘He was elected Pope in 1848.’ ‘He passed reforms like abolishing the requirement for Jews to attend Christian services.’ ‘He issued a new constitution.’ ‘He released political prisoners.’ ‘He protested when the Austrians wanted to establish a garrison in the Papal States.’ ‘In his Allocution in April 1848 he denounced the war against Austria.’ ‘In his Allocution he said he did not want to be the leader of any Italian confederation.’ ‘In 1849 he appointed Pellegrino Rossi as prime minister to act against the liberals.’ ‘In 1849 he fled Rome when riots broke out and the Roman Republic was declared.’ ‘He went into temporary exile in the Kingdom of Naples.’ ‘Pius asked for help from Catholic countries.’ ‘He returned to Rome in 1850 after the French had defeated the Republic.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(b)	Why did Louis Philippe abdicate in February 1848?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Louis Philippe abdicated because of the economic depression between 1846 and 1847. This was caused by poor harvests, food shortages and a financial crisis This led to high unemployment, especially in Paris, and middle class bankruptcies, making the king unpopular with both classes. Louis Philippe made the mistake of doing little to help them. He did not think he needed to act because he won the elections of 1846. His failure to act to deal with the economic crisis made him very unpopular and led to his abdication.’</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Demands for the franchise to be extended and for constitutional reforms which Louis Philippe did little about.’ ‘Disappointment that he did not pass more social reforms.’ ‘There was an economic crisis with high unemployment and price rises.’ ‘Writers like Louis Blanc made the king unpopular.’ ‘The French wanted a republic.’ ‘Louis Philippe’s refusal to pass reforms made him unpopular.’ ‘The banquets gave the opposition a chance to debate and organise opposition to the king.’ ‘Louis banned the banquets which increased the opposition to him.’ ‘In February there were demonstrations and fighting in Paris.’ ‘The chief minister, Guizot, and his policies made the king unpopular.’ ‘When Guizot resigned the crowds increased, barricades were put up and the crowds marched on the royal palace.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Louis had become very unpopular and had little support.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(c)	How different were the European revolutions of 1848–9? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 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 many of the revolutions. Many people 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. This can be seen in Prussia where a new constitution was demanded and in Rome where press censorship was abolished and land was taken away from the Church.’</p> <p>OR</p> <p>e.g. ‘The revolutions were about different things. Nationalism played a significant part in some of the revolutions, especially those that did not have a nation state of their own. In Hungary and parts of Italy, the national groups were seeking independence from the Austrian empire, while in Germany and Italy nationalists wished to unite with other states to form a larger nation. However, in France demands for liberal reforms to the constitution, such as extension of the franchise, that would help the middle classes were far more important.’</p>	4–6

Question	Answer	Marks
1(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Nationalism was an important factor in Germany and Italy.’ ‘Liberal reforms were demanded by revolutionaries in France and Germany.’ ‘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.’ ‘There was demand for independence from an occupying power.’ ‘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.’ ‘A desire for national unity important in Germany and Italy but not France.’ ‘In places like Hungary they wanted independence from Austrian rule but in France they wanted constitutional reforms.’ ‘In some places like France the king was toppled but in others such as Prussia the king survived.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Many people wanted more freedom.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
2(a)	Describe the weaknesses of the Frankfurt Parliament.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It took far too long to discuss ideas and reach decisions.' 'It consisted of educated middle classes who had little understanding of the needs of the workers.' 'It was divided between those wanting a lesser Germany and those wanting a greater Germany.' 'By the time they had made decisions the revolutions were fading away.' 'Frederick Williams's refusal of the imperial crown weakened it.' 'It had no power base – no army to enforce its decisions.' 'The Prussian army refused to support it.' 'It could be disbanded easily as it was by the Frankfurt authorities.' 'It failed to win the support of the people.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(b)	Why was the Zollverein important in the relationship between Austria and Prussia?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (One mark for each identification/description) e.g. ‘The Zollverein was very important in the relationship between Austria and Prussia because it was set up and led by Prussia and by the 1830s most of the German states had joined the customs union. This drew the states together. However, Austria did not join and so was left isolated whereas Prussia was joined with the other states. This helped to put Prussia in a stronger position later when it and Austria were competing to lead Germany.’	4–5
	Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) e.g. ‘Prussia was more closely attached to other German states than Austria.’ ‘It gave Prussia leadership of Germany instead of Austria.’ ‘It gave Prussia a more prominent role in Germany than Austria.’ ‘It helped Prussia grow more economically strong than Austria.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘It was very important because there was a lot of rivalry between Austria and Prussia.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(c)	Which was more important in the achievement of German unification, force or diplomacy? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Force was much more important. Bismarck would not be able to achieve unification without defeating Austria in war. Austria’s defeat in 1866 meant that it lost control of Germany and that Prussia was now leader of Germany. This was shown by the fact that the Bund was replaced by the North German Confederation which was dominated by Prussia. The defeat of France was also crucial because the south German states might ally with France. The war united the German states and unification followed quickly.’</p> <p>OR</p> <p>‘Bismarck’s diplomacy was much more important. This is because the wars that helped Prussia grow stronger and that gradually united Germany were all brought about by his diplomacy. The war with Austria which resulted in unifying northern Germany was engineered by diplomacy. He negotiated French neutrality, an alliance with Italy and then made it look as if the Austrians were the aggressors. All of this was only possible through diplomacy.’</p>	4–6

Question	Answer	Marks
2(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The defeat of Austria made Prussia the leading country in Germany.’ ‘The defeat of France helped unify Germany.’ ‘Bismarck agreed not to help the Poles which ensured Russia did not intervene in the wars of the 1860s.’ ‘Prussia appeared to be a champion of nationalism by defeating the Denmark in 1864.’ ‘Diplomacy brought about the war with Denmark.’ ‘Bismarck used diplomacy to cause the war with Austria.’ ‘Prussia used the issue of the Spanish succession to bring about the war with France by editing the Ems telegram.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Force was more important than diplomacy because it got things done.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
3(a)	Describe the activities of abolitionists in the 1850s.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘John Brown’s raid on Harper’s Ferry.’ ‘Helping slaves through the Underground Railroad.’ ‘Freeing John Price in the Oberlin-Wellington rescue.’ ‘Publications such as The Emancipator’. ‘Henry Ward Beecher held mock slave auctions to free slaves.’ ‘The work of Frederick Douglass and his newspaper The North Star.’ ‘Setting up anti-slavery societies.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(b)	Why did the secession of Southern states lead to civil war?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The secession led to civil war because of the refusal to compromise by both sides. The Republicans were not willing to compromise at all, but neither were the Confederate states. Attempts were made in Congress to find a compromise to prevent secession such as the Crittenden proposals but these were rejected by the Republicans and defeated in Congress. However, even if they had been passed, leaders of the Confederate states would have rejected them. They also ordered the attack on Fort Sumter. So I think the secession crisis led to civil war because neither side would compromise.’</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Buchanan did nothing and so the situation got worse.’ ‘Buchanan allowed federal forts and arsenals in the South to be taken over by the Confederate states.’ ‘Efforts in the Congress to find a compromise failed.’ ‘The Confederate leaders refused to compromise.’ ‘Lincoln was determined to maintain the Union.’ ‘Lincoln and many Northerners thought secession was illegal.’ ‘The clamour in the North to help Fort Sumter.’ ‘The South’s victory over Fort Sumter.’ ‘Lincoln orders a blockade of the Confederacy.’ ‘The decision of Virginia to join the Confederacy.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The secession led to civil war because the two sides could not agree about anything.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(c)	'Military leadership was the most important factor in deciding the outcome of the Civil War' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'I do not think it was military leadership. It was a question of resources. The North was much stronger than the South and was bound to win in the end. There were over double the number of people in the North and many in the South were slaves who were not going to help the South's struggle. The economy of the North was much stronger. It could produce more arms and stopped the South from importing arms by the naval blockade. As the war got longer and longer and turned into a war of attrition, the South got weaker and weaker.' OR 'Military leadership was crucial. The tactics of the North to use deep raids was very effective because it damaged the morale of the South by tearing up the interior. Sherman's march on Savannah was devastating. Making Grant the overall commander was also important because he then led a series of devastating campaigns such as the Overland Campaign in Virginia and finally defeated Lee. At the same time the South was making the mistake of fighting a conventional war when it did not have the number of troops to bear the large number of casualties.'	4–6

Question	Answer	Marks
3(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The South had greater resources in terms of men and arms.’ ‘The South missed many military opportunities early on.’ The military strategy of the South was too aggressive.’ ‘A more defensive campaign by the South would have exhausted the will of those in the North.’ ‘Lee’s offensive strategy led to too many casualties for the South.’ ‘The South should have fought a guerrilla war rather than a conventional one.’ ‘Lee focused too much on Virginia and so lost the West.’ ‘The South had poor command ‘Sherman’s marches through Georgia weakened the South.’ ‘The will of the South was not strong enough and morale soon plummeted.’ ‘The introduction of black soldiers for the North was critical.’ ‘The South printed too much money which destroyed its economy and led to low morale.’ ‘Four states in the south remained loyal to the Union which caused problems for the South.’ ‘Grant’s military leadership and victories over Lee such as at Richmond.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Military leadership was important because this meant they won the battles.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
4(a)	Describe the events of the Boxer Rising of 1899–1901.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘It was nationalist and anti-Western.’ ‘It was caused by the bad treatment of China by foreign powers.’ ‘They attacked and killed Christian missionaries.’ ‘Anything representing the West was attacked e.g. the railways.’ ‘They marched on Beijing.’ ‘An expedition led by Seymour was turned back.’ ‘The Empress Dowager Cixi tried to suppress them but then supported them.’ ‘Foreign diplomats, civilians and soldiers were besieged in the Legation Quarter.’ ‘Western armies arrived and defeated the Imperial Army.’ ‘Many Boxers were executed.’ ‘The Western soldiers were on a looting and murdering spree.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(b)	Why was the Indian Mutiny important for British rule in India?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (One mark for each identification/description) e.g. ‘The Mutiny was important for British rule in India because it made Britain think again about how India should be governed. It had been governed by the East India Company but the Government of India Act was passed which put India directly under the British government and later Queen Victoria was made Empress. A new government department, the India Office, was set up and it started to govern India in a different way. Reforms were passed. Westernisation was stopped and higher caste Indians were brought into the running of India.’	4–5
	Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) e.g. ‘It made Britain realise that India would have to be governed in a different way.’ ‘The British Government removed the power of the East India Company because of its corruption and lack of sensitivity over Indian practices.’ ‘India was now governed by the British government.’ ‘The India Office and a Secretary of State for India were created.’ ‘Reforms meant the end of ‘Westernisation’, which had caused so much ill-feeling.’ ‘Indians were brought into the Indian civil service.’ ‘A new middle class in India was created by Britain.’ ‘The British Army in India was reorganised with more British soldiers in it.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘It was important because it made Britain change its policies towards India.’	1
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
4(c)	‘The British approach of indirect rule was more effective than the French approach of assimilation and direct rule.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘Indirect rule worked less well when it was difficult to find a local chief who was acceptable to everyone in the area. This happened in Nigeria where the new leaders called warrant chiefs were not always acceptable to the local people. Local leaders were often chosen who had similar attitudes to the British and these attitudes were often not useful for governing the local people. Many of the leaders were elders who tended to be very traditional and discouraged local people from innovating and getting educated. Emirs were often used who got their authority from religious obedience and so they discouraged change.’ OR e.g. ‘The French approach of direct rule assimilated the local people into French culture. This had the advantage of allowing them to run for office and to get involved in government. Some even ended up in the French National Assembly. The idea was to make them feel French. However, in many places like Senegal this was not effective, and direct rule just turned the local people into subjects not citizens. The French rule was centralised and did not involve the local people who were often treated harshly and little was done to improve their lives. This led to growing nationalist feelings among the local population.’	4–6

Question	Answer	Marks
4(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Indirect rule left the day-to-day rule to local traditional rulers.’ ‘The rule of local traditional rulers was more acceptable to the people.’ ‘Lugard introduced it into Nigeria as a way in which a small number of British officials could rule huge areas and populations.’ ‘The British system was more effective. The problem that colonial powers had was how to rule vast areas with few man and this solved the problem.’ ‘Indirect rule was effective because it was cheaper than other methods’ ‘Indirect rule did not work well when a local chief acceptable to everyone could not be found.’ ‘The problem with indirect rule was that the people chosen to rule often had no experience of taxes and other aspects of government.’ ‘Indirect rule meant that local chiefs who were resisting British rule could be replaced.’ ‘Indirect rule often discouraged reforms, especially in education.’ ‘Indirect rule was flexible and could be adapted for each local region.’ ‘Direct rule assimilated the local people into French culture.’ ‘Direct rule involved local people in the government.’ ‘Direct rule failed to assimilate the local people and led to unrest.’ ‘Direct rule failed to improve the lives of the local people.’ ‘Direct rule ended up with little local representative government and centralised rule from Paris.’ ‘The ‘civilising mission’ of direct rule often failed.’ ‘Direct rule led to destruction of local customs and brainwashing.’ ‘Direct rule led to France investing more resources because the colony was regarded as part of France.’ ‘Direct rule allowed the local people to become French citizens.’ ‘Direct rule led to the local people being treated like slaves.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was more effective because it worked well and had lots of successes.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
5(a)	What were the terms of the Treaty of Saint Germain?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Austro-Hungarian Empire was broken up.' 'The Republic of Austria was set up.' 'The war guilt clause.' 'Austria had to pay reparations.' 'Hungary, Czechoslovakia, Yugoslavia and Poland were made independent.' 'Territory from the Austro-Hungarian Empire was transferred to Czechoslovakia, Poland, Yugoslavia, Italy and Romania.' 'Union with Germany was forbidden.' 'Conscription in Austria was abolished.' 'The Austrian army was reduced.' 'The army was limited to 30 000.' 'The navy was dissolved.' 'Arms factories were banned.' 'Austria's overseas possession of Tianjin was handed to China.' 'The Covenant of the League of Nations was included in the Treaty.'</p>	4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(b)	Why were the people of Germany outraged by the terms of the Treaty of Versailles?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The Germans were outraged because the War Guilt Clause was included in the Treaty which they thought was totally unfair. The Allies 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. They argued that other countries such as Russia and Britain were also to blame. They thought they were being blamed because they were the losers.’</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The Germans felt the Treaty was a ‘Diktat’, not a negotiation.’ ‘Many Germans were not aware that Germany had surrendered; they thought they had stopped fighting to make peace.’ ‘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.’ ‘They thought the loss of 7 million subjects and 13% of their territory was too harsh.’ ‘They resented the losses to Poland as it split Germany in two.’ ‘The Germans felt the disarmament clauses left Germany defenceless against France.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Germans felt the Treaty was far too harsh / unfair.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(c)	'Clemenceau, Lloyd George and Wilson went into the peace negotiations in Paris with similar aims.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'I think they had different aims. Wilson wanted to try and make sure that there would never be another major war like the one that had just finished. This was why his main aim was to get the League of Nations set up. This was completely different from Clemenceau. He was more interested in protecting France and punishing Germany and was not interested in a League of Nations. He thought the best way to keep peace and protect France was to weaken Germany and so ensure that France could never be attacked and invaded again. This was a better way to ensure peace than a League of Nations' OR e.g. 'Lloyd George agreed with Clemenceau to start with. They both wanted France's eastern border to be protected by, for example, taking the Rhineland away from Germany. Lloyd George realised that if France were invaded again then Britain would be under threat. However, they also disagreed because Lloyd George began to realise that a weak Germany would stop economic revival in Europe and Britain depended on trading with Europe, and especially with Germany.'	4–6

Question	Answer	Marks
5(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Lloyd George wanted to gain colonies, thus expanding the British Empire.’ ‘Lloyd George felt that Germany would still be strong enough to stop the spread of communism.’ ‘Lloyd George wanted to revive the European economy and European trade.’ ‘Wilson wanted to set up a League of Nations to preserve peace in the future.’ ‘Wilson wanted his Fourteen Points to be the basis of the peace settlement.’ ‘Wilson wanted to achieve free navigation of the seas.’ ‘Wilson wanted to achieve self-determination for some peoples.’ ‘Wilson wanted states to disarm.’ ‘Clemenceau wanted to make Germany weak.’ ‘Clemenceau wanted the Rhineland to be taken away from Germany’. ‘Clemenceau wanted to make sure France could not be invaded by Germany again.’ ‘Clemenceau wanted Germany to pay high reparations.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The three leaders had different aims and this led to a lot of disagreement.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
6(a)	Describe what happened in the Rhineland in 1936.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Rhineland was remilitarised by Germany.' 'German troops marched into the Rhineland.' 'Germany broke the terms of the Treaty of Versailles.' 'They broke the Treaty by sending troops into the Rhineland.' 'Hitler took a gamble.' 'The German generals begged Hitler to withdraw the German forces.' 'Hitler refused to withdraw his forces.' 'Large crowds stood in the streets and welcomed the German soldiers.' 'France and Britain failed to do anything apart from protesting.' 'A referendum in Germany overwhelmingly supported German actions in the Rhineland.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(b)	Why was the Nazi-Soviet Pact important to Hitler?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The Pact was important to Hitler because it meant that he could now go ahead and attack Poland. Hitler’s greatest worry in invading Poland was that Russia would attack. The Pact was a non-aggression Pact between the Soviet Union and Germany in which the two countries agreed not to attack each other. It also divided up Poland and other parts of eastern Europe between the two countries. This all meant that Germany could invade Poland knowing that Russia would not attack. This is why it was important to Hitler. His plan to move eastwards was not possible.’</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Hitler could now attack Poland.’ ‘Hitler knew that Britain and France could do little to help Poland now.’ ‘Defeating the Slavs was an important part of Hitler’s plan to rule the world.’ ‘Russia would not act when Germany invaded Poland.’ ‘It meant that Hitler could avoid war on two fronts.’ ‘It was important for Hitler to achieve the ‘living space’ he wanted in eastern Europe.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Pact was important to Hitler because it gave him a free hand to carry out his plans.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
6(c)	'How far were Britain and France responsible for the outbreak of war in 1939? Explain your answer.'	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Britain and France were to blame. They declared war in September because Germany invaded Poland. However, Hitler only did this because he thought he would get away with it. Britain and France had been following a policy of appeasement. This meant that every time Germany took aggressive actions such as the Anschluss with Austria, taking over the Sudetenland and invading Czechoslovakia, they did nothing. This meant that Hitler thought they would do nothing if he invaded Poland. Although Britain and France promised to help Poland if it was attacked, Hitler thought, based on their policy of appeasement, that they would do nothing. So they could be blamed for Germany invading Poland and the start of the Second World War.'</p> <p>OR</p> <p>e.g. 'I do not think they were responsible. Hitler was determined to achieve domination of Europe and this meant that sooner or later there would be a war. He had broken the terms of the Treaty of Versailles in many ways, had built up German armed forces and had taken over Czechoslovakia by force. He aimed at winning 'living space' in eastern Europe so Germans could replace the inferior races such as the Slavs and settle there and increase the German population. The invasion of Poland in 1939 was part of this plan and led to war breaking out in that year. So it was Hitler who was to blame.'</p>	4–6

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 were to blame because of appeasement.’ ‘They were to blame because of the Munich Agreement.’ ‘They were to blame because they gave Hitler the impression he could get away with anything.’ ‘They were to blame because they declared war on Germany on 1 September 1939.’ ‘Russia was to blame because by signing the Nazi-Soviet Pact they allowed Hitler to invade Poland.’ ‘Germany was to blame for invading Poland.’ ‘Germany was to blame because Hitler wanted to win ‘living space’ in Eastern Europe.’ ‘Germany was to blame because Hitler wanted world domination and had to be stopped.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They were not to blame, it was Germany and all its aggression.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
7(a)	What was the Warsaw Pact?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It was set up in 1955.' 'It was an agreement between the communist states of Eastern Europe.' 'It was a defence treaty.' 'Members agreed to help each other if one was attacked.' 'It was an agreement between Russia and its satellite countries in Eastern Europe.' 'It was created in reaction to the formation of NATO.' 'It was a way the Soviet Union could keep control of the military forces of the communist countries.' 'It ended in 1991.' 'It was a balance to NATO.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(b)	Why was Germany a source of dispute after the Second World War?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Germany was a source of dispute between Russia and the West because Stalin wanted to keep Germany weak while the West wanted it to recover. Stalin wanted to make sure that Germany would never invade Russia again and so wanted to keep Germany weak by making it pay reparations and stopping it from recovering economically. He also wanted the part of Germany he controlled to stay under communist control. However, the West wanted Germany to be a barrier to communism spreading westwards and so wanted Germany to recover and to develop a democratic system of politics.’</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘There was disagreement because at the end of the war it was occupied by both the USA and the USSR.’ ‘Stalin wanted to cripple Germany but the West did not.’ ‘Stalin was worried about another attack by Germany in the future.’ ‘The setting up of Bizonia by the Americans and the British caused trouble with the Russians.’ ‘The West wanted Germany to recover economically because this was necessary for the rest of Europe’s economy to recover.’ ‘The currency reform introduced by the West was unpopular with the Soviet Union.’ ‘Germany was in ruins and something had to be done. However the different ideologies of the East and West made disagreement inevitable.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The West had different ideas about it from those of the USSR.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(c)	'The Marshall Plan was designed to ensure the domination of the USA over Europe.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Truman knew that communism could spread through Europe because of the poor economic conditions there after the war. He did not want this. Instead he wanted Europe to be under US control. Instead of achieving this by sending troops he did it by controlling Europe's economy. Through the Marshall Plan the United States gave billions of dollars to Europe. This money was mainly spent buying US goods and so Europe became a market for US exports. This meant that Europe would become economically dependent on the USA. This was why Stalin did not let any of the Eastern European countries accept Marshall Aid – it was economic imperialism.' OR e.g. 'The Marshall Plan was simply the USA helping out its allies in Europe after the war. Much of Europe was devastated, industry and trade were destroyed and millions were in refugee camps. Europe badly needed help to recover. \$13 billion dollars were spent by the USA to help Europe recover. As a result, Europe had its fastest period of economic growth as its industry and agriculture gradually recovered. The Americans knew that communism spread when people were starving and unemployed and so they partly gave the aid to stop this but this was not the same as the USA dominating Europe.'	4–6

Question	Answer	Marks
7(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘It helped a devastated Europe recover.’ ‘Marshall Aid was necessary because many people in Europe were starving, homeless and unemployed.’ ‘It was designed to stop communism spreading not to create US domination.’ ‘It made Europe economically dependent on the USA.’ ‘Europe had to spend the money on buying American goods.’ ‘Europe would have recovered anyway. It did not need Marshall Aid which was there simply to establish US control.’ ‘It allowed US private enterprise to establish itself in Europe.’ ‘Buying US goods started the ‘Americanisation’ of Europe.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was a way of helping countries.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
8(a)	Describe how President Kennedy reacted to the discovery in October 1962 of Soviet missiles in Cuba.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'He met for 13 days with advisors, deciding how to react.' 'He placed a blockade around Cuba.' 'He made a speech to the US public explaining his plan.' 'He got troops ready for an invasion of Cuba.' 'All US forces around the world were placed on DEFCON 3.' 'Soviet ships were turned back by the US blockade.' 'Kennedy agreed to lift the blockade and not invade Cuba if the missiles were removed.' 'He secretly agreed to remove US missiles from Turkey.' 'He agreed to set up a direct hot-line phone link.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(b)	Why were developments in Vietnam in the 1950s important to the USA?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Developments in Vietnam mattered to the USA because of the domino theory. This was that if one country fell to communism then the neighbouring country would be next. This applied to Vietnam because after Vietnam was split North Vietnam became communist and the Americans were worried that South Vietnam and Cambodia would be next. In fact the whole of South East Asia might become communist.’</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The French were defeated and left.’ ‘Ho Chi Minh defeated the French at Dien Bien Phu.’ ‘Vietnam was divided into two countries with the North becoming communist.’ ‘The communist Vietcong worked to overthrow Diem in the South.’ ‘The domino theory meant the USA could not let Diem’s regime fall.’ ‘The Vietcong and North Vietnam were being helped by China and the Soviet Union.’ ‘In 1959 North Vietnam increased its military assistance to the Vietcong.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘These developments in Vietnam were important because the Americans did not want regimes to develop that were against them.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(c)	'Who won the Korean War? Explain your answer.'	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Korean War was a victory for the USA. It was the aim of North Korea to take over the South. In 1950 they invaded the South and pushed its forces back to Pusan. However, US troops managed to push them back. Even when the Chinese helped North Korea, the Americans were able to defend the South. The war ended with the border being on the 38th parallel – where it had started. The Americans had won because they had stopped South Korea being overrun and becoming communist.'</p> <p>OR</p> <p>e.g. 'The Korean War was really a victory for the United Nations because it showed strong and determined action. When the North invaded the South the UN passed a resolution telling the North Koreans to withdraw. When they failed to do this the UN then passed a resolution that set up an army from 16 countries. The UN army managed to expel the North Koreans and South Korea was saved. This was important for the UN because it shows that it was stronger than the League of Nations and could act with force even when major countries such as China were involved. This improved the reputation of the UN.'</p>	4–6

Question	Answer	Marks
8(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘South Korea was defended.’ ‘North Korea failed to conquer South Korea and make it communist.’ ‘The USA led the forces that saved South Korea.’ ‘The border between North and South ended up where it had been at the start.’ ‘The UN failed to achieve a unified and democratic Korea.’ ‘The UN was seen as a creature of the USA.’ ‘Chinese forces were forced back into North Korea.’ ‘The Chinese forced UN forces back into South Korea.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think that neither side won because the casualties were enormous.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
9(a)	Describe the British naval blockade of Germany.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Germany’s ports were blockaded.’ ‘The blockade was set up as soon as the war started.’ ‘All trade with Germany was banned.’ ‘Britain could impose it because of its overwhelming sea power and control of the North Sea.’ ‘The blockade continued until 1919.’ ‘The North Sea was declared to be a British military area and neutral merchant ships were searched.’ ‘German imports fell.’ ‘Germany lacked food and its armament’s industry was badly affected.’ ‘Hunger in Germany and food riots.’ ‘The turnip winter’. ‘Thousands died from starvation and disease.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
9(b)	Why was the threat from German U-boats important?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (One mark for each identification/description) e.g. ‘This threat was very important because in 1917 it nearly brought Britain to its knees. Britain depended in imported goods to feed its population but by 1917 U-boats were sinking 13 ships a day. By 1917 Britain was down to 6 weeks of reserves of food and in 1918 the government even had to introduce compulsory rationing. If these problems had continued, Britain might have been defeated in the war.’	4–5
	Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) e.g. ‘The submarine warfare was unrestricted.’ ‘It targeted military and merchant ships going to, or leaving from, Britain.’ ‘Many ships were sunk and this led to food rationing in Britain.’ ‘Britain depended on imports to feed its people.’ ‘Britain needed to import raw materials to supply its war industry.’ ‘Unrestricted submarine warfare was resumed in 1917 with the aim of sinking 600 000 tons of shipping a month.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘It was important because Britain had great difficulty in dealing with it and it was causing serious damage.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
9(c)	'The decision to launch the Gallipoli campaign made little sense.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The attack at Gallipoli had no chance of success and was never a good idea. The Turks had increased the number of troops to defend Gallipoli and the British had no idea where the Turkish troops were positioned. When the troops landed the Turkish gunners had a clear line of fire on the troops and many were killed. Elsewhere, ANZAC troops were dropped off at the wrong place and had to try and climb enormous cliffs. The troops were stuck on the beach and died from disease in the hot summer and cold from the harsh winter. The campaign made little sense because it had no chance of success.' OR e.g. 'The attack on Gallipoli was a good idea and worth trying. It was just carried out badly. The idea was to defeat the Turks by taking Gallipoli and then moving on to take the Turkish capital Constantinople. This would have helped the Russians by taking some pressure off them. The Dardanelles provided a sea route to Russia and a victory would have given the Allies control of this sea route. Just because it failed does not mean the campaign made little sense. It was a good idea and could have shortened the war.'	4–6

Question	Answer	Marks
9(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point. e.g. 'Its aim was to knock Turkey out of the war.' 'To capture Constantinople.' 'To open up another front in the south-east.' 'To isolate Germany by defeating its allies.' 'To provide assistance to an ally, Russia.' 'To open up a sea route to the Russian Front so that the Allies could get supplies to the Russians.' 'It could encourage the neutral countries, such as Greece, Romania and Bulgaria, 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.' 'Turkish troops had been reinforced.' 'There was no element of surprise because of earlier naval raids on Gallipoli.' 'The harsh weather made such an attack very difficult.' 'The beaches were well defended.' 'The British had no up to date information on Turkish troops' positions and relied on a tourist guide book.' 'The beaches were completely open to Turkish gunners.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The campaign was a disaster and failed and this means that it made little sense.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
10(a)	Describe the part played by the USA after its entry into the war.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The USA sent millions of soldiers to Europe.' 'The USA sent destroyers to help mine the North Sea against German submarines.' 'The arrival of US soldiers allowed the Allies to move their experienced soldiers to face the German offensives in 1918.' 'The arrival of the US soldiers was a psychological boost for the Allies when at the same time the Germans were losing men.' 'The Americans won a victory at Cantigny.' 'The American troops helped the Allies turn back the German Spring Offensive in 1918.' 'US soldiers helped in the final Hundred Days Offensive of 1918.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
10(b)	Why did Ludendorff think it was a good idea to launch an offensive in March 1918?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (One mark for each identification/description) e.g. ‘The Germans realised they could no longer win a war of attrition. The longer the war went on the more desperate the situation within Germany became. The Germans needed a quick victory. The Offensive was meant to outflank the British army on the Somme and then defeat it while other attack would divert Allied forces from the main offensive. It was thought that once the British were defeated the French would ask for an armistice.’	4–5
	Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) e.g. ‘To draw Allied forces away from Flanders and then launch a decisive attack there.’ ‘It was Germany’s last chance of victory.’ ‘To win before large numbers of US troops arrived.’ ‘Germany was in a terrible state back home and a quick victory was needed.’ ‘Extra troops had arrived for Germany from the Eastern Front.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘He thought this was a good idea because it could win the war for Germany.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
10(c)	Which was more important in persuading Germany to sign an armistice, the failure of the Ludendorff Offensive or the situation within Germany? 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘It was the situation within Germany that made Germany sign the armistice. This situation was desperate. Germany was falling apart. In October sailors revolted at naval bases and there were riots across the country. The German people were starving and many were dying of flu. This led to a republic being announced and the Kaiser abdicating. The new German government signed the armistice. So it can be seen that it was the dreadful situation in Germany that led to the armistice.’ OR e.g. ‘It was the failure of the Ludendorff Offensive that made Germany sign the armistice. The Offensive was Germany’s last chance of victory. After its failure the Allies launched their Spring Offensive and the German army was in retreat and on its last legs. It was short of men and weapons, morale was low and it was faced with the arrival of fresh American troops. By September 1918 German generals were warning that they could not hold the front for more than two more hours and that an armistice was needed. This saved the face of the German army, although many were deserting. This shows that it was the failure of the Offensive that led Germany to sign the armistice. The desperate situation on the battlefield meant Germany had no choice.’	4–6

Question	Answer	Marks
10(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The failure of the Offensive led to the German army on the retreat and fighting a rear guard action.’ ‘The French were successful at the Marne in July 1918.’ ‘The Germans could not defend all the land they had captured during the Offensive.’ ‘The defeat of the Germans at Amiens was decisive.’ ‘After the failure of the Offensive the German army was short of men, morale had collapsed and many were deserting.’ ‘The failure of the Offensive was followed by the Allies Spring Offensive which meant the Germans were in retreat’. ‘The Allied blockade of Germany meant that people in Germany were starving and discontent was growing.’ ‘A flu epidemic swept through Germany killing thousands of people.’ ‘There was a revolution from above in Germany and a new government was appointed to prevent a real revolution and mutiny.’ ‘There was a mutiny of sailors at the naval bases of Kiel and Wilhelmshaven.’ ‘In November there were riots across Germany’. ‘The Kaiser abdicated in November 1918, the armistice was then signed.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was the failure of the Ludendorff Offensive because this was a defeat on the battle field.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
11(a)	Describe how Germany reacted to the French occupation of the Ruhr.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The Germans were upset / mad.’ ‘The German government ordered workers to start passive resistance.’ ‘German workers went on strike.’ ‘They refused to work in the mines and factories.’ ‘The German government printed lots of money.’ ‘This caused hyperinflation.’ ‘The German currency collapsed.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
11(b)	Why did the Freikorps attempt to take control of Germany in 1920?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The German Revolution got rid of the monarchy and set up a democratic system of government. The Freikorps were against this. They were made up of ex-soldiers and did not think that the German army had been defeated in the First World War. They believed it had been let down by the new republic and government. They tried to take control of Germany to set up a right-wing government, get rid of the Weimar Republic and make Germany great again.’</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘They wanted to prevent communism in Germany.’ ‘Ebert tried to disband them.’ ‘They were against the armistice and the peace settlement.’ ‘They were against the democratic system set up by the German Revolution.’ ‘They wanted the return of the Kaiser.’ ‘They opposed the reduction in Germany’s armed forces as ordered by the Versailles settlement.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They thought that Germany was going in the wrong direction and wanted to put things right.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
11(c)	How important was Stresemann to the survival of the Weimar Republic? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘I do not think he was all that important. His solution to Germany’s problems was based on enormous loans from the USA. He did not really reform Germany’s economy. It was entirely dependent on US loans. When the Depression hit the USA, American banks called in the loans. This destroyed German industry. Factories closed and millions were made unemployed. This shows that Stresemann was not important because the Weimar Republic fell soon afterwards.’</p> <p>OR</p> <p>e.g. ‘Stresemann was very important to the survival of the Weimar Republic. In 1923 Germany suffered from hyperinflation and was close to collapsing. Stresemann, who was Chancellor, rescued it. He introduced a new currency, the Rentenmark, and reduced government spending. This helped reduce inflation and confidence returned. Germany went on to enjoy some years of prosperity and it was all due to Stresemann.’</p>	4–6

Question	Answer	Marks
11(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Stresemann introduced a new currency.’ ‘He reduced government spending.’ It was Stresemann who ended hyperinflation.’ ‘He put down uprisings like Hitler’s attempted putsch and left-wing risings like the one in Saxony.’ ‘He called off passive resistance in the Ruhr and sorted the problem out.’ ‘He negotiated the Dawes Plan.’ ‘He got the reparation payments reduced.’ ‘He rescued Germany’s economy.’ ‘He improved Germany’s relations with other countries.’ ‘Under him Germany was accepted back into the international community and joined the League of Nations.’ ‘He was chancellor for only four months and so could not do much.’ ‘His solution was based on American loans and this was not a real solution.’ ‘When the Depression came it showed that his policies had not really solved Germany’s problems.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘He was very important because he turned the Weimar Republic around.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
12(a)	Describe the work of the Gestapo.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It was the Secret State police.' 'It investigated cases of treason and sabotage.' 'It tracked down and investigated opponents of the Nazi regime.' 'It monitored church organisations.' 'It dealt with groups like the White Rose.' 'It sent suspects to concentration camps without trial.' 'It used torture and executions.' 'It used a system of informers and got people to spy on their neighbours.' 'It used the People's Court to try people.' 'They tapped telephones.' 'They spied on people by intercepting their mail.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(b)	Why did the Nazis carry out Kristallnacht (the Night of Broken Glass)?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Some people think that they did this because they wanted to take the persecution of the Jews to a new level and claim that this was the beginning of the Holocaust. Up until now the actions against the Jews had mainly been economic and political but Kristallnacht introduced physical persecution with beatings and murder. Jewish shops and homes were attacked, hundreds were murdered and thousands were sent to concentration camps. Soon afterwards new laws against Jews were introduced. Kristallnacht showed that the Nazis were now determined to deal with what they called ‘the Jewish problem’.’</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘A Jewish student shot a German diplomat in France dead.’ ‘They wanted to step up the persecution of the Jews. This took it to a new level.’ ‘Goebbels planned it to increase his standing in the eyes of Hitler.’ ‘It took place as part of the power struggle between Goebbels and Himmler.’ ‘The Nazis tried to make it look like a spontaneous rising by the German people against Jews to try and show that the German people were behind them in their anti-Semitic policies.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They did this to increase the power of the government over the people of Germany.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(c)	How effective was Nazi propaganda in winning the support of the German people? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Nazi propaganda was very effective. This is shown by the fact that many Germans supported the Nazi regime and there was little opposition. Germans were bombarded with propaganda in every part of their lives. There were Nazi posters and flags all over Germany as well as photographs of Hitler. In factories people had to listen to Nazi propaganda through radios and loudspeakers. Children were indoctrinated in school through the curriculum which supported Nazi ideas and many young people joined the Hitler Youth which again bombarded them with propaganda. Even music was used to encourage the right attitudes. It is not surprising that, under all this pressure, many Germans supported the Nazis.’</p> <p>OR</p> <p>‘Nazi propaganda did not win the support of the German people by itself. Other methods had to be used as well and these were based on terror and force. The SS ran concentration camps where any potential opponents were locked up and used as slave labour. The Gestapo spied on people using a network of informers and sent those arrested to camps without trial. Everybody was encouraged to inform on their neighbours. All this created an atmosphere of fear and mistrust. None of this would have been necessary if the propaganda had been effective.’</p>	4–6

Question	Answer	Marks
12(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘In 1933 the Ministry for People’s Enlightenment and Propaganda was set up under Goebbels.’ ‘The Nazis controlled the radio, the press, the cinema and art.’ ‘Journalists were told what to write in their newspapers.’ ‘The Nazis made sure everybody could afford a radio so they could listen to the Nazi propaganda.’ ‘Undesirable influences such as Black American music were kept away from the German people.’ ‘The Nazis held public book burnings.’ ‘Massive rallies like the Nuremberg rallies were held.’ ‘The Olympic Games were held in Berlin to show everybody the superiority of the Aryan race.’ ‘Opponents such as Trade Unionists were locked up.’ ‘Communists and Social Democrats kept underground networks going.’ ‘There were youth opposition groups such as the Edelweiss Pirates and Swing.’ There was a plot by army officers to blow Hitler up in 1944.’ ‘The SS and the Gestapo used fear and terror to win obedience.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Nazi propaganda was very successful because it made people support the Nazis.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
13(a)	Who were the ‘Whites’?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘They fought the Bolsheviks in the Russian Civil War.’ ‘They were nationalistic and supported the monarchy.’ ‘The Cossacks joined the White Army.’ ‘White Russians were extreme anti-Semites.’ ‘The White Army was led by General Kornilov.’ ‘The Whites were made up of many different groups and were not united.’ ‘The Whites included middle-class liberals, army officers and monarchists.’ ‘The Whites were supported by foreign countries who were worried by Russia becoming communist.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
13(b)	Why did Lenin bring War Communism to an end?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘He did this because opposition to War Communism was growing. It was introduced to help fight the Civil War but it caused a lot of opposition. In 1921, sailors at the Kronstadt naval base rose up. Trotsky had to send troops in to crush them. Another group, the Workers’ Opposition demanded higher wages and better conditions. It was because of all this opposition that Lenin ended War Communism. He realised the country would not take it any longer.’</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Not enough food was being produced.’ ‘Russia faced an economic crisis.’ ‘Industrial production had fallen under War Communism.’ ‘Agriculture had collapsed.’ ‘There was a terrible famine.’ ‘Opposition to War Communism was growing.’ ‘The Kronstadt rebellion.’ ‘Lenin realised that communism would not survive without a change.’ ‘The farmers needed to be given incentives so more food was produced.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Lenin realised that Russia needed new policies otherwise there would be a disaster.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
13(c)	'How far was the New Economic Policy a failure?' Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The NEP had many successes. One was the increase in production that took place. This was especially the case in the countryside. Increased production of food was badly needed because its production had gone down under War Communism. Now that peasants had an incentive to produce more food because they were allowed to make a profit, more food was produced and was for sale. Because they were happy with this the peasants also caused fewer disturbances.'</p> <p>OR</p> <p>e.g. 'For many the NEP was a failure. This is because they saw it as bringing back capitalism and going against their communist ideals that they had fought for. Most of all they hated the Nepmen who were profiteers. They bought food and goods cheaply and then sold it for huge profits. As far as many communists were concerned, they were making money out of the hard work of others.'</p>	4–6

Question	Answer	Marks
13(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Russia became more prosperous.’ ‘Russia was electrified.’ ‘Increased trade with the West boosted the economy.’ ‘Factories were allowed to make profits.’ ‘More food was produced.’ ‘Nepmen made enormous profits by trading and selling goods.’ ‘More goods appeared in shops for sale.’ ‘Prices for manufactured goods were high.’ ‘Peasants were unwilling to sell their grain for money because it would not buy much.’ ‘Many peasants remained poor.’ ‘Unemployment in cities remained high.’ ‘There was a high crime rate.’ The Nepmen were very unpopular.’ ‘Food supplies remained a problem.’ ‘Soviet industry still needed massive investment.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The New Economic Policy had many successes but there were also weaknesses.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
14(a)	Describe how Stalin used propaganda to control people's ideas in the Soviet Union.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'He mounted a huge propaganda campaign in the cinema and on the radio.' 'Writers were censored and no critical books were allowed.' 'Artists had to produce work that glorified the Revolution.' 'Critics were sent to labour camps.' 'Socialist Realism.' 'The government controlled what was taught in schools.' 'Organisations like the Pioneers were set up to indoctrinate young people.' 'Purges were carried out against the Orthodox Church.' 'The cult of personality.' 'Posters and paintings of Stalin appeared everywhere.' 'History was rewritten and photographs were doctored to eliminate people from the past.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(b)	Why did Stalin end the Great Purge in 1938?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (One mark for each identification/description) e.g. ‘Stalin ended the Purge because he realised that it had developed a life of its own. This was beginning to pull Soviet society apart. By 1939 over 20 million Russians had been transported to labour camps and even the NKVD was now being purged. Stalin realised this could not be allowed to go on. It was out of control and if allowed to continue would destroy Russia.’	4–5
	Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) e.g. ‘Because things were getting out of control.’ ‘The Purge had given him total control and so he did not need it any more.’ ‘The effect on the armed forces was disastrous – most of the top generals in the army had been lost.’ ‘It was having a severe effect on the economy, with many with managers and engineers missing.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘He did this because he no longer thought it was helping Russia.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(c)	How far did the Russian people benefit from Stalin’s rule up to 1941? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Many peasants did not benefit. Stalin introduced collectivisation to try and increase the amount of food being produced. Collective farms were set up where peasants had to work together under government control. They disliked this and rebelled. The army and the secret police were sent to terrorise the peasants and force them to work in the collective farms. Some killed their animals and hid their stocks and soon there was famine. Many were forced to leave the land altogether. So the peasants did not benefit.’</p> <p>OR</p> <p>e.g. ‘People did benefit from the Five Year Plans. Stalin’s aim was to turn Russia into a modern industrial state. Heavy industries like coal, iron and steel were set up and production was increased enormously. Later railways were developed, as were industries such as chemicals, and great dams were built. All of this brought modernisation to the people and gave them jobs. Awards such as free holidays and better housing were given to workers who worked hard. Living standards rose and health services were improved and in the new industrial towns housing was built for the workers.’</p>	4–6

Question	Answer	Marks
14(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Many people were purged and sent to labour camps.’ ‘People suspected of being enemies or rivals were tortured and killed.’ ‘The secret police arrested and killed hundreds of thousands of people.’ ‘Many peasants disliked collectivisation.’ ‘The famine of 1932–3 when many died.’ ‘Many peasants were forced into collectivisation and lost their farms.’ ‘Living standards improved.’ ‘Leisure facilities for sport and film shows were provided and workers were given an annual holiday.’ ‘Women were given more freedom and were allowed to work in jobs where they had not been allowed before.’ ‘Child allowances were paid for married couples.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Many Russians suffered badly under Stalin although there were some benefits.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
15(a)	What were the ‘Jim Crow’ laws?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘They enforced racial segregation in the southern states.’ ‘They enforced segregation in public places and facilities like buses.’ ‘They gave Black Americans inferior facilities.’ ‘There was segregation on public transport.’ ‘They introduced segregation in public schools.’ ‘There was segregation in restaurants.’ ‘They were aimed at maintaining white dominance over Black Americans.’ ‘They were racist.’ ‘They were first introduced in the nineteenth century.’ ‘They discriminated against Black Americans.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
15(b)	Why did gangsterism increase in America in the 1920s?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (One mark for each identification/description) e.g. ‘One reason is that it was against the law to make or sell alcohol in the USA in the 1920s. However, people still wanted to buy and drink it. This is where the gangs came in. They made it and supplied the speakeasies because there were huge profits to be made.’	4–5
	Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) e.g. ‘It increased because of prohibition.’ ‘Because of the huge profits to be made in selling alcohol.’ ‘Because people wanted to buy and drink alcohol.’ ‘This was caused by the rivalry between gangs.’ ‘They were able to operate because of corruption. They bribed police officers.’ ‘There was more gang activity because of cars and sub-machine guns that let gangs operate.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘Gangsterism increased because there were lots more opportunities for gangs at this time.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
15(c)	'The lives of American women changed little during the 1920s' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Many of the social restrictions on women were fading away. For example their dress – ankle-length dresses were replaced by knee-length, lighter dresses. Women had shorter hair and smoked in public and drove cars. All of this was frowned upon before the war. Being able to drive a car made them much more mobile and gave them freedom to go to the cinema, for example.' OR e.g. 'The lives of many women did not change much, especially in the countryside and on farms. Here women still did their jobs without mechanical aids. Washing was often done without washing machines. In fact, many farms did not have running water. Life was still very hard with many women still working in the fields, as well as looking after their children. These women did not see the changes that middle-class urban women enjoyed.'	4–6

Question	Answer	Marks
15(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Women were given the vote in 1920.' 'More women went out to work because of the experience they gained in the First World War.' 'More job opportunities opened up for women in areas like radio and office work.' 'By 1930 there were 10 million women in work.' 'Labour saving devices such as vacuum cleaners and washing machines changed their lives.' 'Cars gave them freedom from the home.' 'Flappers wore make-up and short skirts.' 'The lives of working class women did not change.' 'Life on farms did not change where they did not have labour saving devices.' 'Most middle-class women still looked after their homes and children.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I think the lives of rich women changed a lot but the lives of other women stayed the same.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
16(a)	Describe what President Hoover did to deal with the Depression.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Hoover did little at the start of the Depression.’ ‘\$423 million was provided for schemes like the Hoover Dam to provide jobs.’ ‘The Farm Board bought surplus produce to keep prices up.’ ‘The Hawley-Smoot Act increased customs duties on imported food.’ ‘The Reconstruction Finance Corporation gave loans to businesses.’ ‘Hoover encouraged employers not to sack workers and to keep wages up.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(b)	Why did farmers suffer badly during the 1930s?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘They suffered badly in the 1930s because of the Depression. People in towns were unemployed and could not afford to buy much. This meant that prices for the food produced by farmers dropped and they were not making any money. Many could not even afford to harvest their crops and animals were killed and crops left to rot in the fields. More and more farmers became bankrupt.’</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘They could not sell their produce.’ ‘Prices for their produce fell.’ ‘They were evicted from their farms by banks.’ ‘There was overproduction.’ ‘The Dust Bowl.’ ‘Over farming led to the land losing its fertility.’ ‘Serious droughts hit the prairie states.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They suffered badly because nothing was going right for them.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(c)	'Underlying long-term weaknesses in the American economy were the real cause of the Depression.' How far do you agree with this statement? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I think this is right. Things may have looked good in the boom of the 1920s but there were serious weaknesses underneath. The boom had been kept going by debt. Banks had lent money too easily. Businesses had borrowed too much. This was all fine as long as the economy prospered but factories were producing goods they could not sell and there were not enough people who could afford to buy them. As soon as there were problems nobody could repay their debts. Many people had borrowed money to buy shares. When the value of shares fell then they had nothing left and banks did not get their money back so they were in trouble as well.'</p> <p>OR</p> <p>e.g. 'I do not think the American economy was really weak. There had been a boom in the 1920s with businesses making huge profits, wages going up and people able to buy consumer goods. The Depression was brought about by the greed of speculators buying shares. They were doing this simply to make a profit. Buying on the margin made things worse. All of this pushed share prices beyond what they should have been and when prices fell people and businesses were bankrupted. It was caused by people's greed.'</p>	4–6

Question	Answer	Marks
16(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The American economy was built on debt.’ ‘Everybody had borrowed too much.’ ‘The price of shares was far too high.’ ‘Agriculture remained depressed throughout the period.’ ‘Too many goods were being produced in the US.’ ‘Speculation on Wall Street was the problem.’ ‘Thousands were bankrupted because of the fall in the price of shares.’ ‘Farmers were producing too much food anyway.’ ‘American factories could not sell their goods.’ ‘There were already many poor people such as farmers and workers in old industries.’ ‘The US could not sell its good abroad.’ ‘People began to sell their shares because they thought the US economy had long-term weaknesses.’ ‘It was all caused by a lack of confidence and panic, not long-term problems.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think the American economy was in a bad way and this is what caused the problems.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
17(a)	Describe Chiang Kai-shek's reaction to the Japanese occupation of much of China.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'He was reluctant to fight the Japanese.' 'He saw the threat from the Communists as greater than that from the Japanese.' 'He concentrated on keeping urban areas from Japanese control.' 'Much of the aid sent by Britain and the USA to fight the Japanese was hoarded to fight the Communists.' 'He retreated into the mountains of Sichuan province.' 'He used a scorched earth policy that made life misery for the peasants.' 'He used his best troops against the Communists, not the Japanese.' 'He ignored US advice to attack the Japanese and acted defensively.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
17(b)	Why did Chiang Kai-shek's fifth extermination campaign of 1933–4 have some success?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(One mark for each identification/description)</p> <p>e.g. 'This campaign had some success because Chiang Kai-shek used the strategy suggested to him by his German advisers. This involved encircling the Jiangxi Soviet region where the Communists were with fortified blockhouses. This was very successful. The Communists attacked the forts many times but were pushed back. They lost many men and soon only a few towns in the area were under communist control.'</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The Kuomintang overran the Communists and forced them on the run.' 'He had gathered together over one million troops for the campaign.' 'He had the support of several warlords.' 'He used the strategy of blockading the Jiangxi Soviet.' 'The Nationalists had more men and better equipment than the Communists.' 'The Communists suffered from disease and defections.' 'The Communists made the mistake of attacking the blockhouses.' 'The largest Communist base in China was lost.' 'The Communists made the mistake of using conventional war tactics, rather than guerrilla warfare.' 'The Nationalists were able to replace lost troops and materials but the Communists could not do this.' 'Communist bunkers were made from wood and mud unlike the strong Nationalist blockhouses and were more vulnerable to bombardment.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was successful because the Communist made many mistakes.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
17(c)	'What happened while the Communists were based at Yen-an was more important for them than the Long March.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Long March was far more important. It was important as propaganda for the Communists. It showed the Red Army as heroes. It also showed the Nationalists as failures because they had failed to defeat the Communists when they had a good chance to. Many heroic stories came out of the Long March and Mao used it as propaganda to help him win the support of the Chinese peasants.' OR e.g. 'I think that the stay at Yen-an was more important. While they were there, Mao made his most important work that of winning the support of the peasants. He wanted the Communists to be the party of the people and he knew the support of the peasants would be crucial. He got his supporters to live and work with the peasants. They helped redistribute land for the peasants and gave them weapons. In this way Mao was able to build the Communists into a strong force.'	4–6

Question	Answer	Marks
17(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The Long March secures Mao’s position as leader.’ ‘It meant the Communists were safe from extermination at Jiangxi.’ ‘It was great propaganda for the Communists.’ ‘It gave the Communists time to recover and rebuild.’ ‘Travelling to rural China meant the Communists lived and worked alongside the Chinese peasants. This gave them a chance to win their support.’ ‘The stay at Yen’an gave Mao a chance to indoctrinate his followers in his Chinese version of Communist ideas.’ ‘At Yen’an the Communists really became the party of the peasants. This would be crucial in the future.’ ‘At Yen’an their numbers recovered as people joined them.’ ‘Journalists visited Yen’an which allowed Mao to send out propaganda about the Communists and about Nationalist atrocities.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think the Long March was more important because without it the Communists would have been in trouble.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>0</p>

Question	Answer	Marks
18(a)	Describe the ways in which Deng Xiaoping opened up China to the world.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Deng visited Singapore and sent thousands of Chinese there to learn.’ ‘He opened China up to foreign trade.’ ‘He improved relations with the USA and Japan.’ ‘Deng visited the USA.’ ‘He reached an agreement with Britain over Hong Kong.’ ‘Deng focused on export-led economic growth.’ ‘Deng encouraged foreign investment and foreign companies to set up in China.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(b)	Why did the Gang of Four lose power in 1976?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Their loss of power was part of the struggle between moderates and radicals. After Mao died they managed to keep power and tried to carry on with Mao’s policies. However, moderates like Deng Xiaoping and Hua Guofeng gradually won support in the Party and in the army. Many people wanted to move away from Mao’s policies that were seen as disastrous for the country. In a bloodless takeover the moderates had the Gang of Four arrested.’</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Mao died in 1976 and had named Hua, not the Gang of Four, as his successor.’ ‘Hua Guofeng, a moderate, succeeded Zhou as Premier.’ ‘Hua won the army over to his side.’ ‘In October Hua had them arrested.’ ‘Propaganda was sent out describing their alleged crimes.’ ‘They were unpopular for being responsible for the worst excesses of the Cultural Revolution.’ ‘The Party wanted to move away from Mao’s approach and policies.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They lost power because all their support disappeared.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
18(c)	'The Chinese people lived better lives under Deng Xiaoping than under Mao Zedong.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Many of Mao's policies were disastrous for the Chinese people. One was the Great Leap Forward which introduced communes where people were forced to live and work. Every part of their lives was controlled in the communes. People were no longer given more money for working hard and so they did less and less food was produced. Also projects like the backyard furnaces took workers away from the fields. All this eventually led to the dreadful famine when 40 million people starved to death.' OR 'I think they were better off under Deng. Things were freed up under him. People were allowed to move around China more freely and most people became better off. Most important were his economic reforms which allowed the Chinese people to become consumers like in the West. He introduced open cities where young people could enjoy western fashions. Some Chinese people even had luxury cars and mobile phones. Most people lived a more comfortable lifestyle than under Mao with televisions and more to eat.'	4–6

Question	Answer	Marks
18(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Under Mao land was taken from the landlords and shared between the peasants.’ ‘Many peasants did not want to join co-operatives.’ ‘Many jobs were created by the Five-Year Plan.’ ‘Under Mao health care was made free.’ ‘A massive campaign under Mao made most people literate.’ ‘Under Mao the education system was improved.’ ‘Women were given more freedom by Mao and more went out to work.’ ‘Under Mao the people were constantly indoctrinated.’ ‘Under Mao opposition was crushed and anyone not supporting Mao was publicly disgraced and sent to a labour camp.’ ‘Mao’s policies caused a serious famine when millions died.’ ‘Many people suffered badly during the Cultural Revolution.’ ‘The 10-year plan under Deng to encourage fast economic growth.’ ‘Family farming replaced the communes. People preferred this.’ ‘Peasants were given more freedom in how to farm.’ ‘Thousands of political prisoners were released.’ ‘The secret police acted less harshly under Deng.’ ‘Deng’s one child per family policy.’ ‘Deng oversaw tens of thousands of executions to combat crime.’ ‘Greater freedom of opinion allowed under Deng.’ ‘Improving standard of living and more domestic consumption under Deng.’ ‘Corruption under Deng led to unhappiness with the Party.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘People had better lives under Deng because under Mao they had no freedom.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
19(a)	What was the Rivonia Trial of 1963–4?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Mandela and others charged with treason.’ ‘Members of the MK were put on trial because of their involvement in violence.’ ‘Mandela made a long speech about how white and black South Africans should live as equals.’ ‘The defendants were sentenced to life imprisonment.’ ‘Charges included supporting communism and training people to use explosives.’ ‘The trial was condemned by the United Nations.’ ‘The trial led to international sanctions against South Africa.’ ‘Others charged included Goldberg, Sisulu and Mbeki.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
19(b)	Why was the Bantu Self-Government Act of 1959 important to the South African government?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘This was important to the government because it was an attempt to make apartheid work. The idea was to create homelands where black South Africans would have to live. Money would be spent on them to make sure they could eventually support all black South Africans, so leaving South Africa ‘proper’ just for white people. The aim was that they would become independent states. This was the government’s way of getting rid of black South Africans from white South Africa.’</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘It was Verwoerd’s way of trying to make apartheid work.’ ‘The Act created eight Bantustans.’ ‘These were based on the original African reserves or homelands.’ ‘These Bantustans were intended to be the homelands for all black people.’ ‘The newly established regions were eventually intended to become self-governing.’ ‘In 1963, Transkei became the first Bantustan to have its own parliament elected by black people.’ ‘The policy of Bantustans provided a way for the government to eject all black people from white areas.’ ‘The government would spend money on the homelands to improve farming and set up industries.’ ‘After a time all black South Africans would live there and they would be excluded from the rest of South Africa.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Bantustans were viewed as part of the policy of apartheid.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
19(c)	How effective was the African National Congress (ANC) in the period 1948 to 1966? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The ANC was very effective because for the whole of this period it made apartheid a major issue and kept it in the headlines. Its Defiance Campaign against apartheid in 1952 led to its membership growing rapidly and it became the voice of black resistance. The Freedom Charter brought many organisations together and made clear what the people of South Africa wanted. It also kept the pressure on through bus boycotts. Although it did not defeat apartheid in this period, it made sure that it was opposed and made its eventual defeat inevitable.’</p> <p>OR</p> <p>e.g. ‘I do not think that the ANC was very effective. It used many peaceful methods in the 1950s like the Freedom Charter and the bus boycotts but it was dealt with by the authorities by mass arrests and by banning many of the leaders. They were either on the run or in prison. The violence by the authorities at Sharpeville showed many in the ANC that their peaceful methods were not working and so they turned to violence such as blowing up electricity pylons. However, leaders like Mandela were caught and were imprisoned. The ANC was nearly smashed.’</p>	4–6

Question	Answer	Marks
19(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The Defiance Campaign of 1952.’ ‘The Freedom Charter of 1955.’ ‘The Ant-Pass Law demonstrations.’ ‘The bus boycotts.’ ‘Acting as the voice of opposition to apartheid.’ ‘Making the aims of black Africans clear and creating a coherent programme.’ ‘Campaign of violence after Sharpeville.’ ‘Leaders and many members imprisoned.’ ‘Alternatives such as Biko and Black Consciousness, Trade Union led strikes in 1973 and Soweto riots.’ ‘ANC bases outside South Africa training guerrilla fighters.’ ‘Symbol of Mandela and fellow prisoners and growth of international condemnation and sanctions.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The ANC was not effective because things really stayed the way they were.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
20(a)	Describe the impact the Black Consciousness Movement had on black South Africans in the 1970s.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Being proud in being black.' 'Refusing to accept help from white people – a belief that black people could achieve by themselves.' 'To give black South Africans the confidence to change things for themselves.' 'The Black People's Convention set up a cottage industry for unemployed black South Africans to produce leather goods.' 'Black Consciousness Movement ran community and training centres.' 'Biko's ideas inspired the uprising of school pupils in Soweto.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
20(b)	Why were many countries reluctant to impose economic sanctions on South Africa in the period 1966 to 1980?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (One mark for each identification/description) e.g. ‘Companies from countries such as Britain and the USA had invested a lot of money in South Africa over the years and its economy was doing very well. These investors were making lots of money. They thought that if they pulled out of South Africa they would lose their profits and the South African economy would be damaged and so there would be smaller profits.’	4–5
	Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) e.g. ‘Investment in South Africa from Western countries.’ ‘Investors did not want to lose their profits.’ ‘South Africa contained many minerals such as platinum which were important for industry.’ ‘The South African government paid people in Western countries to support South Africa.’ ‘South Africa was an important opponent of communism.’ ‘Western countries were afraid that South Africa would fall to communism. In the time of the Cold War this would be a disaster.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘They did not want to impose sanctions because they thought they would not work.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
20(c)	'Between 1966 and 1980 South Africans benefited from a booming economy.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'By the mid-1980s there was so much disorder in South Africa that the economy was badly affected. Businesses and banks were pulling out of South Africa. The South African Stock Exchange was closed. Things got worse – taxes went up, as did prices, but incomes of white South Africans fell. Sanctions were beginning to bite and the economy was suffering.' OR e.g. 'One of the reasons why South Africa could ignore criticism from the rest of the world was the strength of its economy. In the 1960s it grew more rapidly than nearly every other country. The rest of the world wanted to invest there, especially Britain and the USA. Lots of new jobs appeared on the Rand and around Port Elizabeth. New goldfields were discovered and South Africa had rare minerals the rest of the world needed. Mineral production increased rapidly.'	4–6

Question	Answer	Marks
20(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The sanctions introduced in the 1980s had a crippling impact on the economy.’ ‘People in Soweto were not benefiting – only a quarter of the houses had running water.’ ‘Black South Africans who lived in migrant hostels so that they were near the mines where they worked did not benefit.’ ‘During this period more black South Africans were unemployed and those in work earned a quarter of the earning of whites.’ ‘Businesses began to pull out of South Africa.’ ‘By the 1980s incomes were falling and prices going up.’ ‘New gold fields were discovered.’ ‘The production of important minerals like platinum and diamonds increased massively.’ ‘Economic success benefited white South Africans and allowed the government to increase the size of the army and police force.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The South African economy was not booming for the whole of this period.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
21(a)	Describe the results of the Six-Day War of 1967.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Israel captured enormous amounts of Russian military equipment.' 'Israel gained in confidence.' 'Israel incorporated East Jerusalem and parts of the West Bank.' 'The Egyptian air force was destroyed.' 'The victory encouraged thousands of Jews to move to Israel.' 'The Arabs were determined on revenge and so it caused further conflict.' 'The Soviet bloc broke off diplomatic relations with Israel.' 'Arab countries learned strategic lessons for future wars.' 'Many Palestinians were displaced from the West Bank, Gaza and the Golan Heights.' 'Israel captured the Golan Heights and Sinai.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
21(b)	Why was the Camp David agreement of 1978 important?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (One mark for each identification/description) e.g. ‘The Camp David Agreement led to better relations between Israel and Egypt. Israel agreed to withdraw from the Sinai peninsula and normal diplomatic relations between Egypt and Israel were established. This was helped by both Israel and Egypt receiving billions of dollars from the USA.’	4–5
	Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) e.g. ‘It led to the assassination of Prime Minister Begin.’ ‘The perception of Egypt in the Arab world changed and it was suspended from the Arab League.’ ‘The agreement led to the united Arab front disintegrating.’ ‘It demonstrated to other Arab states that negotiations with Israel were possible and made later negotiations possible.’ ‘It led to improved relations between Israel and Egypt.’ ‘Israel withdrew from Sinai.’ ‘Egypt lost its position as head of the Arab world.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘It was important because it had a great impact on the Middle East.’	1
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
21(c)	'The Yom Kippur War of 1973 achieved little for the Arabs.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'I agree with this. Despite taking Israel by surprise and the Egyptians getting deep into Sinai and the Syrians retaking the Golan Heights, they ended up being defeated again. The Israelis drove the Syrians out of the Golan Heights and crossed the Suez Canal and invaded Egypt. By the end of the war they had even lost more land.' OR e.g. 'Although they were defeated I think the war did achieve things for the Arabs. They gained a lot of self-confidence and had shown that they could fight. Their leadership and fighting skills were much better than in 1967. Sadat had established himself as a forceful leader of Egypt, while the Prime Minister of Israel resigned.'	4–6

Question	Answer	Marks
21(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘They were defeated by Israel.’ ‘They lost more land.’ ‘For a time they had the better of Israel.’ ‘They gained a lot of confidence.’ ‘They had knocked the self-confidence out of the Israelis.’ ‘They fought better than in 1967.’ ‘The reputation of Sadat was improved.’ ‘They had forced the resignation of Golda Meir.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They gained a lot from this war because they did better than in other wars.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
22(a)	Describe the actions of Black September.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It was a Palestinian terrorist organisation.' 'It assassinated the Jordanian prime minister.' 'It kidnapped and murdered Israeli athletes during the Olympics in Munich in 1971.' 'They hijacked planes.' 'They sent letter bombs around the world.' 'They had cells around Europe.' 'Many thought it was the extreme wing of Fatah.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(b)	Why did the Palestine Liberation Organisation (PLO) become weaker in the period 1970 to 1984??	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (One mark for each identification/description) e.g. ‘The expulsion of the PLO from Jordan in 1971 by the Jordanian army was a big blow. When they had camps in Jordan they were able to launch attacks on Israel, causing a lot of damage. After they were expelled they had to base themselves in Lebanon but the loss of the support of Jordan weakened them.’	4–5
	Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) e.g. ‘The PLO lost the support of Jordan.’ ‘In 1971 the PLO was expelled from Jordan.’ ‘The PLO got caught up in the civil war in Lebanon.’ ‘The PLO was divided over whether to use diplomatic methods or not.’ ‘Arafat faced much opposition from radical Arab groups.’ ‘The Israeli government refused to negotiate with the PLO.’ ‘In 1982 Israel invaded Lebanon and expelled the PLO from its headquarters.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘It became weaker in this period because it lost support and found it more difficult to operate.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(c)	'The United Nations has done more than Arab countries to help the Palestinian refugees.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The UN has tried to help the refugees. The UNRWA has set up and funded many refugee camps in Jordan, Syria and other countries. It spends about \$600 million a year and looks after over a million refugees. It provides education, health care loans and food. It has also supported the right of the refugees to return to their homes.' OR e.g. 'The Arab countries, some of them very rich, have not done a lot to help the refugees. The Arab League instructed its members to deny citizenship to the refugees because it thinks this will destroy their identity and weaken their right to return to their homeland. Many refugees live in camps in Arab countries surrounded by armed guards and with no rights. In 2001 Palestinians in Lebanon lost the right to own property.'	4–6

Question	Answer	Marks
22(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The UN has spent much money on feeding the refugees.’ ‘The Arab countries want the refugees to remain for political reasons – as symbols of Israeli repression.’ ‘The Arab countries have done little because it is Israel’s responsibility to let them return.’ ‘Jordan turned on, and expelled, the PLO in 1971.’ ‘In 1976 the Syrians forced the PLO to retreat in Lebanon.’ ‘The refugees are helped and supported in UN camps.’ ‘The UN provides health care and education in the camps.’ ‘Many of the refugees in Jordan have been given Jordanian citizenship.’ ‘The Arab League has instructed its members to deny citizenship to the refugees.’ ‘Millions of refugees live in squalid camps in Arab countries with no rights at all.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think that little has been done to help the refugees by either the Arab countries or the UN.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

HISTORY

0470/22

Paper 2

March 2019

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

PUBLISHED**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. Explain your answer using details of the sources.	7
	Level 4 Agreement and disagreement of detail or sub-messages	6–7
	Level 3 Agreement or disagreement of detail or sub-messages	3–5
	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 cartoon published on 31 July 1914? Explain your answer using details of the source and your knowledge.	8
	Level 5 Purpose explained in context of July 1914	8
	Level 4 Explanation of purpose	6–7
	Level 3 Explanation of message	4–5
	Level 2 Explanation of context	2–3
	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 Source D. How far do you believe what the Kaiser wrote? Explain your answer using details of the source and your knowledge.	8
	Level 6 Evaluates Source D based on context and purpose	8
	Level 5 Evaluates Source D based on context or purpose	6–7
	Level 4 Uses contextual knowledge to check what Source D says	5
	Level 3 Uses other sources to check what Source D says	4
	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
4	Study Source E. Are you surprised by this source? Explain your answer using details of the source and your knowledge.	8
	Level 5 Explains reasons for being both surprised and not surprised	7–8
	Level 4 Answers based on not surprised	5–6
	Level 3 Answers based on surprise	3–4
	Level 2 Answers based on undeveloped provenance or identifies what surprised by but no explanation or analyses the source appropriately but fails to state whether surprised	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 Source F. What is the message of this cartoon? Explain your answer using details of the source and your knowledge.	7
	Level 5 Explains point of view of cartoonist	7
	Level 4 Explains big message	5–6
	Level 3 Sub-message(s) 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	Study all the sources. How far do these sources provide convincing evidence that Germany was responsible for causing the First World War? 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. √: A, B, E, F ×: A, B, C, D	
	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 4 Agreement and disagreement of detail or sub-messages	6–7
	Level 3 Agreement or disagreement of detail or sub-messages	3–5
	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 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 both	8
	Level 5 Compares the sources and evaluates one of them	6–7
	Level 4 Evaluates C but no valid use of D, OR Evaluates D but no valid use of C	5
	Level 3 Answers based on agreements/disagreements e.g. C says the League will act, D says it will not	3–4
	Level 2 Answers based on undeveloped provenance OR Identifies what is surprising with no support OR a well-reasoned answer but fails to say if surprising or not	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 Source E. What is the message of this cartoon? Explain your answer using details of the source and your knowledge.	8
	Level 5 Explains point of view of cartoonist – Level 4 plus cartoonist is criticising the League. Award Level 4 if has point of view without all the big message	7–8
	Level 4 Explains big message – must be the League is weak/ineffective in responding to Italian aggression	5–6
	Level 3 Sub-message explained e.g. the League is weak, Italy is aggressive	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
4	Study Sources F and G. How different are the impressions given by these two sources? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Must be about Mussolini/Italians being uncivilised (or close alternative) in F and civilised (or close alternative) in G	7–8
	Level 5 Compares minor impressions	5–6
	Level 4 Explains valid impressions of one or both sources but no comparison If gives impressions from both sources, one must not be wrong (allow one description)	4
	Level 3 Comparisons based on misreading of either F or G e.g. both show Abyssinians to be uncivilised	3
	Level 2 Surface comparisons or undeveloped use of provenance	2
	Level 1 No valid comparisons	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5	Study Source H. How useful is this source as evidence about the Abyssinian crisis? Explain your answer using details of the source and your knowledge.	7
	Level 6 Cross-references to check British attitudes displayed by H OR uses attitudes in H as a way of understanding British policy	7
	Level 5 Answers based on inferences e.g. How the English perceived Abyssinians	5–6
	Level 4 Uses cross reference or evaluation of purpose to check claims made in H	4
	Level 3 Answers based on surface information/or not useful because of what it doesn't tell us about the Crisis – must specify something about the Crisis	3
	Level 2 Answers based on undeveloped provenance	2
	Level 1 Writes about the source but does not address the question	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 Italian actions in Abyssinia were justified? Use the sources to explain your answer.	12
	<p>Level 3 Uses sources to support and reject the statement</p> <p>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.</p> <p>√: A, B, G, H ×: C, D, E, F</p>	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

0470/42

Paper 4 Alternative to Coursework

March 2019

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.

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

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- 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.

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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	<p>Candidates:</p> <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 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. 	[9–16]
Level 1	<p>Candidates:</p> <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. 	[1–8]
Level 0	<p>Candidates: Submit no evidence or do not address the question.</p>	[0]
<p>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.</p>		

Question	Answer	Marks
1	<p>How important was Moltke in causing the failure of the Schlieffen Plan? Explain your answer.</p> <p>YES Moltke changed the route of the proposed attack; he decided to avoid Holland altogether and take a direct route through Belgium; led to fierce Belgian resistance and the entry of the BEF into the war; Moltke also reduced the commitment of troops to the Eastern Front to contain Russia; when Russia mobilised, it meant that troops from the Western Front had to be transported to the East etc.</p> <p>NO More important – Schlieffen Plan was designed in 1905, so already out of date; the plan involved the use of conscripted soldiers as opposed to professional soldiers; supply lines and communication lines became over-extended; candidates could examine Belgian resistance and entry of BEF as a NO factor; new weapons turned the war very quickly into a defensive conflict, as opposed to a war of movement; Battle of the Marne saw successful French and British combined forces split German forces into two; trench system and race to sea etc.</p>	40

Question	Answer	Marks
2	<p>How significant was the Gallipoli Campaign to the course of the war? Explain your answer.</p> <p>YES British Commonwealth forces saw a victory in Turkey as a way of securing victory; would assist Russia by knocking Turkey out of the war; initial Gallipoli campaign saw huge losses – 20 000 casualties of the total 70 000 deployed; tough conditions led to another stalemate; political casualties – Asquith removed from office and replaced by Lloyd George etc.</p> <p>NO Turkish Front saw no real gains for Allies; huge loss of ANZAC troops; more significant – war at sea; war on the Western Front-Marne, Ypres, Somme, Passchendaele etc.; Russia's withdrawal from war in 1918; US entry into war in 1917; new technology – tanks, gas, combined arms; British naval blockade of German ports etc.</p>	40

Question	Answer	Marks
3	<p>How important was the Gestapo in enabling the Nazis to maintain control in Germany after 1933? Explain your answer.</p> <p>YES Gestapo were secret state police with unlimited powers of arrest; used to hunt out and remove political enemies of the Nazi regime; under Goering until 1934, then Himmler; brought under control of the SS in 1936; feared by citizens; could spy on suspects – tap telephones, intercept mail, and used informers; arrests often resulted in no charge or trial; used concentration camps to remove enemies of the state etc.</p> <p>NO More important – the SS controlled all of the other areas of the police after 1936 – SD, Sipo and Kripo; SS could confiscate property and also send people to concentration camps; SS-Totenkopfverbände (Death's Head units) ran the concentration camps; informers used as Gestapo had few agents for the size of the population; Nazis controlled the courts and judges; camps had poor conditions; propaganda under Goebbels – media and culture under his direction; Hitler Youth; education; DAF; Enabling Act; Night of the Long Knives etc.</p>	40

Question	Answer	Marks
4	<p>How significant was the Hitler Youth in promoting Nazi ideas in Germany? Explain your answer.</p> <p>YES Hitler Youth organised to indoctrinate German youth, male and female, from 10–18; boys were taught military drill, survival tactics and were indoctrinated with Nazi ideology – they were encouraged to report anti-Nazi activities, including their own parents; HJ were also used to promote ideal Aryan youth; parades, marches and songs promoted nationalism, militarism and anti-Semitism; girls in League of German Maidens were encouraged to be mothers and learn domestic skills; both groups promoted physical fitness over intellectual ability; virtually compulsory after 1936 etc.</p> <p>NO Lots of young people didn't join HJ – 1 million by 1940 not in either group; some joined opposition youth groups such as Edelweiss Pirates; many young people disliked the discipline in the HJ; more significant – schools and school curriculum; policies towards the family and women; Nazi propaganda under Goebbels – all media and art controlled including cinema, radio and newspapers (Note: Allow girls' youth groups as a NO argument; allow valid pre-1933 material linked to promotion of ideas) etc.</p>	40

Question	Answer	Marks
5	<p>How important was Trotsky in bringing about Bolshevik victory in the Russian Civil War? Explain your answer.</p> <p>YES Trotsky was a brilliant organiser; good orator to raise morale of troops; competent commander of Red Army; promoted soldiers based on their performance in combat; used his own armoured train and visited troops on the front line; made sure the Red Army was well supplied and well organised; Trotsky used ex-Tsarist officers to gain military experience for the new Red Army; instilling harsh discipline and punishments etc.</p> <p>NO More important – role of Lenin – controlled the supplies that went to the Red Army; prioritised soldiers, then urban workforce to ensure victory; War Communism used as Bolshevik policy to organise economy and society for war; Cheka used to silence opposition; effective Bolshevik propaganda; Reds controlled urban areas in central Russia; Reds united whilst the White armies were divided, both geographically and ideologically; role of foreign nations helped promote sense of patriotism amongst Reds etc.</p>	40

Question	Answer	Marks
6	<p>How significant were policies towards ethnic minorities as an aspect of Stalin? Explain your answer.</p> <p>YES Stalin had been Commissar of Nationalities under Lenin; Stalin was Georgian and aware of the different nationalities that made up the Empire; Stalin discouraged different national identities as he saw it as a barrier to the development of the USSR; promoted Soviet nationalism and Socialism in One Country; used Russification to force a Soviet identity on all nationalities; Russian language became compulsory in all schools; 1.5 million ethnic minorities deported back to Asia – many removed from positions of power; some anti-Semitic measures were reintroduced etc.</p> <p>NO More significant – economic modernisation; Five-Year Plans used to increase industrial production to catch up with the West, build up military for defence; collectivisation used to socialise the countryside; remove kulaks as a class; purges of the 1930s to remove political enemies of Stalin; propaganda and Cult of Personality etc.</p>	40

Question	Answer	Marks
7	<p>How important were new consumer goods in the economy of the 1920s? Explain your answer.</p> <p>YES New consumer goods were mass produced – motor car biggest industry; Model T; assembly line; cheaper and more efficient production created larger market; radios; refrigerators; vacuum cleaners (allow new materials such as rayon and Bakelite); new catalogue companies created to sell to countryside and suburbs; telephones allowed for better communication and buying and selling of shares etc.</p> <p>NO More important – new inventions and innovations; electrification brought cheaper power to factories; mass marketing allowed new goods to be advertised – commercials on radios and in the cinema; hire-purchase schemes promoted buying on credit; Republican policies of laissez-faire and high tariffs; speculation and confidence etc.</p>	40

Question	Answer	Marks
8	<p>How significant were radical opponents in the opposition to the New Deal? Explain your answer.</p> <p>YES Father Coughlin – the Radio Priest and the National Union for Social Justice – criticised Roosevelt for not helping the poor enough in the New Deal; some 40 million Americans listened every Sunday; Townsend Clubs – Dr Francis Townsend authored the Townsend Plan – all over 60s to get a pension of \$200 a month funded by taxes; millions joined these clubs; Huey Long's share the wealth scheme – promoted redistribution of wealth – had 7.5 million supporters in 1935 and had Presidential ambitions etc.</p> <p>NO More significant – conservative opposition to the New Deal; Republicans believed in laissez-faire and disliked government intervention; many believed the New Deal undermined core American values; some claimed Roosevelt was becoming too powerful and dictatorial; states' rights campaigners argued the New Deal regulations conflicted with state laws; Supreme Court, of which 9 were conservative, had natural dislike of New Deal legislation; AAA and NRA declared unconstitutional etc.</p>	40

Question	Answer	Marks
9	<p>How important was the Yen-an Soviet as a reason as a reason for the growth of the Communist Party before 1949? Explain your answer.</p> <p>YES Yen-an Settlement set up after Long March – stayed there for the next 13 years; base of operations and CCP HQ; Mao used it as base to indoctrinate his followers with Marxism and Maoism; trained peasant leaders and initiated the peasants into the Party; trained his armies to fight in guerrilla warfare tactics; many visited out of curiosity, including western visitors; membership grew to 1.2 million by 1945; stories of KMT atrocities were propagated to followers etc.</p> <p>NO More important – Long March, 1934–35, secured Mao’s position as leader and allowed him to use the March as propaganda to promote the CCP; allowed Party to rebuild support and increase membership as they travelled through rural China; CCP redistributed land to the peasant families and armed many; Maoism – ideological relevance to China; Second World War saw KMT concentrate their efforts against the CCP rather than Japanese invaders; many peasants saw the CCP as the more patriotic; KMT viewed as corrupt – many swapped sides and joined the CCP etc.</p>	40

Question	Answer	Marks
10	<p>How significant were relations with foreign countries to the modernisation of China? Explain your answer.</p> <p>YES Soviet alliance in 1950 – USSR loaned money and experts to China for Five-Year Plans; 30 year military alliance; USSR sent experts over to help with collectivisation of agriculture; India and China shared political and cultural exchanges in early 1950s after agreeing to Chinese rule over Tibet; China provided weapons and supplies to Vietnam which boosted production in late 1960s and early 1970s; 1971 Kissinger visits China to negotiate trade agreement; China allowed into UN in 1971; 1972 trade agreement signed between USA and China etc.</p> <p>NO Sino-Soviet relations broke down in 1960s; USSR removed loans and experts; poor Sino-American relations until 1970s; more significant – Agrarian Reform Law in 1950 – started process of collectivisation; first Five - Year Plan in 1953 – big success with huge increases in production of coal, iron and oil; growth of towns and railways; development of communes in Great Leap Forward; Deng’s economic reforms etc.</p>	40

Question	Answer	Marks
11	<p>How important was manufacturing to the economic development of South Africa by 1948? Explain your answer.</p> <p>YES Manufacturing by 1945 accounted for 20% of economic output due to Second World War; munitions industry and war materials; government imposed tariffs to protect home industries; electrification increased production and decreased prices; manufacturing stimulated by increases in mining and farming etc.</p> <p>NO More important – gold mining – described as the engine of the South African economy; created lots of jobs and output as well as accounting for 70% of exports; sale of gold vital for purchases of oil and advanced technology; gold mining stimulated other areas of the economy – machinery, electrical equipment, explosives, banking and financial sectors; gold mining taxed highly, so vital for revenue; more important – about one third of the working population was dependant on agriculture before 1948; contributed about 20% to the total output of the economy before 1948; government intervened in agriculture after Great Depression of 1930s; farmers received loans, grants, rebates and many other forms of help; black consumers were charged more for maize, milk, sugar; led to growing wealth of white farmers etc.</p>	40

Question	Answer	Marks
12	<p>How significant was apartheid in changing life for Afrikaners after 1948? Explain your answer.</p> <p>YES Apartheid helped white economy boom for much of the time until the 1970s and 1980s; firms benefitted from low wages paid to black people; Afrikaners became as wealthy as their European counterparts; owned cars, swimming pools and often had black servants; excellent public services for white people in general – schools, hospitals, libraries, parks, buses; Afrikaners benefitted from senior appointments in government and civil service jobs; medical and legal professions came increasingly under Afrikaner control; Afrikaner banks began to dominate government business; farmers were given state subsidies etc.</p> <p>NO More significant – apartheid's impact on non-white people; they were unable to share in the prosperity; wages remained the same for black people in most work; black factory workers earned 18% of their white counterparts' wages; poor housing for non-white people, especially black people; overcrowding due to apartheid legislation; Pass Laws; creation of Homelands; life expectancy for black people much lower; there were a few prosperous non-white people in the population etc.</p>	40

Question	Answer	Marks
13	<p>How important was Zionism in the development of Palestine by 1949? Explain your answer.</p> <p>YES Zionism, a form of Jewish nationalism, supported the creation of a Jewish homeland in Palestine; by 1914, 60 000 Zionists left Europe and established themselves in Palestine; increasing Jewish immigration led to strong anti-Zionist feelings within the Arab world – led to a growth in Arab nationalism and calls for an Arab state in Palestine; Zionist sympathisers had a strong influence in the US Congress and on President Truman – forced him to suggest a two state solution in Palestine; World Zionist Organisation in 1942 demanded the creation of a Jewish state in Palestine and unlimited Jewish immigration; increased chances of conflict with Arabs; Zionism led to the creation of armed Hebrew Resistance Movement – Haganah, Irgun and the Leh'i etc.</p> <p>NO More important – role of Britain – promised to create an Arab homeland after WWI in return for assistance against the Turks; also, they promised Lord Rothschild support for a Jewish homeland; led to Arabs and Jews in Palestine mistrusting British rule under the League; many Jews supported Britain during WWII in hope of a Jewish state after the war; White Paper; terror attacks on British forces; withdrawal from Palestine sparked war; more important – role of Arabs; many Arabs believed White Paper would be implemented after WWII; Arab League formed to push for an Arab state and resist a Jewish state and immigration; USA's role – Truman; UNO etc.</p>	40

Question	Answer	Marks
14	<p>How significant were conditions in the Palestinian refugee camps as a cause of conflict between Israel and its neighbours? Explain your answer.</p> <p>YES By 1948, 700 000 refugees fled their homes and settled in West Bank, Gaza, Jordan, Syria and Lebanon; forced to live in camps – many Arab states hoped this would remind Palestinians of Israeli aggression and promote Arab nationalism; UNRWA established these camps – even though there were some improvements, conditions were degrading and harsh; 1967 War saw an increase in refugees from Sinai, Gaza, Jerusalem and the West Bank; refugees in camps organised themselves into resistance groups – Al-Fatah in 1959; PLO formed in 1964 – dedicated to the return of the Palestinian homeland and the destruction of Israel by force; led to PLO terrorism against Israel and the West in the 1970s etc.</p> <p>NO More significant – role of PLO leaders like Arafat; role of other Arab leaders – Nasser, Sadat and Assad; role of superpowers – Britain and France in 1956; US and Soviet military and financial support in 1967 and 1973; Israeli aggression and expansionism in Gaza and the West Bank; financial backing from Saudi Arabia; religion and growth of Islamism and conservative Judaism; Israeli and Arab nationalism; oil weapon etc.</p>	40



HISTORY

0470/12

Paper 1

February/March 2019

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 regulated 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** 1848 was a year of upheaval in Europe.
- (a) Describe the actions of Pope Pius IX in 1848–50. [4]
 - (b) Why did Louis Philippe abdicate in February 1848? [6]
 - (c) How different were the European revolutions of 1848–9? Explain your answer. [10]
- 2** German unification was the product of many different events.
- (a) Describe the weaknesses of the Frankfurt Parliament. [4]
 - (b) Why was the Zollverein important in the relationship between Austria and Prussia? [6]
 - (c) Which was more important in the achievement of German unification, force or diplomacy? Explain your answer. [10]
- 3** Many factors influenced the events before and during the American Civil War.
- (a) Describe the activities of abolitionists in the 1850s. [4]
 - (b) Why did the secession of Southern states lead to civil war? [6]
 - (c) ‘Military leadership was the most important factor in deciding the outcome of the Civil War.’ How far do you agree with this statement? Explain your answer. [10]
- 4** European imperialism caused problems for both the Europeans and the people they encountered.
- (a) Describe the events of the Boxer Rising of 1899–1901. [4]
 - (b) Why was the Indian Mutiny important for British rule in India? [6]
 - (c) ‘The British approach of indirect rule was more effective than the French approach of assimilation and direct rule.’ How far do you agree with this statement? Explain your answer. [10]

- 5 Negotiations at the Paris Peace Conference caused problems for everyone.
- (a) What were the terms of the Treaty of Saint Germain? [4]
 - (b) Why were the people of Germany outraged by the terms of the Treaty of Versailles? [6]
 - (c) 'Clemenceau, Lloyd George and Wilson went into the peace negotiations in Paris with similar aims.' How far do you agree with this statement? Explain your answer. [10]
- 6 Many different factors led to the outbreak of war in 1939.
- (a) Describe what happened in the Rhineland in 1936. [4]
 - (b) Why was the Nazi-Soviet Pact important to Hitler? [6]
 - (c) How far were Britain and France responsible for the outbreak of war in 1939? Explain your answer. [10]
- 7 The USA and the USSR fell out very quickly after the Second World War.
- (a) What was the Warsaw Pact? [4]
 - (b) Why was Germany a source of dispute after the Second World War? [6]
 - (c) 'The Marshall Plan was designed to ensure the domination of the USA over Europe.' How far do you agree with this statement? Explain your answer. [10]
- 8 The USA's policy of containment faced many challenges.
- (a) Describe how President Kennedy reacted to the discovery in October 1962 of Soviet missile bases in Cuba. [4]
 - (b) Why were developments in Vietnam in the 1950s important to the USA? [6]
 - (c) Who won the Korean War? 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** Conflict at sea played an important part in the First World War.
- (a) Describe the British naval blockade of Germany. [4]
 - (b) Why was the threat from German U-boats important? [6]
 - (c) 'The decision to launch the Gallipoli campaign made little sense.' How far do you agree with this statement? Explain your answer. [10]
- 10** By 1918 events were turning against Germany.
- (a) Describe the part played by the USA after its entry into the war. [4]
 - (b) Why did Ludendorff think it was a good idea to launch an offensive in March 1918? [6]
 - (c) Which was more important in persuading Germany to sign an armistice, the failure of the Ludendorff Offensive or the situation within Germany? Explain your answer. [10]

DEPTH STUDY B: GERMANY, 1918–45

- 11** For a time the Weimar Republic survived threats to its existence.
- (a)** Describe how Germany reacted to the French occupation of the Ruhr. [4]
 - (b)** Why did the Freikorps attempt to take control of Germany in 1920? [6]
 - (c)** How important was Stresemann to the survival of the Weimar Republic? Explain your answer. [10]
- 12** The Nazi regime used different methods to ensure it stayed in power.
- (a)** Describe the work of the Gestapo. [4]
 - (b)** Why did the Nazis carry out Kristallnacht (the Night of Broken Glass)? [6]
 - (c)** How effective was Nazi propaganda in winning the support of the German people? Explain your answer. [10]

DEPTH STUDY C: RUSSIA, 1905–41

- 13** Lenin faced many challenges when trying to ensure that the Bolsheviks consolidated their power.
- (a)** Who were the 'Whites'? [4]
 - (b)** Why did Lenin bring War Communism to an end? [6]
 - (c)** How far was the New Economic Policy a failure? Explain your answer. [10]
- 14** From 1929 Stalin dominated the USSR.
- (a)** Describe how Stalin used propaganda to control people's ideas in the Soviet Union. [4]
 - (b)** Why did Stalin end the Great Purge in 1938? [6]
 - (c)** How far did the Russian people benefit from Stalin's rule up to 1941? Explain your answer. [10]

DEPTH STUDY D: THE USA, 1919–41

- 15** The changes in 1920s America affected different groups in different ways.
- (a) What were the 'Jim Crow' laws? [4]
 - (b) Why did gangsterism increase in America in the 1920s? [6]
 - (c) 'The lives of American women changed little during the 1920s.' How far do you agree with this statement? Explain your answer. [10]
- 16** The Depression posed difficult problems for America.
- (a) Describe what President Hoover did to deal with the Depression. [4]
 - (b) Why did farmers suffer badly during the 1930s? [6]
 - (c) 'Underlying long-term weaknesses in the American economy were the real cause of the Depression.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 17** The Nationalists and the Communists fought over the control of China.
- (a) Describe Chiang Kai-shek's reaction to the Japanese occupation of much of China. [4]
 - (b) Why did Chiang Kai-shek's fifth extermination campaign of 1933–4 have some success? [6]
 - (c) 'What happened while the Communists were based at Yen-an was more important for them than the Long March.' How far do you agree with this statement? Explain your answer. [10]
- 18** After coming to power Deng Xiaoping introduced many reforms.
- (a) Describe the ways in which Deng Xiaoping opened China up to the world. [4]
 - (b) Why did the Gang of Four lose power in 1976? [6]
 - (c) 'The Chinese people lived better lives under Deng Xiaoping than under Mao Zedong.' How far do you agree with this statement? Explain your answer. [10]

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

19 As apartheid took root, opposition to it grew.

- (a) What was the Rivonia Trial of 1963–4? [4]
- (b) Why was the Bantu Self-Government Act of 1959 important to the South African government? [6]
- (c) How effective was the African National Congress (ANC) in the period 1948 to 1966? Explain your answer. [10]

20 The period from 1966 to 1980 was a pivotal one for South Africa.

- (a) Describe the impact the Black Consciousness Movement had on black South Africans in the 1970s. [4]
- (b) Why were many countries reluctant to impose economic sanctions on South Africa in the period from 1966 to 1980? [6]
- (c) 'Between 1966 and 1980 South Africans benefited from a booming economy.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 21** After a series of wars Egypt and Israel reached an agreement in 1978.
- (a) Describe the results of the Six-Day War of 1967. [4]
 - (b) Why was the Camp David agreement of 1978 important? [6]
 - (c) 'The Yom Kippur War of 1973 achieved little for the Arabs.' How far do you agree with this statement? Explain your answer. [10]
- 22** The issue of the Palestinian refugees had many different consequences.
- (a) Describe the actions of Black September. [4]
 - (b) Why did the Palestine Liberation Organisation (PLO) become weaker in the period 1970 to 1984? [6]
 - (c) 'The United Nations has done more than Arab countries to help the Palestinian refugees.' How far do you agree with this statement? Explain your answer. [10]

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HISTORY

0470/22

Paper 2

February/March 2019

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: Nineteenth century topic [p2–p7]

Option B: Twentieth century topic [p8–p14]

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



This syllabus is regulated 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: Nineteenth century topic**WHO WAS TO BLAME FOR THE FIRST WORLD WAR?**

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

Background Information

The assassination of Archduke Franz Ferdinand did not cause the First World War by itself. The situation in Europe was already heading towards war with two armed alliances, the Triple Alliance and the Triple Entente, ready to fight. At the same time, Britain and Germany were in an arms race with each other.

In the months leading up to the outbreak of war, each of the major powers tried desperately to ensure that they did not appear to be the aggressor. After war had broken out, each one blamed the others.

Who was responsible for the First World War?

SOURCE A

Some of the best people in the world have written about this war, and yet no one stands out as being impartial. The first few sentences always show which side the sympathies of the writer are on. The Germans all believe that they have been attacked. On the other hand, the Allies consider Germany as the aggressor: Sir Edward Grey believes that they desire 'universal domination'.

Instead of blaming other men we should try to realise war could have been avoided if European statesmen had acted with goodwill. Austria and Russia have no real reason to quarrel. Germany should long ago have restored the French parts of Alsace-Lorraine to France. England could have helped Germany build a great colony in Central Africa. For surely a German experiment in colonisation would be worth studying. Such arrangements as these would benefit everyone and be a thousand times more profitable than fighting.

It is surely impossible to shut one's eyes to the fact that it is the English and the Germans and their striving for first place which brought about the war. And Germany, in fighting England and France, is only helping to make Russia master of Europe. In this conflict France has shown itself less eager for war than any of the other countries. And Russia? Whichever side wins, Russia is sure to profit.

From a book published in 1915.

SOURCE B

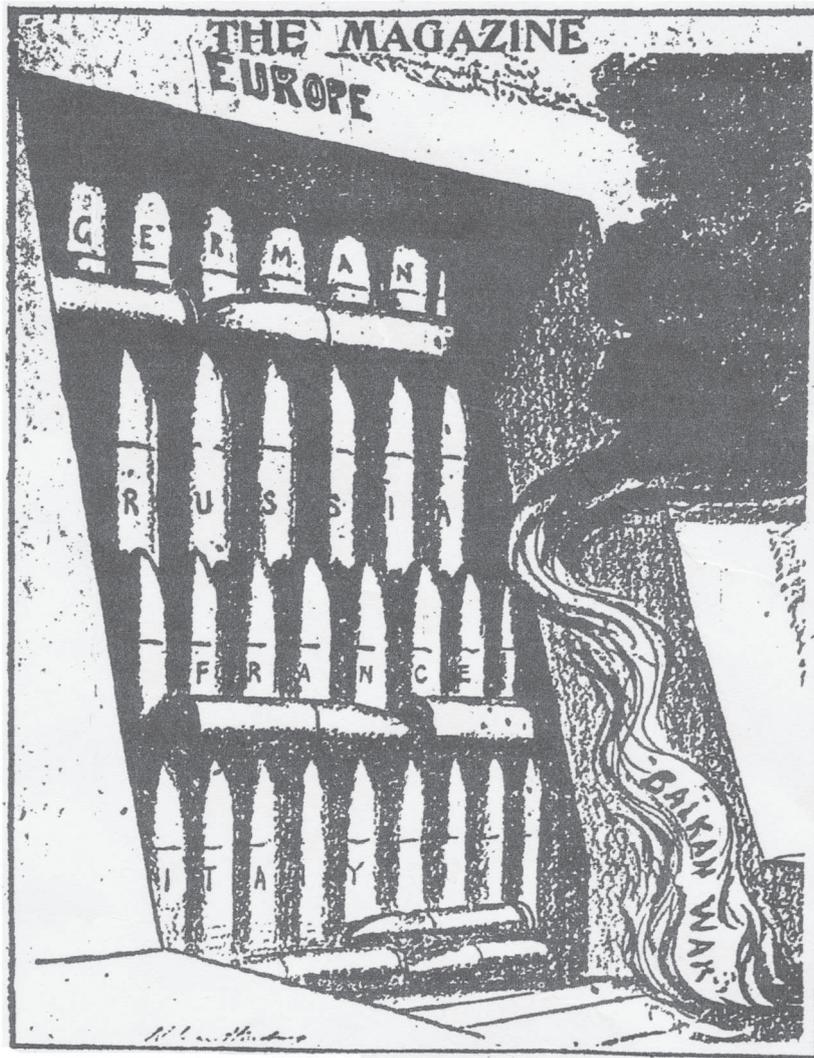
I see politicians and militarists of England and Germany jumping at the chance to smash one another and establish themselves as the dominant power in the world. British propaganda about war with Germany has never ceased. From the moment when the Kaiser began to copy our policy by building a big fleet, the anti-German agitation has become openly aggressive with the feeling that a war was bound to come. Our government manoeuvred to surround Germany and Austria with an Anglo-Franco-Russian combination. Let us have no more nonsense about the Prussian Wolf and the British Lamb.

Since 1870 France has enlarged her territory, while Germany is still pleading in vain for a place in the sun. It is the terror of Russia that has driven Germany into her present onslaught on France. The one way of avoiding war was to convince Germany that England was willing to fight, but Sir Edward Grey did not understand this and persuaded Germany that he had not the slightest intention of fighting. Germany, confident that with Austria's help she could break France with one hand and Russia with the other if England stayed out, let Austria throw the spark into the gunpowder.

The monstrous system of alliances produced the present war. No nation wanted to fight. England had nothing to gain, Germany had everything to lose, while France would not have risked war for Alsace-Lorraine. Yet Russia, who had a great deal to gain by victory, had a quarrel with Austria over Serbia and has been able to set all three western friends against each other, shedding 'rivers of blood' from each others' throats. When it comes to sacrificing Germany to Russia, we are sharpening a knife for our own throat.

From a book published in 1914.

SOURCE C



An American cartoon, 31 July 1914. In the cartoon, a magazine is where armaments and ammunition are stored.

SOURCE D

If Russian mobilisation cannot be reversed – which is not true – why did the Tsar ask for my mediation three days ago without saying a word about issuing the mobilisation order? That shows he considers the order to be over-hasty, and he took this step afterwards to ease his uneasy conscience but he did not feel strong enough to stop mobilising. Frivolity and weakness are going to plunge the world into the most frightful war of which the ultimate aim is the overthrow of Germany. For I no longer have any doubt that England, Russia and France have agreed among themselves to use the Austro-Serb conflict as an excuse for waging a war of annihilation against us.

From a note written by the Kaiser on 30 July 1914 after reading a report from his ambassador in Russia which said that the Russian mobilisation could not be reversed.

SOURCE E

Last week I stated that we were working to preserve the peace of Europe, but it is clear that the peace of Europe cannot be preserved. Russia and Germany have declared war upon each other. France is involved in it because of its obligation of honour under a definite alliance with Russia. It is only fair to say to Parliament that that obligation of honour cannot apply in the same way to us. We are not parties to the Franco-Russian alliance.

We feel strongly that France was entitled to know whether or not in the event of attack upon its unprotected northern and western coast it could depend upon British support. Yesterday afternoon I gave to the French Ambassador the following statement: 'I am authorised to give an assurance that if the German fleet comes into the Channel or through the North Sea to undertake hostile operations against the French coasts or shipping, the British fleet will give all the protection in its power.'

If there has been an ultimatum to Belgium, asking her to compromise or violate her neutrality, her independence is gone. If, in a crisis like this, we said, 'We will have nothing whatever to do with this matter,' we should, I believe, sacrifice our respect and good name and reputation before the world.

We have disclosed the issue and the information which we have, and made clear, I trust, that we are prepared to face that situation, and that should it develop, as probably it may develop, we will face it.

From a speech by Sir Edward Grey to the British Parliament, 3 August 1914. Grey was the member of the British government in charge of foreign policy.

SOURCE F



A cartoon published in Britain in 1915. The Kaiser is saying 'To the Day...', but the figure of Death adds the words '...of reckoning!'

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 cartoon published on 31 July 1914? Explain your answer using details of the source and your knowledge. [8]

3 Study Source D.

How far do you believe what the Kaiser wrote? Explain your answer using details of the source and your knowledge. [8]

4 Study Source E.

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

5 Study Source F.

What is the message of this cartoon? 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 Germany was responsible for causing the First World War? Use the sources to explain your answer. [12]

Option B: Twentieth century topic**WERE ITALIAN ACTIONS IN ABYSSINIA JUSTIFIED?**

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

Background Information

Abyssinia had long and close ties with Italy and so when Mussolini was looking for ways to help the Italian economy and boost his own popularity, his focus became fixed on Abyssinia.

Tensions between Abyssinia and the Italians in neighbouring Somaliland had been growing during 1934 and came to a head in the Wal Wal incident in December 1934 when both Abyssinian and Italian soldiers were killed. In October 1935 Italian troops invaded Abyssinia. Despite economic sanctions imposed by the League of Nations, Abyssinia was fully under Italian control by May 1936.

Were Italian actions in Abyssinia justified?

SOURCE A

The Abyssinian empire was the one place in Africa where other European countries had no special concern and where Italy's predominant interest was widely recognised. In the 1920s Mussolini's main objective had been peaceful economic gains, although from the beginning there had been talk of war to obtain political control. Abyssinia was looked upon by Rome as an Italian reserve, so much so that throughout the 1920s it was providing most of the soldiers for the Italian army fighting in Libya. A treaty of friendship between the two countries was signed in 1928 and Mussolini was genuinely offended when Haile Selassie sought friends elsewhere.

One view held in the Italian government was that Africa should be the main concern of Italian foreign policy. Possibly Abyssinia should be annexed outright, giving Italy the prestige of a military victory. One reason the Italians favoured a friendship with Germany was to put pressure on the French and win French approval of what Italy called their 'mission to civilise the black continent'. In the early 1930s the Italian government discussed plans for the conquest of Abyssinia but it was a distant possibility. A determining factor in Italy's decision to act may have been Hitler's coming to power, because this on the one hand created the tension in Europe which would give Mussolini greater freedom to act, and on the other suggested that Italy had better conquer Abyssinia before the Germans were strong enough to attack Austria. A war plan was devised in the summer of 1934.

Laval, the French Foreign Minister, had already privately hinted that Mussolini might one day move into Abyssinia. In January 1935 when he met Mussolini, they agreed a treaty and Laval made a vague commitment to leave Italy some kind of free hand in Africa. In all probability he did not explicitly agree to an Italian invasion, but perhaps there was a tacit understanding, and some historians think Laval may have given his clear approval. After this meeting Mussolini certainly acted as though he had the backing of France and could safely begin an aggressive war. The French and British governments recognised that Hitler was the main danger and were prepared to pay for Italy's help against him.

From a history book published in 1976.

SOURCE B

The French government was keen for a better understanding with Italy. In January 1935 the French Foreign Minister met with Mussolini and a treaty was agreed. At the meeting France gave Italy a free hand in Abyssinia. At a later date, the British declared that the French had assured them that they had spoken of 'a free hand' only in economic matters. However, it is likely that Mussolini believed he had secured a satisfactory agreement.

In the spring of 1935 it was suggested by some in the British government that Italy might be given a position in Abyssinia similar to that of Britain in Egypt. Mussolini replied that this idea was by no means without merit. In June the British government suggested Abyssinia give the Ogaden province to Italy, while Britain would give Abyssinia access to the sea. Mussolini rejected the plan which would have given Abyssinia more opportunities to trade in arms and slaves.

Mussolini does not seem to have thought of drastic actions in Abyssinia before the Wal Wal incident. This convinced him that no satisfactory agreement could be reached with Abyssinia. The Wal Wal incident and other subsequent acts of violence by Abyssinians had brought relations between the two countries to a state of acute tension, which was made worse by the intervention of the British government. There can be no doubt that it was these events that brought Mussolini around to the idea of an Italian colony. The responsibility of British action for the events that followed is well established. Had not Haile Selassie been encouraged by Britain, he might well have come to terms with Italy.

From a history book published in 1956.

SOURCE C

Hoare told me that the Italian demands remain unacceptable to Abyssinia, as they do to the League and Britain. I briefed Hoare on our position. We have no quarrels with Italy. We have no interests in Africa. If we are taking a stand against Italy, it is only as a loyal member of the League, and because we want to teach a lesson to serve as a warning for any future aggressors. Italy is not a very serious aggressor, but there are more dangerous candidates in the world. Hoare assured me that the British position is exactly the same. Britain has no interest of its own in the conflict. It is guided purely by loyalty to the League. Hoare, like me, does not regard Italy as a terrifying aggressor.

From the diary of Ivan Maisky, the Soviet ambassador to Britain, November 1935. Hoare was in charge of British foreign policy until December 1935, when he resigned.

SOURCE D

At a committee of the League Italy's use of gas was discussed. France's only contribution was to ask whether there was any enquiry into the Abyssinians' use of dum-dum bullets and into the atrocities committed by them. I had to remind the French that the 1925 Gas Protocol, which had been signed by both Abyssinia and Italy, was absolute. There was no provision that the use of gas might be permitted on account of the methods of warfare adopted by the other side.

During an adjournment, a private Anglo-French meeting was held. It showed no agreement was possible. I said that the League had lost greatly in prestige in many countries. A despairing message had been received from the Abyssinian government. I wanted to know if the Committee was to do no more than to suggest that its chairman should see the Italian representative and thus give the Italian government further opportunity for delay. I said that the threat of poison gas was not to Africa only. Dictator states might well use gas in Europe.

From the memoirs of Anthony Eden, entitled 'Facing the Dictators', published in 1962. Eden was a leading member of the British government throughout the Abyssinian crisis and became Foreign Secretary when Hoare resigned in December 1935. In this extract he describes a meeting in April 1936.

SOURCE E



“Gentlemen, the Court will now adjourn!”

(Under pressure from the Italian Government, the League Council has left the dispute between Italy and Abyssinia to be settled “by the two parties.”)

A cartoon published in an English newspaper, 1936.

SOURCE F



A cartoon published in an English newspaper, 3 April 1936.

SOURCE G



A postcard published in Italy in 1936 showing Italian and Abyssinian children in Abyssinia.

SOURCE H

Abyssinia is still a barbarous country. It is violently governed and its government is not strong enough to cope with its own lawless elements. It is entertaining to find a country where the noblemen feast on raw beef, but less amusing when they enslave the villagers of neighbouring countries. The Emperor made himself master of a vast population differing absolutely from himself in race, religion and history. It was taken bloodily and he holds the country by force of arms. The Italians have as much right to govern. In the matter of practical politics it is certain that their government would be for the benefit of Abyssinia and the rest of Africa.

From an English newspaper, July 1935.

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 Source E.

What is the message of this cartoon? Explain your answer using details of the source and your knowledge. [8]

4 Study Sources F and G.

How different are the impressions given by these two sources? Explain your answer using details of the sources and your knowledge. [8]

5 Study Source H.

How useful is this source as evidence about the Abyssinian crisis? 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 Italian actions in Abyssinia were justified? Use the sources to explain your answer. [12]

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HISTORY

0470/42

Paper 4 Alternative to Coursework

February/March 2019

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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This syllabus is regulated 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 important was Moltke in causing the failure of the Schlieffen Plan? Explain your answer. [40]
- 2 How significant was the Gallipoli Campaign to the course of the war? Explain your answer. [40]

DEPTH STUDY B: GERMANY, 1918–1945

- 3 How important was the Gestapo in enabling the Nazis to maintain control in Germany after 1933? Explain your answer. [40]
- 4 How significant was the Hitler Youth in promoting Nazi ideas in Germany? Explain your answer. [40]

DEPTH STUDY C: RUSSIA, 1905–1941

- 5 How important was Trotsky in bringing about Bolshevik victory in the Russian Civil War? Explain your answer. [40]
- 6 How significant were policies towards ethnic minorities as an aspect of Stalin's Russia? Explain your answer. [40]

DEPTH STUDY D: THE USA, 1919–1941

- 7 How important were new consumer goods in the economy of the 1920s? Explain your answer. [40]
- 8 How significant were radical opponents in the opposition to the New Deal? Explain your answer. [40]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 9 How important was the Yanan Soviet as a reason for the growth of the Communist Party before 1949? Explain your answer. [40]
- 10 How significant were relations with foreign countries to the modernisation of China? Explain your answer. [40]

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

- 11** How important was manufacturing to the economic development of South Africa by 1948? Explain your answer. [40]
- 12** How significant was apartheid in changing life for Afrikaners after 1948? Explain your answer. [40]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 13** How important was Zionism in the development of Palestine by 1949? Explain your answer. [40]
- 14** How significant were conditions in the Palestinian refugee camps as a cause of conflict between Israel and its neighbours? Explain your answer. [40]

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Grade thresholds – June 2019

Cambridge IGCSE™ History (0470)

Grade thresholds taken for Syllabus 0470 (History) in the June 2019 examination.

	maximum raw mark available	minimum raw mark required for grade:						
		A	B	C	D	E	F	G
Component 11	60	35	30	25	22	18	14	10
Component 12	60	33	30	25	22	19	16	13
Component 13	60	37	33	28	24	19	14	9
Component 21	50	33	28	23	20	18	15	12
Component 22	50	28	24	21	19	17	15	13
Component 23	50	30	26	22	20	18	16	14
Component 3	40	32	27	23	18	14	11	8
Component 41	40	20	16	12	10	8	7	6
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	115	100	85	71	60	50	40	30
AY	03, 12, 22	105	93	81	69	59	50	42	34
AZ	03, 13, 23	112	99	86	73	62	51	41	31
BX	11, 21, 41	102	88	74	60	52	44	36	28
BY	12, 22, 42	93	81	69	58	51	45	38	31
BZ	13, 23, 43	100	87	74	62	54	46	37	28
CY	12, 22, 83	105	93	81	69	59	50	42	34



HISTORY

0470/11

Paper 1

May/June 2019

MARK SCHEME

Maximum Mark: 60

Published

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

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

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

PUBLISHED**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.

PUBLISHED**GENERAL INSTRUCTIONS****Applying the Mark Scheme**

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

Assessment Objectives

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

Question	Answer	Marks
1(a)	Describe what happened in Rome in 1848–9.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Pope Pius was elected.’ ‘Pius passed reforms such as introducing non-churchmen into his government.’ ‘Pius issued a new constitution.’ ‘Pius released political prisoners.’ ‘In his Allocution Pius said he did not want to be the leader of any Italian confederation.’ ‘In 1849 Pius appointed Pellegrino Rossi as prime minister to act against the liberals.’ ‘Rossi was murdered in 1849.’ ‘There was an uprising against the Pope and he fled.’ ‘There were elections and a Roman Republic was declared.’ ‘Mazzini arrived and became part of the triumvirate ruling Rome.’ ‘Reforms were passed.’ ‘Censorship was ended.’ ‘A French army laid siege to Rome with Garibaldi leading the resistance to the French.’ ‘In July 1849 the French entered Rome.’ ‘The Republic was ended.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(b)	Why was Garibaldi important to Italian unification?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Garibaldi was very important because in 1860 he conquered Sicily and then went on to take Naples. His decision to hand over all these gains in the south of Italy to Piedmont was crucial to unification. Piedmont already ruled much of northern Italy and when Garibaldi handed over his conquests it meant much of Italy was now under the rule of the same monarch. It forced Piedmont to consider unifying the whole of Italy which it hadn’t really aimed at before.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Garibaldi’s actions with the Thousand inspired many Italians to support unification.’ ‘Garibaldi’s decision to support the Piedmontese monarchy made it much stronger and helped it unify Italy.’ ‘Garibaldi’s conquest of Sicily and Naples helped bring about Italian unification.’ ‘Garibaldi’s exploits made him an international hero and this strengthened the cause of Italian unification.’ ‘Garibaldi’s actions forced Cavour to consider Italian unification.’ ‘Garibaldi forced Cavour to act in the south.’ ‘Garibaldi was important because he highlighted the cause of Italian nationalism and turned it into a glorious idea.’ ‘Garibaldi’s victories against the Austrians were important.’ ‘Garibaldi helped Italy win Venetia.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Garibaldi was important to Italian unification because he encouraged lots of people to support it.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(c)	'Factors external to Italy rather than internal factors explain why Italian unification took so long.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The power of Austria helped hold up unification. Austria dominated Italy until the late 1850s. It was in Austria's interests to keep Italy divided and to keep control of its provinces in Italy. It received much of its tax income from its Italian lands and Italian independence might threaten the stability of the rest of the Austrian Empire. This is why when the Austrian army was in retreat in 1848 the Austrians sent reinforcements and Charles Albert was defeated at Custoza. Austria was determined to hold on to its Italian lands and keep Italy divided.' OR e.g. 'Internal factors were most important. Italy was divided in lots of ways and this made unification difficult. Only a few Italians spoke Italian. Most spoke their own local dialect which was often nothing like Italian. There were also class divisions in Italy. Many people were peasants living in poverty and they were more interested in food than unification. They had little in common with the middle class liberals who wanted unification. These factors made it difficult for Italy to develop a sense of Italian identity.'	4–6

Question	Answer	Marks
1(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Pope Pius IX’s failure in 1848 to support unification was a blow to hopes for unification.’ ‘For a long time Piedmont and Cavour were not really interested in Italian unification.’ ‘An important external factor was Austria’s power and control which was a problem for a long time.’ ‘Most countries wanted to keep the balance of power and this meant helping Austria to hold on to its power.’ ‘An important internal factor making unification difficult was that Italy did not have a common language.’ ‘An internal factor was that Italy was divided socially.’ ‘Most people’s loyalties were local ones.’ ‘An important internal factor was that Cavour and Garibaldi would not work together.’ ‘Internal factors were more important. Mazzini was a dreamer and totally impractical.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The real problems for Italian unification were in Italy itself where there was not much support for it.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
2(a)	Describe the hopes of German liberals and nationalists in 1848.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Abolish censorship.' 'Written constitutions.' 'A German parliament.' 'A written constitution for the whole of Germany.' 'Most men should have the vote.' 'A German constitutional monarch.' 'A unified Germany.' 'To get rid of oppressive Austrian rule.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(b)	Why was the crisis over Schleswig-Holstein in 1863–4 important for Bismarck?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘This crisis was important because it actually led to Prussia dominating north Germany. At the end of the crisis, Austria and Germany agreed to share the governing of Schleswig and Holstein. This agreement gave Bismarck an opportunity to find an excuse for going to war against Austria. He first made an alliance with Italy and then accused Austria of breaking the agreement over the running of Schleswig and Holstein. This led to war with Austria, with Austria and other northern states being defeated. This gave Prussia domination over north Germany and the new North German Confederation and destroyed the power of Austria in Germany.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Prussia led in this crisis and Austria followed.’ ‘It showed the weakness of the German Confederation.’ ‘Bismarck won the support of Prussian liberals.’ ‘It led to Austrian defeat by Prussia.’ ‘It meant Prussia had control over Schleswig.’ ‘It allowed Bismarck to pick a fight with Austria later.’ ‘It was important for Bismarck because it put Prussia in a strong position.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was important for Bismarck because it helped him.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(c)	'The Austro-Prussian War was more important than the Franco-Prussian War in the achievement of German unification.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Austro-Prussian War was more important because it meant that Austria was no longer important in Germany. Austria and Prussia had been rivals for decades over who was going to be the leading country in Germany. When Prussia defeated Austria in 1865, it meant that any German unification could only take place under Prussia. The Austrian-led German Confederation was dead and a new North German Confederation under Prussian leadership was set up. Austria no longer had any power in Germany. The war decided that German unification could only take place under Prussia.' OR e.g. 'France had to be dealt with before German unification could be completed. The clumsy French handling of the Hohenzollern candidature allowed Bismarck to provoke France into a war. This meant that the southern states of Germany were now ready to ally with Prussia and north Germany. Even powerful states like Bavaria saw there was no alternative. Prussian victory in the war meant that the wartime alliance would be permanent and German unification resulted. This is why the war with France was important.'	4–6

Question	Answer	Marks
2(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The Austro-Prussian War made Prussia the leader of Germany.’ ‘The Austro-Prussian War meant that German unification would take place under Prussia.’ ‘Prussia now dominated north Germany.’ ‘Prussia gained Hanover.’ ‘Prussia gained Frankfurt.’ ‘Prussia gained Alsace and part of Lorraine.’ ‘It meant that Prussian liberals now supported Bismarck.’ ‘The war with France meant southern German states allied with Prussia.’ ‘The war left France so weak it could not stand in the way of unification.’ ‘Prussia’s war with France left Prussia totally dominant in Germany and so unification was inevitable.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Both of these wars were crucial for the achievement of German unification. It would not have happened without them.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
3(a)	What was the Kansas-Nebraska Act of 1854?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Kansas and Nebraska became territories of the USA.' 'It allowed settlers of a territory to decide if slavery would be allowed.' 'It dealt with controversial issues such as slavery, western expansion and the building of a transcontinental railroad.' 'It was designed to deal with the issue of slavery in the Kansas and Nebraska territories.' 'It dissolved the Missouri Compromise.' 'It divided the Nebraska territory into two: Kansas and Nebraska.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(b)	Why did slavery exist in the Southern states?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Slavery existed because in the first part of the nineteenth century there was a massive expansion in growing cotton in the Southern states. High demand from Britain pushed prices up and made it very profitable and new plantations were created. These needed a large amount of unskilled labour and slaves were regarded as ideal for this. By 1860, over half of all American slaves worked on cotton plantations.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Slaves were shipped from Africa in the seventeenth and eighteenth centuries.’ ‘Slaves worked on the cotton and tobacco plantations in the South.’ ‘The expansion of cotton production depended on slave labour.’ ‘Southerners believed there would be economic collapse without slavery.’ ‘Southerners believed it was morally right.’ ‘Slaves were regarded as essential for the South’s economic development.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Slavery existed in the South because the people there thought it was right.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
3(c)	'Reconstruction failed to bring improvements to the lives of former slaves.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Freedmen's Bureau helped black people in the South. It helped them find family members who had become separated during the war. It provided black people with health care, clothing, education and jobs. It had agents who monitored local courts to make sure that black people got justice.' OR e.g. 'The Ku Klux Klan was formed to fight for white rights. From the 1860s it grew rapidly. It carried out intimidation and terror against black people. It attacked black schools and churches. It was difficult for the authorities to deal with them because witnesses were afraid to testify and juries often let them off.'	4–6

Question	Answer	Marks
3(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Black people were given the vote.’ ‘Black people were elected to Congress and state legislatures.’ ‘The Freedmen’s Bureau helped former slaves.’ ‘Many white people in the South remained racist.’ ‘There was still violence against black people by white people.’ ‘Black people gained some independence by becoming sharecroppers.’ ‘The Ku Klux Klan caused problems for former slaves.’ ‘The 1875 Civil Rights Act tried to ban discrimination by hotels and railroads.’ ‘There was much intimidation of black people on election days.’ ‘There was no redistribution of land.’ ‘Most black people owned little land and so were very poor.’ ‘Black sharecroppers lived in permanent debt.’ ‘Black people did have more control over their lives than under slavery.’ ‘There was a redistribution of income.’ ‘Slowly some black farmers increased the amount of land they owned.’ ‘Black people were free to move to Northern cities or out West.’ ‘The Jim Crow laws introduced segregation.’ ‘Many black people were disenfranchised by new laws.’ ‘Black people were able to set up their own churches and clubs.’ ‘The Freedmen’s Bureau was shut down in the 1870s.’ ‘Local laws made sure savage punishment was given to black people.’ ‘Black schools did increase the literacy rate.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Reconstruction did not help the former slaves much. In fact, in some ways it made things worse.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
4(a)	What was the Alliance System?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It divided Europe into two power blocs.' 'The Triple Alliance between Germany, Austria and Italy.' 'The Triple Entente between Britain, France and Russia.' 'Countries in an alliance promised to support each other if they were attacked.' 'Many alliances contained secret clauses which increased international tension and suspicion.' 'It had the effect of spreading disputes to involve more countries.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(b)	Why was there a crisis over Bosnia and Herzegovina in 1908–9?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘There was a crisis because gradually Austria had taken more and more control over Bosnia and Herzegovina. However, a new pro-Russian regime in Serbia also wanted to take them over. This meant that relations between Austria and Serbia grew worse. When Austria annexed the two territories in 1908, Serbia protested strongly and thought it would be supported by Russia.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘In 1908, Russia and Austria met and the Austrians claimed that Russia had agreed to the annexation.’ ‘The Russians claimed that in the meeting there was no hint that the annexation would happen soon.’ ‘Austria annexed Bosnia and Herzegovina.’ ‘Serbia had claims over the two provinces as well.’ ‘Russia and Serbia protested when Austria annexed Bosnia and Herzegovina.’ ‘There was a possibility that Serbia would declare war on Austria in 1908.’ ‘Russia was unwilling to go to war to support Serbia, leaving Serbia looking for revenge.’ ‘The alliance system meant Britain and France became involved.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There was a crisis because it created much tension in a difficult situation.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(c)	‘Austria and Russia were equally to blame for the outbreak of the First World War.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘I think Austria was mainly to blame. It was afraid its empire was disintegrating. It saw Russia’s ambitions in the Balkans and Serb nationalism as the two big threats. When Archduke Franz Ferdinand of Austria was assassinated by a Serb group, this gave Austria its chance to have a limited war against Serbia. It hoped that German support would persuade Russia not to get involved. Austria thought this was an opportunity to deal with Serbia. The demands it made of Serbia were impossible to fulfil and it was clear Austria was using it all as an excuse for aggression against Serbia. When Serbia did not agree to all the demands, Austria quickly declared war on Serbia. It was not long before Russia, Germany, France and Britain were dragged in.’ OR e.g. ‘It was Russia’s support for Serbia that caused the First World War. Russia was stirring up the Slavs and Serbia would never have gone as far as it did without Russian support. Finally, it was the Russian decision to mobilise in July that caused the Serbs to reject the ultimatum. They would not have felt as confident if they had not got Russian support, and it was the Russian general mobilisation at the end of July that made the Germans mobilise and declare war.’	4–6

Question	Answer	Marks
4(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘There was an Austrian ultimatum to Serbia making ten demands.’ ‘Austria was determined to deal with Serbia.’ ‘Austria was ready to risk a local war with Serbia.’ ‘Russia mobilised.’ ‘Austria declared war on Serbia.’ ‘There was Russian support for Serbia.’ ‘Austria took risks because it knew it had German support.’ ‘Russia had ambitions in the Balkans.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think they were both to blame because it was the actions of both of them that led to war.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
5(a)	What were the terms of the Treaty of Sèvres?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The Treaty abolished the Ottoman Empire.’ ‘Turkey lost all non-Turkish territory.’ ‘Turkey lost its East Mediterranean lands. They became English and French mandates.’ ‘Smyrna and part of Thrace were given to Greece.’ ‘Greece was given Adrianople.’ ‘The Straits of the Dardanelles and the Bosphorus were opened to ships of all nations.’ ‘Arabia was made independent.’ ‘An independent Armenian state was created.’ ‘Kurdistan would be autonomous.’ ‘The Allies would keep troops in Turkey.’ ‘The Allies were to control Turkey’s finances.’ ‘The Turkish army was restricted to 50 700 men.’ ‘The navy was restricted to seven sloops and six torpedo boats.’ ‘Turkey could not have an air force.’ ‘The Straits from the Dardanelles to the Sea of Marmara were demilitarised.’ ‘The Straits were placed under League of Nations control.’</p>	4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(b)	Why did the Treaty of Versailles cause difficulties for Germany up to 1923?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'The War Guilt Clause caused much discontent in Germany. It 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. Germany was adamant they could not pay large sums of money in reparations. The Germans were adamant that they were not totally responsible for starting the war. They felt that other countries such as Britain and Russia were also to blame. They felt they were being blamed because they lost and this caused great discontent in Germany. This meant the Weimar Republic was unstable from the very beginning.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The Germans felt the Treaty was a 'Diktat', not a negotiation.' 'Many Germans were not aware that Germany had surrendered; they thought they had stopped fighting to make peace.' '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.' 'The Germans were deprived of important industrial areas, such as the Saar.' 'The Germans claimed the Allies were trying to bankrupt Germany with high reparations.' 'They thought the loss of 7 million subjects was too harsh.' 'They thought the loss of 13% of their territory was too harsh.' 'They resented the losses to Poland as it split Germany in two.' 'Germany was left defenceless against France.' 'The new Weimar Republic was blamed for the terms of the treaty.'</p>	2–3

Question	Answer	Marks
5(b)	Level 1 General answer lacking specific contextual knowledge e.g. 'The Germans felt the Treaty was far too harsh.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(c)	‘The Paris peacemakers did as well as could be expected in the circumstances of 1919–20.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The peacemakers had a very difficult job to do and they did quite well. There were many problems. The French were worried that Germany could invade them again, and wanted a very harsh treaty, but Britain and the USA disagreed. They had to compromise. The Treaty of Versailles gave France some security, because the Rhineland was demilitarised and the German armed forces greatly reduced.’ OR e.g. ‘The peacemakers should have done a lot better. The punishment of Germany was far too harsh. The reparations, the war guilt clause and the territorial clauses left Germany with lots of grievances for which it would want revenge later. These terms weakened the new regime in Germany and meant that it struggled from the beginning. The German people looked to extremist groups who promised to get rid of the Treaty of Versailles and make Germany great again. The Paris peacemakers did not ensure a long lasting peace.’	4–6

Question	Answer	Marks
5(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Clemenceau had been made 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.’ ‘It was a mistake to place some German speaking areas under the rule of other countries.’ ‘The creation of the League of Nations was a hope for future peace.’ ‘Germany was left with many grievances such as reparations.’ ‘The Treaty weakened the new regime in Germany.’ ‘Self-determination did not apply to some areas.’ ‘Britain, France and Japan grabbed Germany’s colonies for themselves.’ ‘The League of Nations was too weak.’ ‘It was difficult from the start because Britain, France and the USA had such different ideas.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Treaty had many weaknesses and they should have done better.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
6(a)	Describe one failure of the League of Nations in the 1920s.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The League failed to deal with Italian aggression in Corfu.’ ‘Mussolini demanded compensation.’ ‘Greece refused to pay compensation and so Mussolini bombarded and occupied Corfu.’ ‘The League failed to condemn Italy.’ ‘Greece was made to apologise and pay compensation.’ ‘Mussolini got round the League by going to the Conference of Ambassadors.’ ‘The League failed to deal with the Vilna dispute.’ ‘The League asked Polish troops to withdraw from Vilna. They refused.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(b)	Why did hostilities between Japan and China break out in 1931?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Both Japan and China wanted Manchuria. It was officially part of China but China was weak and could hardly keep control of it. However, China was beginning to regain control of the area from warlords and Chinese settlers were moving in because of the land and work there. This directly conflicted with Japan's aims. It wanted to build an empire to increase trade and grow more food. Manchuria was the obvious place to choose as it already controlled part of it.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Manchuria was rich in natural resources like coal and iron ore.' 'China was weak at the time.' 'Japan needed to expand and to produce more food.' 'Japan saw an opportunity to take control of Manchuria.' 'The Mukden incident – which led to the two sides shooting at each other.' 'The Mukden incident gave the Japanese the excuse they needed.' 'Japan already had troops in Manchuria which the Chinese resented.' 'The Japanese army was keen to expand and build an empire.' 'The Depression had put the Japanese economy into crisis and a solution was needed.' 'The Chinese wanted to settle people in Manchuria.' 'The Japanese army was no longer under the control of the Japanese government.' 'It was due to the Wall Street Crash.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Hostilities broke out because they both wanted control of the same territory.' 'It was due to self-interest.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(c)	How far was the response of the League of Nations to the Italian invasion of Abyssinia justified? 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'I think the response of the League was justified. It was important to keep Mussolini from getting too close to Hitler. In 1935, Britain and France had signed the Stresa Pact with Italy. They agreed to stop Germany changing the Treaty of Versailles any more. By this time Hitler had announced he was building up Germany's armed forces and Mussolini was as worried by this as anyone. If the League had taken firm action against Italy, this would have driven Mussolini into the arms of Germany.' OR e.g. 'The response of the League was not justified. Both countries were members of the League and Italy had simply invaded Abyssinia. This was exactly the kind of situation where the League needed to act decisively. The Covenant of the League said that it should use sanctions to stop aggressors and it could even raise an army. Sanctions were imposed but they did not include crucial materials like coal, iron and oil. Stopping these would have stopped the invasion within weeks – even Mussolini accepted this. Even the Suez Canal was left open so he could supply his troops. There was no justification for this.'	4–6

Question	Answer	Marks
6(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The League condemned the Italian invasion quickly and imposed sanctions.’ ‘The Abyssinians had committed many human rights abuses.’ ‘Britain and France could not afford to alienate Italy.’ ‘Britain and France did not want Italy to ally with Germany.’ ‘The Americans would not support sanctions, especially of oil, and so they were a waste of time.’ ‘The Italians’ atrocities in Abyssinia should have been severely punished.’ ‘Important materials such as coal, iron and oil were not part of the sanctions.’ ‘It was simple aggression by one member of the League against another.’ ‘Hoare and Laval were making plans about Abyssinia secretly.’ ‘The Italians used chemical weapons.’ ‘There was little the League could do when Britain and France were plotting together.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The actions of the League were not justified because nothing was done.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
7(a)	What was the Berlin Airlift?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'A reaction to Stalin's blockade of Berlin.' 'A way of supplying Berlin without having to fight Communist troops.' 'Supplying Berlin with food and fuel by plane.' '27 500 trips to Berlin supplied 2 million tons of supplies.' 'It forced Stalin to call off the Berlin Blockade.' 'It took place in 1948–9.' 'It ensured the Allies kept control of their parts of Berlin.' 'The Airlift lasted for 11 months.' 'The Berlin Airlift was also known as Operation Vittles.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(b)	Why was it harder for the Allies to reach agreement at Potsdam than it had been at Yalta?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'By the time of the Potsdam talks Soviet troops had taken over eastern Europe. The troops stayed there and it was clear that Stalin wanted it all to be communist – he had already set up a communist government in Poland. Britain and the USA wanted free elections in eastern Europe. This did not help relations at Potsdam, especially when the USA did not accept that the Soviets had the right to set up pro-Soviet governments there.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Truman had replaced Roosevelt.' 'By July 1945, Soviet troops had taken over all of eastern Europe.' 'By this time the Americans had tested an atomic bomb and Truman told Stalin at Potsdam.' 'There were disagreements over what to do with Germany.' 'Attlee replaced Churchill.' 'Truman and Stalin disagreed.' 'Truman was anti-communist.' 'The Soviet Union was installing pro-Soviet governments in eastern Europe.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'This was because circumstances had changed a lot.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(c)	Who was more to blame for the Cold War, the USA or the USSR? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Soviet actions in eastern Europe were a major factor in causing the Cold War. Stalin gradually took over these states. Romania, Bulgaria, Hungary and East Germany all had communist governments imposed on them by force or through rigged elections. For Stalin this was a defensive measure to prevent the Soviet Union being invaded again. For the West it was an aggressive move by the Soviet Union and threatened western Europe. This was a major cause of increasing suspicion between the two sides and caused the Cold War.’</p> <p>OR</p> <p>e.g. ‘I think that Truman’s attitude towards the Soviet Union and his Truman Doctrine were to blame for the Cold War. Truman was very anti-communist and took an aggressive attitude from the beginning. The Truman Doctrine said that the USA would help any country that was in danger of becoming communist. This was bound to cause friction with the USSR. The Marshall Plan made things worse because the Soviets saw it as a way of the USA dominating Europe and making it dependent on the USA. Stalin saw this as an aggressive move against the USSR. This was a major factor in causing the Cold War.’</p>	4–6

Question	Answer	Marks
7(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The communist ideology was expansionist and intent on imposing its system of government throughout the world.’ ‘Stalin imposed pro-Soviet governments on countries in eastern Europe.’ ‘Stalin failed to abide by the agreements made at Yalta.’ ‘COMINFORM was a clear sign that Stalin intended to undermine capitalist society.’ ‘Stalin had concerns for Soviet security, especially from attacks from the West.’ ‘The Berlin Blockade was provocative.’ ‘The USA kept the atomic bomb testing secret.’ ‘The Truman Doctrine upset the Soviets.’ ‘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 in the western zones of Germany was in breach of the Potsdam Conference agreement.’ ‘Truman was very aggressive in his attitude to Stalin and his officials.’ ‘NATO was set up as a military alliance against possible communist attack.’</p>	2–3
	<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>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
8(a)	What was Operation Desert Storm?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘This was the war between the USA and its allies and Iraq in January 1991.’ ‘This was when the USA attacked Iraq because of Iraq’s invasion of Kuwait.’ ‘The USA had the support of 35 nations during Operation Desert Storm.’ ‘It began with an aerial bombardment for five weeks.’ ‘There was a ground assault.’ ‘This was how the USA and its allies liberated Kuwait.’ ‘It was a decisive victory for the USA and Iraq was defeated.’ ‘10 000 Iraqi troops retreating from Kuwait were killed.’ ‘Coalition forces bombed a six lane motorway connecting Kuwait City with Basra.’ ‘The USA army destroyed 186 Iraqi tanks at the Battle of Medina Ridge.’ ‘The USA army destroyed 127 armoured vehicles at the Battle of Medina Ridge.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(b)	Why were Iran and Iraq at war by 1980?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'I think the main reason was the Islamic Revolution in Iran. This brought Khomeini to power and a strict Islamic regime was established, ruled by Shiite Muslims. Iraq, on the other hand, was a secular state ruled by Sunni Muslims. Khomeini regarded the regime in Iraq with contempt because of this and encouraged Shiites in Iraq to overthrow the regime. There were riots in Iraq and this worried Saddam, so he decided he had to do something about this threat from Iran.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Iraq invaded Iran in September 1980.' 'There were disputes over the Shatt al-Arab waterway.' 'There were disputes over the province of Khuzestan.' 'Saddam renounced the Algiers Agreement.' 'It was the result of the long-standing rivalry between the two countries who both wanted to dominate the Gulf.' 'Iraq wanted to be leader of the Arab world.' 'Iran was weakened by the Islamic Revolution, and this gave Saddam an opportunity.' 'The Islamic Revolution in Iran increased the tension between the two countries.' 'Iran was run by Shiite Muslims, while Iraq was run by Sunni Muslims.' 'Khomeini wanted the Baath regime in Iraq to be overthrown.' 'Khomeini called for people in Iraq to rebel against the Baath regime.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They both wanted to be the major power in the area.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(c)	Was the Shah a reforming or a repressive ruler of Iran? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘I think that the Shah was a reformer. He wanted to make Iraq into a modern state. He passed lots of reforms such as giving women the vote and he reduced the power of the clergy. He brought in labour laws that were fair to workers, Iraq’s economy boomed and for a time there was a lot of toleration of Jews in the country. His White Revolution did improve people’s lives. He gave small farmers more land, provided free meals for children at school. New elementary schools and literacy courses were set up in remote areas. All of this shows that he was definitely a reformer and was trying to make Iraq a modern state.’</p> <p>OR</p> <p>e.g. ‘The Shah became more repressive the longer his regime went on. In the 1970s, he really became a dictator. He abolished political parties and set up a one-party state and censorship was introduced. Whenever there was any sign of opposition he destroyed it brutally. There were thousands of political prisoners. In these prisons there was systematic torture and many were executed.’</p>	4–6

Question	Answer	Marks
8(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The White Revolution introduced reforms.’ ‘He was trying to modernise and westernise the country.’ ‘There was land reform where land was redistributed to the peasants.’ ‘He reformed the health system in Iraq.’ ‘The number of doctors and hospital beds was increased.’ ‘There were reforms in education.’ ‘He relaxed police controls in 1977.’ ‘He made trials in courts fairer.’ ‘Iraq became a more unequal society.’ ‘There was still much poverty and unemployment.’ ‘In 1975 he turned Iraq into a one-party state.’ ‘Censorship was imposed.’ ‘His secret police and informers tortured and executed anyone questioning the regime.’ ‘In 1978 he used tanks and helicopter gunships against protestors.’ ‘His troops killed 84 people on Black Friday.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think he was a repressive ruler and there were many people in Iraq who suffered from his rule.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
9(a)	What happened at the Battle of Verdun?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The Germans attacked the town of Verdun.’ ‘Verdun was heavily fortified.’ ‘The German bombardment was intense.’ ‘The German aim was to break through the French defensive line. This would have weakened the whole of the French defences.’ ‘The Germans attacked with over one million soldiers against just 200 000 French defenders.’ ‘The French managed to defend the town.’ ‘The battle was the longest in the war.’ ‘The battle showed how difficult it was to achieve a breakthrough.’ ‘The Germans had to move some of their troops away from Verdun because the British had attacked at the Somme.’ ‘The German attack was delayed by bad weather.’ ‘The French slowed down the German advance.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
9(b)	Why was the fighting on the Western Front based around trench warfare?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'It was based around trench warfare because both sides had dug in after the battle of the Marne. Both sides built enormous systems of lines of trenches. These were well defended with barbed wire and mines, and new weapons like the machine gun added to this as it was a defensive weapon not an attacking one. Between the trenches was no man's land which was exposed to fire from both sides and almost impossible to get across. As a result, both sides were stuck in their trenches.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Neither side could gain control after the Marne.' 'The war became defensive and one of attrition.' 'The heavy defences of the trenches such as barbed wire and mines.' 'The importance of the machine gun and artillery as a defensive weapon.' 'The difficulty of getting across no man's land.' 'The conditions in Flanders that made a mobile war almost impossible.' 'Tanks were not very effective for much of the war.' 'Generals did not use, or they misused, new weapons like gas and tanks.' 'Defensive weapons were stronger than offensive ones.' 'Once the two sides had dug in, neither side was strong enough to displace the other.' 'Trenches were for protection.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'This was the only way of fighting in the dreadful conditions.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
9(c)	'The use of gas had more of an impact than the tank on the course of the war.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Gas was very important to the course of the war. Although gas did not kill many soldiers, it caused immense problems for the enemy troops and demoralised them. Mustard gas could blind and chlorine gas and phosgene could cause severe respiratory problems. It meant many soldiers could not continue to fight.' OR e.g. 'Tanks had much more of an impact because they helped the final breakthrough by the Allies in 1918. There were many more of them by 1918 and the British used 500 of them at the battle of Amiens. They were very effective and important to the Allied victory. Heavy tanks attacked well defended German positions while smaller, more mobile tanks, probed the German defences. This mattered because this battle was a major turning point. The Allies were now on the offensive and the German defeat was not far off.'	4–6

Question	Answer	Marks
9(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Gas was effective because gas masks often did not work well.' 'Gas drifted over enemy lines in the wind.' 'Chlorine gas destroyed the respiratory organs.' 'Mustard gas burned.' 'Mustard gas caused internal blisters.' 'Gas could blow the wrong way.' 'Attackers had to use masks which reduced movement.' 'Gas only accounted for 4% of war deaths.' 'To be caught in a gas attack was terrifying.' 'Gas was effective because it demoralised the enemy.' 'Gas became less effective as gas masks improved.' 'For much of the war tanks kept breaking down.' 'The sight of tanks caused panic in the German trenches.' 'Tanks were effective in the battle of Amiens.' 'Tanks were effective in breaking through barbed wire and clearing the way for the infantry.' 'Tanks were effective in 1918.' 'Tanks were not effective for most of the war because there were so few of them.' 'Tanks still needed artillery with them.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I think the tank was much more important because it helped win the war.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
10(a)	Describe what happened in the Gallipoli campaign.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The Royal Navy bombarded Turkish forts along the Dardanelles.’ ‘British ships were meant to clear the straits of mines and destroy the Turkish defences, but the minesweepers failed and some of the Turkish guns were not destroyed.’ ‘The naval attack warned the Turks that an attack was coming.’ ‘The land campaign was led by Sir Ian Hamilton.’ ‘The land attack was badly planned.’ ‘The land attack was a disaster. The troops were cut down on the beaches.’ ‘There were British and Anzac troops in the attack.’ ‘There were heavy casualties at Helles.’ ‘Inaccurate maps were used.’ ‘Troops were faced with steep cliffs at Kabatepe.’ ‘In August men were landed at Suvla Bay.’ ‘Troops had to endure intense summer heat.’ ‘Troops had to endure a freezing winter.’ ‘There was a shortage of fresh water.’ ‘Sickness and disease spread rapidly amongst the troops.’ ‘Over 250 000 men were killed.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
10(b)	Why was the Home Front important to Britain's war effort?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Without the Home Front Britain would not have been able to keep fighting. This was especially the case with food because of the submarine warfare and the blockade which were stopping food supplies getting through to Britain. To deal with food shortages the amount of land used to produce food was increased and rationing was introduced to make supplies go further. The Women's Land Army was formed so that men could be released for the army, but food production could still be maintained. Without these measures Britain could have run out of food and lost the war.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Food production needed to be increased.' 'Submarine warfare affected food production.' 'Women worked in factories.' 'Women worked on the land.' 'Rationing was introduced.' 'Britain imported lots of goods.' 'Conscription was introduced in 1916 to make sure the army had enough soldiers.' 'Propaganda was used to keep people's morale high.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The Home Front helped support the soldiers.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
10(c)	'Defeats on the battlefield were the main reason why Russia left the war.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Brusilov Offensive 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 a million casualties on the Russian Army. It was clear that the Russians could not launch another offensive. Overall, Russia's military campaign was disastrous. By 1915, 25% of the Russian army had been killed.' OR e.g. 'In the end, it was the Bolshevik revolution that ended Russia's participation in the war. The Provisional Government that replaced the Tsar tried to carry on the war effort but when the Bolsheviks took control after a revolution in October 1917, they signed an armistice. The Bolsheviks had not yet established control over Russia and faced many enemies. They needed to focus on consolidating their position, dealing with threats to them, and to start building a socialist state rather than fight a war.'	4–6

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.’ ‘There were not enough modern weapons for the Russian soldiers.’ ‘The home industries could not supply the soldiers with enough food, uniforms and ammunition.’ (2 marks) ‘The Russian soldiers could not compete with their well trained and well equipped opponents.’ ‘Successful offensives, such as the Brusilov Offensive, were not followed up quickly enough.’ ‘Russia lost so many men that it could not launch another major offensive after 1916.’ ‘Russia was defeated at the Battle of Tannenberg.’ ‘Russia was defeated at the Battle of the Masurian Lakes.’ ‘The decision of the Tsar to assume the role of Commander-in-Chief at the front was not successful.’ ‘There were desertions in the Russian Army.’ ‘There were mutinies in the Russian Army.’ ‘There were too many courtiers appointed as senior commanders.’ ‘Many commanders had no experience of army life.’ ‘The overthrow of the Tsar and then the Provisional Government meant political instability.’ ‘The Bolsheviks withdrew Russia from the war.’ ‘Inflation and a shortage of food in Russia were both caused by the war.’ (3 marks) ‘The Bolsheviks wanted to build a socialist state, not fight a war.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The enemy was too strong for the Russian Army.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
11(a)	Describe what happened in the Kapp Putsch.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It took place in 1920.' 'Ehrhardt led his men into Berlin to take over the government.' 'Kapp led 5000 Freikorps into Berlin.' 'They wanted to get rid of the new republic and set up a right wing government.' 'The German army refused to shoot at the rebels.' 'Kapp declared himself Chancellor and set up a provisional government.' 'The government fled the city and called for a general strike.' 'The working classes went on strike.' 'The unions and several political parties supported the strike which spread all over Germany.' 'Kapp could not govern because the country was paralysed.' 'Kapp and his fellow conspirators resigned in March 1920.' 'Kapp fled from Germany.' 'The Freikorps were defeated.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
11(b)	Why was the French occupation of the Ruhr in 1923 important for Germany?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'This was important to Germany because it led to hyperinflation. Germany had to send goods to France and Belgium as part of the reparations payment. When Germany failed to pay these reparations, French and Belgium troops entered the Ruhr taking raw materials and goods. The German government responded by calling for passive resistance. As a result, the workers went on strike. This led to a fall in income for the government which then printed money. This led to hyperinflation, with people's wages and savings being worthless, and to people being destitute. The German economy was on the verge of collapse. This is why the occupation was important.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'It caused hyperinflation in Germany.' 'The Germans passively resisted.' 'The German government's income fell.' 'It was one of Germany's greatest industrial regions.' 'The German economy and political system nearly collapsed.' 'Thousands of Germans were living in hardship and starving.' 'It united the Germans and showed their opposition to the Treaty of Versailles.' 'It led to the appointment of Stresemann.' 'It led to a new currency being introduced and economic recovery.' 'Hitler chose this time for an attempted coup.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was important because it caused a crisis in Germany.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
11(c)	'The Weimar Republic had few achievements.' How far do you agree with this statement? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Weimar Republic really achieved little. The economic prosperity was built on loans from the USA. The government was spending far too much on welfare and health care and there were bound to be problems in the future. When the Depression came and the USA called in its loans, the German economy collapsed.'</p> <p>OR</p> <p>e.g. 'The Weimar Republic achieved a lot. Germany was again accepted as part of the international community. The Locarno Treaties of 1925 put Germany on an equal level in providing guarantees for the borders of Germany, France and Belgium. In 1926, Germany was admitted to the League of Nations. Germany was no longer an outcast within the international community.'</p>	4–6

Question	Answer	Marks
11(c)	<p>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.’ ‘Part of the cultural revival was the Bauhaus style of architecture.’ ‘Some Germans saw the artistic developments as signs of decadence, corruption and moral decay.’ ‘The economy was built upon foreign loans.’ ‘As soon as the loans were withdrawn, the German economy collapsed.’ ‘Political instability remained.’ ‘The government was spending too much on welfare.’ ‘Farmers were falling into debt.’ ‘The speed with which Weimar collapsed showed its achievements were not real.’ ‘The electoral system meant that no one party could get an overall majority.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Weimar Republic achieved a lot and people were better off.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
12(a)	Describe how women contributed to the German war effort.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Women were allowed to join the army in administrative jobs such as clerks and telephone operators.’ ‘They worked as nurses.’ ‘By 1937 more women were encouraged to work in factories.’ ‘A compulsory year of Labour Service was introduced. Most women went to work on farms.’ ‘In 1943 labour conscription was introduced for women. Nearly one million went into factories and offices.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(b)	Why did the Nazis introduce a war economy?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘One aspect of Germany’s war economy was the use of forced labour. This was needed because workers in factories were conscripted for military service and so there was a shortage of workers. Foreign workers from occupied countries were conscripted into camps and used as forced labour. This was done to try and maintain production in the factories that were producing goods and equipment for the war effort. Hitler was reluctant to conscript women and many factories were not producing as much as they could, so something had to be done.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The war lasted longer than Hitler expected.’ ‘Autarky had not been achieved.’ ‘There were shortages of food.’ ‘There was a need to produce more military equipment.’ ‘There were not enough workers for factories.’ ‘Germany was facing larger countries with greater material and industrial resources.’ ‘By 1942 Germany was facing real economic difficulties.’ ‘Speer was put in charge to make the economy more efficient.’ ‘When war started, the German economy was inefficient and not ready for war.’ ‘The German economy was not very productive.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They introduced this because it was really needed because of the war.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(c)	'The existence of the Hitler Youth ensured that the Nazis were successful in winning the support of young people.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Hitler Youth had a great impact on a lot of young people. It was able to impose Nazi ideas on them at an impressionable age. It presented an image to young people of Nazism being dynamic and exciting and it took over the social life of many of them. For some, the Hitler Youth was a way of rebelling against their parents. Young people also had a much better chance of a good job if they belonged to the Hitler Youth.' OR e.g. 'I do not think that the Hitler Youth ensured the Nazis had the support of young people, especially after it concentrated more on political and military matters. Opposition groups like the Edelweiss Pirates appeared. These were groups of young people who did not like the indoctrination. Some just did not want to conform but some opposed the Nazis for political reasons. They beat up Hitler Youth patrols, had links to the Social Democrats and Communists, and during the war helped escaped prisoners of war. The Nazis dealt with them harshly and some were executed. However, their existence shows that the Hitler Youth had not won over all young people.'	4–6

Question	Answer	Marks
12(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The Hitler Youth replaced all other youth groups.’ ‘Being in the Hitler Youth increased the chances of getting a good job.’ ‘Membership of the Hitler Youth became compulsory.’ ‘Many of the activities in the Hitler Youth such as sports and camping were popular.’ ‘The Hitler Youth became less popular when the focus turned more to military preparation and ideology.’ ‘Even when it was compulsory, many managed to avoid it.’ ‘There were youth opposition groups such as the Edelweiss Pirates.’ ‘Swing groups liked jazz and rejected Nazi culture and art.’ ‘There were opposition groups like White Rose.’ ‘Political indoctrination told them to hate the Jews.’ ‘Political indoctrination told them how unfair the Treaty of Versailles was.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Hitler Youth gave young people something to do.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
13(a)	What reforms did the Provisional Government introduce in 1917?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It created the Russian Republic.' 'A general amnesty.' 'Freedom of speech.' 'Freedom of the press.' 'Freedom of religion was granted.' 'Unions were allowed.' 'Strikes were allowed.' 'Independence of the Church from the state.' 'Rural self-government.' 'Abolition of capital punishment.' 'More freedom for regions of the Russian Empire.' 'Poland was made independent.' 'Equality of all people before the law.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
13(b)	Why was Trotsky important to the Bolshevik victory in the Civil War?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'In 1918 the army was on the verge of disintegration. Trotsky transformed it into the Workers and Peasants Red Army. He restored discipline and made it into an effective fighting force. To do this he brought back thousands of Tsarist officers. He turned it back into a traditional army with officers in charge and strict discipline. By 1920 the Red Army had five million men. While the Whites were made up of different groups, Trotsky's army had one, unified command structure and was much more effective. This was crucial in winning the Civil War.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'He reorganised the army into an efficient fighting force.' 'He brought back discipline and order into the army.' 'He travelled in a special train to where fighting was taking place to inspire the troops.' 'It was Trotsky who decided that Petrograd had to be saved.' 'He created an army of five million men.' 'He was a figurehead for the troops to rally around.' 'He appointed Commissars in the army.' 'Trotsky worked with experienced ex-Tsarist officers.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Trotsky was vital to the Civil War. Without him the Bolsheviks would not have won.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
13(c)	'It was the mistakes of the Provisional Government that enabled the Bolsheviks to seize power in 1917.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The biggest mistake the Provisional Government made was to continue Russia's involvement in the First World War. This meant that when the war went badly it was associated with the Provisional Government and they would get the blame. The decision to launch the summer offensive made the situation even worse. It was a dreadful failure and an armed uprising in Petrograd followed. The government survived but the war continued to take all the resources leaving the Russian people starving, with unemployment and inflation growing. Unrest was mounting. The Provisional Government had not sorted out the problems in Russia.' OR e.g. 'I do not think it was just the mistakes of the Provisional Government. One big problem was the growing power of the Bolsheviks. They became the group that people turned to when they became increasingly unhappy with the situation. Their promises to end the war, improve food supplies and pass social reforms made them very popular. Their defence of Petrograd against Kornilov gave them more support and they did very well in elections to the Soviets. By September they were a real threat to the Provisional Government.'	4–6

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 Russia’s involvement in the war.’ ‘It failed to support the peasants taking over land.’ ‘Kerensky underestimated the Bolsheviks.’ ‘Kerensky’s move against the Bolsheviks in October was a mistake.’ ‘Divisions in the government led to a lack of clear policies.’ ‘It was a mistake to launch the summer offensive.’ ‘The government was faced with too many grave problems to be able to overcome them all.’ ‘The attempt to take military control of the capital with Kornilov backfired.’ ‘Sending radical units out of Petrograd in October was a mistake.’ ‘Closing down Bolshevik newspapers in October was a mistake.’ ‘The government failed to deal with problems over land ownership.’ ‘The government failed to deal with problems caused by the war.’ ‘The government failed to deal with problems over food supplies.’ ‘The government failed to deal with the economic problems.’ ‘It should have made peace with Germany.’ ‘The growing popularity of the Bolsheviks was the real problem.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Provisional Government made lots of mistakes and was responsible for its own downfall.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
14(a)	What was collectivisation?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It was a move away from NEP.' 'Large state farms where peasants were told what work to do.' 'Farms where peasants received a share of the profits.' 'The toz was an agricultural co-operative, where peasants owned the land but shared machinery and some of the work.' 'The sovkhos – large state farms where peasants were given a wage.' 'The kolkhoz – land and equipment were held in common. Peasants worked under the direction of a committee. Each family had a private plot of one acre which they farmed for themselves.' 'A way of farming that was introduced because food production was too low.' 'It was forced on the peasants.' 'It was an attack on middle class peasants – the kulaks.' 'The land, animals and equipment of the middle class peasants were taken from them and this formed the basis of the collectives.' 'It was a disaster – production fell.' 'It led to the famine of 1932–34 when millions died.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(b)	Why did Stalin move against the kulaks?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Stalin did this to justify his actions in the countryside. He wanted to collectivise the farms to increase his control and to increase production. To win support for this he described it as a way of sorting out the kulaks (richer peasants), who he said were enemies of the people and getting in the way of reforms. This did persuade some peasants to denounce their neighbours as kulaks and this gave Stalin’s men the opportunity to grab their land and animals.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The kulaks were hoarding grain.’ ‘To frighten peasants into joining the collectives.’ ‘They provided a convenient ‘class enemy’ to justify what Stalin was doing.’ ‘They needed to be dealt with if collectivisation was to be achieved.’ ‘This was a way of getting rid of the most successful peasants who might oppose Stalin.’ ‘To win the support of the poorer peasants.’ ‘All of the land, animals and equipment could be taken once they were discredited.’ ‘They often led resistance to collectivisation and so it was a good idea to get rid of them.’ ‘Kulaks often opposed the communists.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They were in the way of what Stalin wanted to achieve.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(c)	'Stalin's policy of collectivisation was a disaster.' How far do you agree with this statement? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'It was a disaster because food production of both grain and meat fell very badly at first, leading to the famine of 1932–34 when millions died. The reasons for this were the upheaval caused by collectivisation and the fact that, as the peasants did not benefit if collectives produced more, then they did not work hard. They put all their efforts into their own personal acres instead. Also the party officials put in charge of the collectives had no farming knowledge and so the collectives were badly run.'</p> <p>OR</p> <p>e.g. 'The collectives did have some success. One of Stalin's aims in introducing them was to produce more grain for the state and the amount collected by the state did increase. This was used to feed the growing populations of industrial towns and this helped industry to develop. The grain produced was also sold abroad to pay for industrial equipment. The peasants who lost their land fled to the cities and provided more workers for industrialisation.'</p>	4–6

Question	Answer	Marks
14(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The amount of farm produce exported increased enormously.’ ‘Collectivisation paid for imports of technology and expertise.’ ‘Peasants produced less because they did not benefit if they worked hard.’ ‘Peasants put their efforts into their own private land.’ ‘Millions died in the famine of 1932–34.’ ‘It was introduced far too quickly and caused chaos in agriculture.’ ‘By 1932 there was a drop in agricultural production.’ ‘Education programmes were set up on collectives.’ ‘Stalin got the surplus food he needed to feed the industrial workers.’ ‘Collectivisation meant Stalin’s industrialisation programme could take place.’ ‘By 1935 grain production was increasing.’ ‘The peasants suffered because they were basically prisoners on the collectives.’ ‘Dispossessed peasants provided labour for industrial cities.’ ‘The government gained control of the land allowing it to decide how the land was to be used.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Stalin exerted almost total control over Russian life.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
15(a)	Describe the new industries that developed in the USA in the 1920s.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The car industry developed.' 'Mass production techniques were developed.' 'The chemical industry created new materials such as rayon.' 'There were industries making consumer goods such as washing machines, radios and vacuum cleaners.' 'The electricity industry was bringing electricity to many homes for the first time.' 'Refrigerators were developed.' 'There was an advertising industry.' 'The media industry was developed.' 'Many of the new industries used mass production where workers on a production line would do one aspect of the construction in sequence.' 'Many new industries were producing consumer goods for which there was a high demand.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
15(b)	Why did the boom fail to benefit all Americans?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Farmers did not benefit. The underlying problem was overproduction. During the war, more and more land had been 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 because of US tariffs. The result was that the US farmer was producing surpluses which nobody wanted and this resulted in lower prices for their products. Many small farmers went bankrupt.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Female cotton operatives were paid very low wages.' 'There was less demand for cotton textiles.' 'Synthetic fibres were being used more.' 'There was less demand for coal.' 'Coal workers suffered wage cuts.' 'A large number of Americans lived below the poverty line.' 'There was a slump in farming.' '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 could not pay their debts.' 'In the South, there was too much reliance on one crop, which made the farmer vulnerable.' 'Crops were lost to pests such as the boll weevil.' 'The US had placed tariffs on imports.' 'Native Americans suffered from poor education and ill health.' 'Immigrants often found it hard to find jobs.' 'Many people were unemployed.'</p>	2–3

Question	Answer	Marks
15(b)	Level 1 General answer lacking specific contextual knowledge e.g. 'There were many people who did not benefit from the boom and had a really hard time.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
15(c)	‘Government policies were the main reason why the American economy boomed during the 1920s.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The boom was mainly due to government policies. The Republican governments of the 1920s had policies that helped industry such as low taxes and high tariffs. Low taxes meant companies could invest more money and expand, while high tariffs protected American industry from foreign competition. Republicans believed that government should not regulate industry but that it should be allowed to develop as it wanted. This meant there was little regulation or government intervention. All this helped industry and business boom.’ OR e.g. ‘One important reason why the economy boomed was the development of the motor car industry. Much of America’s success was based on this. By 1929, one American in five owned a car. This was a massive increase. The car factories employed half a million workers and they had money to spend. The increase in the number of cars also led to the building of roads, hotels and petrol stations as well as to the development of industries such as glass, steel and leather. People also took more holidays. All this led to more jobs and to people spending money which stimulated the economy and led to the boom.’	4–6

Question	Answer	Marks
15(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Mass production made many goods cheaper.’ ‘Lower taxes gave people more money to spend.’ ‘Lower taxes gave companies more money to invest.’ ‘There were high tariffs.’ ‘The policy of laissez-faire helped.’ ‘Little government regulation left businesses free to expand as they wanted.’ ‘The development of the car industry benefited the whole economy.’ ‘Communications improved.’ ‘It was due to the development of new materials and products such as Bakelite.’ ‘New machinery helped the building industry.’ ‘Advertising led to people spending more.’ ‘Hire purchase allowed people to buy goods they could not afford outright.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Many economic factors combined to produce the boom.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
16(a)	Describe how the Agricultural Adjustment Administration (AAA) benefited farmers.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It made sure that prices for agricultural produce did not fall.' 'It compensated farmers for their lost production.' 'Cotton farmers were instructed to plough their crop back into the ground to stop prices falling.' 'The government bought millions of piglets for slaughtering to keep prices up.' 'It reached agreements with farmers to reduce future production to stop prices getting too low.' 'It paid farmers to take part of their land out of cultivation and reduce their livestock.' 'As a result of its actions, prices rose and farmers' income doubled in the 1930s.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(b)	Why did Roosevelt introduce the Second New Deal?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Roosevelt introduced the Second New Deal because he realised that the poor needed more help. In rural areas farm labourers, sharecroppers and tenant farmers were struggling. Many had lost their land or their jobs because of the AAA which had reduced production and the amount of land farmed. As part of the Second New Deal, the FSA gave loans to sharecroppers and tenant farmers so they could buy their own land, and also set up labour camps to give migrant farm workers better living conditions.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Many ordinary people still faced immense problems.’ ‘Unemployment was still very high.’ ‘The rural poor had not been helped by the First New Deal.’ ‘There were still many workers being paid very low wages.’ ‘Poor workers needed the protection of unions.’ ‘Companies were using violence to stop strikes.’ ‘It was introduced to make it easier for workers to join unions and so improve their wages and conditions.’ ‘There were many old, unemployed and sick people suffering badly.’ ‘Tenant farmers and share croppers had been forced off their land.’ ‘Agricultural labourers had lost their jobs.’ ‘Critics like Huey Long had said that the New Deal was not helping the very poor.’ ‘The Supreme Court was challenging parts of the New Deal.’ ‘There was a presidential election in 1936.’</p>	2–3

Question	Answer	Marks
16(b)	Level 1 General answer lacking specific contextual knowledge e.g. 'He did this because not all the problems had been solved.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(c)	'It is surprising that there was opposition to the New Deal.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'I think it is surprising that there was so much opposition. After the Wall Street Crash and during the Depression, millions of people were unemployed. They lost their homes and they were starving. Farmers lost their farms. Hoover's government did little to help people. This means you would think everyone would have supported Roosevelt's efforts to help people. Millions of people were found jobs, farmers were helped and the poor were helped with unemployment benefit and the old with pensions. It is surprising that there was opposition to any of this because these people badly needed the help.' OR e.g. 'The opposition from Republicans was not surprising. They believed in the government intervening as little as possible and they thought that people should look after themselves and their families without government help. They also wanted low taxes. The New Deal went against all this. Republicans claimed that Roosevelt was moving America towards socialism and that the New Deal would destroy the freedom and free enterprise that allowed businesses to prosper. They were worried that the New Deal was interfering by reducing production on farms to keep prices up, and by creating jobs artificially through schemes like the PWA. These measures also involved putting taxes up. It is not surprising that the Republicans were opposed.'	4–6

Question	Answer	Marks
16(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The old, sick and disabled desperately needed help.’ ‘People gained employment.’ ‘Public works were created.’ ‘Workers had more rights.’ ‘The New Deal prevented the banking system from collapsing.’ ‘Many farmers were helped because prices were stopped from falling.’ ‘The American economy gradually recovered.’ ‘The New Deal was producing a fairer society.’ ‘The New Deal did little for black Americans.’ ‘Republicans were bound to oppose it because they thought people should not be helped by government.’ ‘Republicans believed in laissez faire in economic affairs.’ ‘Republicans opposed government intervention.’ ‘Republicans thought it was an attack by the government on their traditional freedoms.’ ‘Many resented paying the higher taxes to fund the New Deal.’ ‘Some claimed it was taking America towards socialism.’ ‘The Supreme Court found parts of the New Deal unconstitutional.’ ‘Huey Long criticised it for not doing enough to help the poor like the old, sick and unemployed.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It is surprising because the New Deal did many good things.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
17(a)	Describe how communes were meant to contribute to China's industrial production.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Communes gathered together large work forces.' 'People on communes were controlled by communist officials and so could be set to work on any industrial projects the communist officials wanted.' 'In the 'backyard' production plants, furnaces produced steel.' 'At first production of iron and steel increased.' 'People on communes mined coal and iron ore.' 'Communes were given targets for industrial production.' 'Communes gave Mao a huge workforce for industrial production.' 'Suddenly millions of people were involved in producing steel.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
17(b)	Why did Mao think that social reforms were needed in China in the 1950s?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Mao introduced social reforms like those in education. He focused on providing basic education for peasants. His main aim was to improve literacy rates and so there was a nationwide literacy drive. Mao did this because he wanted Chinese workers to be able to read and write so that they could operate basic machinery and contribute to China’s industrial development. He realised that China could not develop economically without a literate work force.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Chinese medicine was primitive, using traditional methods.’ ‘Mao wanted to reduce illness.’ ‘Mao wanted to increase the number of doctors in rural areas.’ ‘Mao wanted all people to have a basic standard of literacy.’ ‘He started a national literacy drive so workers could use machinery.’ ‘Mao wanted to improve the lives of women.’ ‘Mao needed women to become skilled workers.’ ‘China was very backward in many ways.’ ‘Mao wanted to turn China into a modern industrial state.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Mao wanted to change Chinese society.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
17(c)	'Mao's agricultural policies were successful.' How far do you agree with this statement? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I think some of his policies were a success. Before Mao came to power, agriculture was dominated by wealthy landlords. The peasants lived and worked in terrible conditions, were poor and were often mistreated. The landlords often charged them extortionate rents. Mao's policies improved the situation for the peasants. The land was redistributed to them. This carried out communist principles and rewarded the peasants for supporting the communists in the Civil War, and made sure they would support the communists in the future.'</p> <p>OR</p> <p>e.g. 'One of his policies was to introduce communes. These were not a great success. The Chinese government officials tried to make the peasants use the same methods everywhere and this did not work because of different local conditions. Also, the peasants no longer benefited from working hard and so they did less work and produced less. The fall in food production led to a terrible famine in which millions died.'</p>	4–6

Question	Answer	Marks
17(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Land was redistributed to the peasants.’ ‘Mao’s popularity increased.’ ‘He got rid of the harsh and cruel landlords.’ ‘The use of Mutual Aid Teams got farmers working together.’ ‘All peasants were encouraged to join cooperatives.’ ‘The redistribution of land did little to increase the production of food.’ ‘Communes gave Mao control over the peasants.’ ‘The communes led to a bad famine.’ ‘The communes did not increase agricultural production.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘His policies did benefit a lot of people.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
18(a)	What were Deng Xiaoping's Four Modernisations?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'These were goals set by Deng to modernise China.' 'Their intention was to turn China into a modern consumer society.' 'They rejected 'the iron rice bowl' where everyone was paid the same. Now you would be paid more if you produced more.' 'Modernisation of agriculture.' 'Modernisation of industry.' 'Modernisation of national defence.' 'Modernisation of science and technology.' 'To rejuvenate China's economy.' 'To turn China into a producing society.' 'The modernisation of science and technology was the key to transforming industry and the economy.' 'Their aim was to make China a great economic power by the early 21st century.' 'They involved export-led growth.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(b)	Why did Mao introduce the Hundred Flowers campaign?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Mao launched this campaign because he saw it as a way of strengthening socialism in China. He believed that if people were given a chance to criticise the communist system it would create new and better ideas that would improve the system in China. He wanted the criticisms to be constructive and aimed at making socialism better rather than destructive criticisms by people who hated communism.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘To allow greater freedom of thought and speech.’ ‘To encourage criticism of the direction of the revolution.’ ‘To encourage people to speak out against the excesses they saw in China.’ ‘Mao wanted open public discussion of China’s problems and how the country was run.’ ‘Mao wanted to keep the Communist Party in close touch with the Chinese people.’ ‘Mao was worried that Party officials were becoming superior and even corrupt.’ ‘Mao thought that criticism would make communism stronger.’ ‘Mao wanted discussion groups to criticise the Party.’ ‘Mao thought it would promote socialism.’ ‘To promote new forms of art and new cultural institutions.’ ‘It was a way of trying to deal with dissent in China.’ ‘He launched it to find out where the enemies of the regime were.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘He did this because he wanted to make China better and stronger.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(c)	'The Cultural Revolution was a mistake.' How far do you agree with this statement? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Cultural Revolution was a disaster. This is because it got out of control. The Red Guards took the law into their own hands and ransacked people's homes looking for anti-communist materials. Churches were destroyed and books were burned. Street battles broke out with workers often fighting the Red Guards. Those identified as enemies of the state were subjected to all sorts of punishments, such as beatings, torture and imprisonment. Their property was seized and they were denied medical attention. By 1967, law and order had broken down completely and China was close to a civil war.'</p> <p>OR</p> <p>e.g. 'The Cultural Revolution did have some positive aspects. Many health workers were deployed to the countryside where they worked as 'barefoot doctors'. Health care centres were established in rural areas for the first time and this led to an improvement in rural people's health and life expectancy.'</p>	4–6

Question	Answer	Marks
18(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Mao wanted to fire up the revolutionary spirit of the Chinese people.’ ‘Mao wanted to stop Party officials becoming too conservative.’ ‘Mao wanted to deal with the urban middle classes who were becoming too rich.’ ‘Mao wanted to get rid of bourgeois elements from government and the Party.’ ‘Red Guards were sent out to seek out those who were not true communists.’ ‘Schools and universities were shut down.’ ‘Academic standards were lowered by schools being closed.’ ‘The skills needed for China’s businesses and industry were not taught.’ ‘Chinese art and culture suffered badly.’ ‘Historical sites and museums were destroyed.’ ‘The Cultural Revolution led to a fall in industrial production.’ ‘It made Deng’s reforms possible.’ ‘It improved health care in the countryside.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Cultural Revolution was a mistake because it did so much damage.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
19(a)	Describe how gold mining contributed to the South African economy before 1945.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It provided thousands of South Africans with jobs.' 'It became the country's major export.' 'In the 1930s, the price of gold rose and this led to the rapid growth of the South African economy in the 1930s and 1940s.' 'It attracted a lot of investment from overseas.' 'It attracted many workers from other countries such as Mozambique.' 'The economic value of South Africa grew because of gold mining.' 'Money from gold exports was used to buy materials and machinery needed to help other industries in South Africa.' 'It was described as 'the flywheel' of the country's expansion.' 'The wages paid to black workers in the industry set the standard for black workers generally and had the effect of keeping their wages low.' 'Black South Africans moved to mining areas for jobs and townships like Sophiatown developed.' 'It helped stimulate other sectors of the economy such as the production of explosives.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
19(b)	Why did black South Africans have fewer rights than white South Africans by 1940?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The pass laws made sure that black men had fewer rights. In 1923, urban areas were declared as ‘white’ and required black men in cities and towns to carry permits at all times. Anyone without a pass was arrested and sent to a rural area. These laws were strictly enforced and ensured that black people had fewer rights.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The development of new Afrikaner nationalism in the 1930s.’ ‘The Mines and Works Act of 1911 established an employment colour bar.’ ‘Black people were banned from more skilled jobs monopolised by whites.’ ‘The Land Act of 1913 prevented black South Africans from owning any land outside their reserves.’ ‘The 1937 Native Laws Amendment Act set limits on the numbers of black people allowed to live in an urban area at any one time.’ ‘White South Africans believed that black South Africans should only come to towns if their labour was needed.’ ‘Most white South Africans believed the races should live apart.’ ‘In 1936 the black South Africans of Cape Province lost the right to vote alongside white South Africans in elections.’ ‘The influence of the Broederbond.’ ‘The migrant labour system.’ ‘Many Afrikaners thought they had the right to rule over black South Africans.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They had fewer rights because of the laws passed at the time.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
19(c)	How far was the victory of the National Party in the 1948 election a surprise? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I think it was a surprise. Smuts the Prime Minister was famous and respected all round the world. He had guided South Africa through two world wars and had been Prime Minister for a long time. He had just had a very successful tour across the country with the British royal family. It was also true that the National Party had never won an election. It was therefore very surprising that Smuts' United Party was defeated.'</p> <p>OR</p> <p>e.g. 'It was not really a surprise. Large numbers of black people had been moving into the cities and the shanty towns were growing. This worried white people. Black people were striking and demonstrating and many white people saw them as a threat. Two reports were produced about the issue. Smuts supported the Fagan Report which said that cities needed black labour and that they could not be made to return to the reserves. The National Party supported the Sauer Report which supported apartheid. The voters supported the latter. This meant it was not a surprise when the Nationalists won.'</p>	4–6

Question	Answer	Marks
19(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The Nationalists had never won an election.’ ‘Smuts was Prime Minister and was internationally famous.’ ‘Smuts had steered South Africa through two world wars.’ ‘Smuts was old and out of touch with the new ideas of Afrikaners.’ ‘Smuts had lost the support of the Indian community.’ ‘Smuts had stopped the Indian community buying land in white areas.’ ‘There were economic difficulties.’ ‘Smuts accepted the Fagan Report.’ ‘The Nationalists supported apartheid and separate development which were popular with Afrikaners.’ ‘Smuts thought total segregation could never work.’ ‘Smuts thought black labour was needed in towns.’ ‘Afrikaners were frightened by more and more black people moving to towns.’ ‘The Nationalists were well organised with a clear set of ideas.’ ‘Smuts gave the impression of not knowing what to do.’ ‘The Nationalists won in the rural areas where fewer votes were needed to win.’ ‘Malan did a deal with the Afrikaner Party.’ ‘Black strikes and demonstrations worried the whites.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was not a surprise. Most people thought it would win because of the situation in South Africa.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
20(a)	Describe the part played by Chief Buthelezi in the 1994 general election.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'He led the Inkatha Freedom Party.' 'He came third in the election with 10% of the votes.' 'His party helped form a Government of National Unity with the National Party and the ANC.' 'He opposed a one-party state under the ANC.' 'At first he refused to register the party for the election.' 'Buthelezi was persuaded by Mandela to take part in the election.' 'He wanted to stop the election.' 'He won the majority of votes in KwaZulu-Natal.' 'He campaigned for an autonomous Zulu king.' 'He campaigned for equal opportunities for all, a free economy and getting rid of corruption.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
20(b)	Why did P W Botha's reforms of 1979 to 1989 fail to satisfy black South Africans?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Botha's reforms were not to help black South Africans but were to give businesses what they wanted. Black people were allowed to move to townships to provide business with more labour. More money was put into black education so that they could provide the skilled labour that business wanted. These reforms may have benefited black South Africans a little but they knew they were only being introduced to help industry and business which were complaining they did not have enough skilled workers.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'His reforms were simply to please business leaders to give them a workforce.' 'His reforms were to give the rest of the world the impression reforms were taking place.' 'The reforms were minor and apartheid still existed.' 'More money was spent on black education but a united education system was not set up.' 'Despite more money, black education remained underfunded.' 'There was a shortage of housing in the cities.' 'Squatter camps with terrible conditions grew in the cities.' 'Some groups such as Indians were to elect their own parliament but not black people.' 'The Group Areas Act remained and forced removals continued.' 'The security police remained as brutal as ever.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'His reforms did not satisfy them because they did not go far enough.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
20(c)	‘By 1990 de Klerk had no choice but to end minority rule.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘De Klerk really had no choice because when he became President in 1989 the situation in South Africa was desperate. A state of emergency had been introduced because of the unrest with the police given sweeping powers. There was even violence between different black groups and necklace killings. By 1989 South Africa was in chaos and almost ungovernable. The government had lost control of the townships where people’s courts were taking over and black people were running their own schools. In this situation de Klerk had to do something.’ OR e.g. ‘Although the situation at the end of the 1980s was bad, de Klerk did not have to end minority rule. First of all, the police and the army were still powerful and the ANC could not defeat them. There was also support for no reform from white South Africans who did not want majority rule, as well as from more extreme groups such as the Weerstandsbeweging who threatened to fight if he passed reforms. The ANC was not a mass membership organisation in South Africa and was not that powerful and there were some black leaders like Buthelezi ready to work with him. It is possible de Klerk could have passed reforms that did not go as far as ending minority rule.’	4–6

Question	Answer	Marks
20(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>‘There was the elections boycott campaign.’ ‘There was the Vaal Triangle uprising.’ ‘South Africa was facing a financial crisis.’ ‘Foreign businesses like Barclays left the country.’ ‘The police and army were still powerful.’ ‘The South African economy was in a terrible state.’ ‘The country was in chaos with strikes and demonstrations.’ ‘Black leaders such as Buthelezi who would have agreed to something less than minority rule.’ ‘International pressure was enormous.’ ‘There were white parties and leaders who would have supported making no concessions.’ ‘The National Party was losing support to more right-wing parties.’ ‘The ANC was ready to talk.’ ‘Mandela was someone with whom he could work.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The situation by that time was so bad that de Klerk had to do something.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
21(a)	What was the UNO partition plan?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It was an attempt to decide what to do with Palestine after the Second World War.' 'It was a plan for Palestine after the British handed back the mandate.' 'The partition of Palestine into two states, one Jewish and one Arab.' 'There would be economic union between the two states.' 'It gave just over half the area to the Jews when they only formed one-third of the population.' 'Jerusalem would be an international zone run by the UN as a holy city for Jews, Muslims and Christians.' 'It was a plan that led to the Jews declaring the state of Israel.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
21(b)	Why did the Irgun and the Stern Gang conduct a campaign of violence in Palestine in 1944–48?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The British government rejected the Biltmore recommendations that Palestine should be a Jewish state and instead announced that Palestine should be an independent state that was neither officially Jewish nor Arab. This led Jewish extremist groups to use violence against the British in Palestine. This included blowing up the King David Hotel. They were fighting to drive the British out so that they could turn Palestine into a Jewish state.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘To force the British out of Palestine.’ ‘The British had rejected the Biltmore recommendations.’ ‘To grab territory to set up a Jewish state when the Arabs rejected the UN plan.’ ‘To grab as much territory as possible for a Jewish state before the UN changed its mind.’ ‘They wanted to drive Palestinians out of Palestine.’ ‘To prevent the proposed Jewish state having an Arab majority.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They did this to force the rest of the world to give them what they wanted.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
21(c)	'Israel won the war of 1948–9 because the Arab nations were divided.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Divisions between the Arabs were a real problem. They were more interested in what was good for their own country than in helping the Palestinians. The kings of Jordan and Egypt both wanted to be seen as the leader of the Arab world and could not agree on tactics. King Abdullah of Jordan's army was the strongest army on the Arab side, but he only let it fight in the West Bank which he wanted for Jordan. He had no intention of creating a Palestinian state as he was against Palestinian nationalism. He was playing a double game and was in touch with the Israelis. He also disagreed with the original Arab plan which he thought would only benefit Syria. Divisions between the Arabs and the fact that each country was only looking after its own interests were major weaknesses throughout the war.' OR e.g. 'One of the main reasons Israel won was the strength of the Israeli forces. It was well equipped because Ben Gurion had been secretly building up its arms since 1946. Czechoslovakia supplied enormous amounts of arms as well as fighter aircraft and in other countries, such as the USA and Europe, Israeli agents bought planes and modern equipment. It ended up with a far superior air force. The Haganah had been an organised force since the 1920s and was well trained. Some Israelis had military experience from fighting in the British Army in WW2.'	4–6

Question	Answer	Marks
21(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘There was constant friction between Egypt and Jordan.’ ‘Many Israelis had experience of fighting in the Second World War.’ ‘The Israeli army was better armed than the Arab forces.’ ‘Israel had total air superiority.’ ‘Israeli military leadership was far superior to that of the Arab nations.’ ‘The Israelis were fighting for their survival.’ ‘The Israelis had a desire to protect what they had been fighting for since 1945.’ ‘The Israelis’ morale was boosted by the support of the USA.’ ‘The Israelis had financial support provided by Jews in Europe and the USA.’ ‘The Arab military forces were inexperienced and poorly led.’ ‘Arab leaders did not trust King Abdullah, their supreme commander.’ ‘King Abdullah had his own aims that were not always the same as those of the other Arab leaders.’ ‘Both King Abdullah and King Farouk wanted to be seen as the leader of the Arab world.’ ‘Arab lines of communication were stretched, causing problems with supplies.’ ‘Syria and Lebanon did little fighting and provided a small number of troops.’ ‘The Palestinians and the Arab countries did not always agree.’ ‘The Israelis were able to increase the size and power of their army during the first truce in June.’ ‘The Israelis introduced conscription.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Arab countries’ efforts to defeat Israel were half-hearted.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
22(a)	Describe the actions of Palestinian terrorists in the 1970s.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The PLO tried to assassinate King Hussein of Jordan.’ ‘In 1970 the PFLP hijacked three planes at Dawson’s Fields.’ ‘In 1971 Black September assassinated the Jordanian Prime Minister.’ ‘They were involved in the Lebanese Civil War.’ ‘The Munich Olympics massacre of 1972.’ ‘The Savoy Hotel attack in Israel.’ ‘The Entebbe hijacking.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(b)	Why were there so many Palestinian refugees by 1970?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The biggest cause of Palestinian refugees was the 1948 war between Israel and the Arab states and Palestinians. Over 700 000 fled or were expelled from their homes. Some Arab villages were burnt down by Israelis making others flee in fear. Some claim that the Israelis made them leave because they wanted a pure Jewish state. Others claim that some left because they did not want to live with Jews or because they thought the Arabs would win and they would soon return.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘During the 1948 war, over 700 000 Palestine Arabs fled from what became Israel.’ ‘The Israelis were burning Palestinian villages.’ ‘There were so many refugees because of the Israeli victory in 1948.’ ‘This is because the Arabs refused to accept the 1947 UN resolution giving them an independent state.’ ‘They were expelled by the Israelis in 1948.’ ‘They were encouraged to leave to make way for invading Arab armies.’ ‘They were expelled or fled during the Six-Day War.’ ‘Arab states have denied them citizenship.’ ‘After the Six-Day War, the whole of historical Palestine came under Israeli rule.’ ‘In 1967 many fled to the East Bank of the Jordan.’ ‘They had not been resettled by Arab countries.’ ‘After the 1948 war, Israel refused to let the refugees return home.’ ‘Arab states did not want to solve the refugee problem. They wanted to keep it as a weapon against Israel.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘This was because they had lost their homes and had nowhere to go.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(c)	'The Arab states gave little support to the Palestinian cause.' How far do you agree with this statement? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Arab states have given little support to the Palestinian cause. One example of this is the way in which they have treated the refugees. There are many Palestinian refugees living in Arab countries but many have remained in squalid camps. They also remain stateless because the Arab countries will not give them citizenship. The Arab countries claim that the only solution to the refugee problem is for Israel to let the Palestinians have their own state. Some Arab countries want to keep the refugees as a way of keeping the pressure on Israel.'</p> <p>OR</p> <p>e.g. 'There have been times when Arab states have supported the Palestinian cause. For example, when the PLO and Jordan were in conflict in 1970, they tried to negotiate a peaceful settlement. Several of the Arab countries sympathised with Arafat. In 1974 the Arab League agreed to admit the PLO to full membership. Overall, Arab countries have supported Arafat when he was being pressurised by Israel. Some helped the PLO recover in the 1980s.'</p>	4–6

Question	Answer	Marks
22(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Arab states have done little because the existence of the refugees is useful for them as a weapon against Israel.’ ‘They have generally refused to give the refugees citizenship.’ ‘After the Gulf War, Kuwait expelled many Palestinians.’ ‘Countries like Saudi Arabia have refused to give them jobs.’ ‘In Lebanon the refugees are not allowed to own property.’ ‘In Lebanon refugees have limited access to jobs.’ ‘Many Arab countries have refused to give the refugees basic human rights.’ ‘In 1971 Jordan expelled Arafat and the PLO.’ ‘In the 1980s the PLO received financial assistance from Iraq, Libya and Saudi Arabia. This helped the PLO recover and enabled the PLO to conduct the first Intifada in 1987.’ ‘Some rich Arab states have been indifferent and could have supported the Palestinians with much more money.’ ‘In 1974 the PLO was admitted into the Arab League as a full member.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Arab states have not always supported the Palestinians as much as they wanted.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0



HISTORY

0470/12

Paper 1

May/June 2019

MARK SCHEME

Maximum Mark: 60

Published

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

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

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

PUBLISHED**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.

GENERAL INSTRUCTIONS**Applying the Mark Scheme**

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

Assessment Objectives

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

Question	Answer	Marks
1(a)	Describe the events leading to the abdication of Louis Philippe.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Economic crisis in 1847 led to much unemployment, price rises and hardship.' 'Liberals turned against Louis Philippe and demanded the franchise to be extended.' 'The Reformists began to hold banquets where toasts were drunk to reform.' 'Banquets were held as a way of getting round the ban on political meetings.' 'The government banned the banquets.' 'Demonstrations and riots mainly against the unpopular chief minister Guizot.' 'Guizot resigned in February 1848.' 'The army shot dead fifty two people leading to barricades going up all over Paris.' 'The demonstrators marched on the royal palace and Louis Philippe abdicated and fled.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(b)	Why did Frederick William IV's refusal of the Imperial German crown matter?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'This was important because it showed how important the princes were and how weak parliaments, like the Frankfurt Parliament, were. Frederick William refused the crown because it was offered to him by a parliament and not by the princes. In his eyes this devalued the offer. He did not think the people had the right to make this offer. The only people that could do this were the princes. This shows that parliaments were not very important or powerful.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'It showed the powerlessness of the Frankfurt Parliament.' 'It caused the disintegration of the Frankfurt Parliament.' 'It showed that he did not want a crown offered to him by a parliament.' 'It showed the princes were more important than a parliament.' 'It really meant the defeat and end of the revolution.' 'It showed the power/importance of Prussia.' 'It showed revolution could not be brought about by parliamentary means.' 'It showed the weakness of nationalism, liberalism and democracy in Germany and that they could not achieve unification without power.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It mattered because Frederick William was very important at the time.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(c)	Which was more important in the 1848 revolutions, liberalism or nationalism? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The growth of liberalism was more significant in the revolutions. The middle classes wanted the freedom to vote, freedom of speech to express their views and freedom of the press. Many in Austria were particularly unhappy with Metternich's repressive way of governing, while in Prussia Frederick William encouraged liberalism by hinting that the country could have a constitution. The Frankfurt Parliament wanted a constitution with a parliament elected by secret ballot and the emperor a constitutional monarch. This shows how important liberal ideas were.'</p> <p>OR</p> <p>e.g. 'There was growing nationalism in Germany with a growing sense of German identity, especially among the middle classes. People felt that Germany could never be strong unless it was unified. The importance of nationalism can be seen with the formation of the Frankfurt Parliament. This had representatives from different German states and called for the creation of a German constitution for a united Germany. This shows how central nationalism was to the revolution.'</p>	4–6

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.' 'People wanted the right to vote and freedom of speech.' 'People were fed up with Metternich's repressive way of governing.' 'Nationalism had been growing since 1815.' 'Frederick William encouraged liberal ideas.' 'In Prussia the National Assembly drew up a constitution that gave men over 30 the vote and set up a parliament.' 'The Frankfurt Parliament called for a unified Germany.' 'The Frankfurt Parliament called for a constitutional Germany with an elected parliament.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Many people wanted more freedom, so liberalism was more important.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
2(a)	What was the North German Confederation?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It was formed in 1867.' 'It lasted for three years.' 'It came about after Prussia's defeat of Austria and the dissolution of the German Confederation.' 'It was a move towards German unification under Prussian leadership.' 'It was an organisation consisting of Prussia and many North German states.' 'It had a parliament and a president which was a hereditary office of the Prussian crown.' 'It was dominated by Prussia.' 'It agreed moves towards German unification including free movement of people within the Confederation.' 'It introduced a common postal system and common passports.' 'Member states included Prussia, Saxony, and Hesse.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(b)	Why was Austrian influence in Germany restored by 1850?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Austrian influence was restored because its idea of re-establishing the German Confederation won over the Prussian idea of a confederation of North German states. In May 1850 the Confederation was reconvened by Austria in Frankfurt and all the German states, except for Prussia and a few states supporting it, attended. This was a great victory for Austria as Prussia agreed to drop its idea of the Erfurt Union in the Agreement of Olmütz in 1850. Austria was now the leader of the Confederation.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Attempts by Prussia to gain the leadership of German states backfired.' 'Frederick William withdrew his support for a union of states under Prussian leadership.' 'The fear of revolution in Austria had receded, allowing it to take an interest in Germany again.' 'Austria suggested the re-establishment of the German Confederation.' 'The Elector of Hesse-Cassel asked for help from the Confederation.' 'At a meeting in Olmütz in 1850 it was agreed to dissolve the Erfurt Union which had been Prussia's idea.' 'It was agreed to re-establish the Confederation as Austria had suggested.' 'This was a humiliation for Prussia.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Austria managed to regain the position of the leading country in Germany.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(c)	'The most important reason for the achievement of German unification was Bismarck's opportunism.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Bismarck was an opportunist and used situations as they arose. A good example of this is how he dealt with Austria which was Prussia's rival to lead Germany. There was always the potential for disagreement between Austria and Prussia over the duchies of Schleswig and Holstein and Bismarck used this to provoke Austria into a war. By defeating Austria, Prussia was the only possible leader of Germany.' OR e.g. 'I do not think that unification was because of Bismarck's opportunism. I think that German unification would have happened anyway. This was because Prussia was by far the strongest country in Germany economically and this made it the leader politically. Germany was also being united economically through the Zollverein and through rail and road networks. This economic union inevitably led to a political union and Prussia was the only country that could lead this.'	4–6

Question	Answer	Marks
2(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘German nationalism.’ ‘German liberalism.’ ‘It was achieved by the use of force.’ ‘It was achieved by defeating the Austrians.’ ‘It was achieved by defeating the French.’ ‘It was achieved because of the war with Denmark.’ ‘It was achieved because of the strength of the Prussian army.’ ‘It was achieved because Bismarck manipulated the crisis over Schleswig Holstein.’ ‘German unification was only possible because of Prussia’s economic strength.’ ‘Bismarck made the most of the mistakes of others like those by the French over the Hohenzollern candidature.’ ‘Bismarck used opportunities such as over the Ems telegram.’ ‘Bismarck used the situation at the time to draw the French into war.’ ‘Bismarck used the situation over Holstein to manufacture a war with Austria.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘German unification was achieved because so many people wanted it.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
3(a)	What happened when Missouri applied to join the Union?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Missouri was a slave state.' 'It applied to join in 1817.' 'An anti-slavery amendment was added to the conditions of membership.' 'This amendment banned the introduction of more slaves into Missouri.' 'The amendment said that existing slaves would be freed when they were 25.' 'The Senate was divided over the admission of Missouri as a slave state.' 'Southerners argued that the federal government could not interfere over slavery.' 'Northerners argued that Missouri should be a free state.' 'Its application was linked with that of Maine.' 'The Senate and the House were divided over the compromise.' 'The issue was important because of how it would affect the balance of free and slave states in the House and the Senate.' 'A compromise was proposed that excluded slavery from the Louisiana Territory, except within Missouri.' 'Henry Clay suggested a second compromise that was accepted.' 'Clay's compromise was accepted and Missouri was accepted into the Union as a slave state.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(b)	Why was the ‘underground railroad’ important?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The underground railroad was important because it led to over 100 000 slaves escaping from slavery in the southern states. This made relations between slave and free states worse. The railroad annoyed the slave owners who claimed the free states were interfering with their property by helping slaves to be free. The slave owners insisted on a more extreme Fugitive Slave Law in 1850. This said that law officials had to arrest anyone suspected of being a runaway slave. This was unpopular with many people in northern states who felt they were being made to support slavery.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘It was a network of secret routes for slaves to escape to free states.’ ‘It was made up of safe houses where escaping slaves would be safe as they were fleeing from slavery.’ ‘It annoyed slave owners.’ ‘It led to thousands of slaves escaping to freedom.’ ‘It made relations between free and slave states worse.’ ‘To keep it secret, no one knew the whole network.’ ‘It led to the Compromise of 1850.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The underground railroad was important to many black Americans at the time.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(c)	'How far were the divisions between North and South healed by 1877? Explain your answer.'	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'In many ways the divisions were not healed. The discrimination against black Americans that was to last for decades was set during this period. A main failure was that land was not redistributed, meaning that ex-slaves had no economic independence. White Southerners soon re-established their control over black Americans through violence and intimidation. For black Americans, segregation laws were introduced in the South and many black Americans were disenfranchised. This kept the divisions between the North and the South. The South also remained a poverty-stricken backwater with little industry, and the fact that the Democrats continued to dominate the South kept the two parts of the US divided.'</p> <p>OR</p> <p>e.g. 'The divisions were healed. Southern states had repealed secession. This was partly due to the generosity of the North after the Civil War. Most Southerner politicians and generals were pardoned and white Southerners and Democrats quickly regained control in the South. This lessened any bitterness from the South. The Union had been preserved and most white Southerners committed themselves to the Union. Southern states accepted the 14th Amendment and when President Hayes ended reconstruction, relations between North and South got better.'</p>	4–6

Question	Answer	Marks
3(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Southerners were treated leniently after the war which helped.' 'Southerners accepted the Union.' 'The activities of carpetbaggers kept divisions strong.' 'Economic divisions – by 1877 the South was still poor with little industry.' 'Segregation and discrimination in the South meant North and South were still divided.' 'There was military rule in the South and martial law was very unpopular.' 'There were attacks on black Americans and Republicans in the South in the 1870s.' 'There was violence during the 1876 election.' 'Withdrawal of troops by Hayes meant the end of Reconstruction.' 'The formation and activities of the White League.' 'The depression in the South in 1873.' 'Activities of the Ku Klux Klan.' 'The South accepted the 14th Amendment.' 'Hayes tried to reunite the US by withdrawing troops.' 'The Democrats held on to the South which meant the divisions would remain.' 'The 1876 election divided the US. Southerners saw it as the stolen election.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I think that there were still many divisions left by 1877.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
4(a)	Describe the arms race before the First World War.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The building of battleships by Germany and Britain.’ ‘The German Naval Law of 1900 called for the doubling of German battleships.’ ‘In 1903 (1 mark) Britain started to form a North Sea fleet.’ ‘In 1906 Britain launched the Dreadnought.’ ‘There was a naval race.’ ‘Military spending by European powers increased greatly.’ ‘European countries increased the size of their armies.’ ‘European countries increased their armaments including artillery and machine guns.’ ‘Britain ended up with more Dreadnoughts than Germany.’ ‘The Germans widened the Kiel Canal to take large battleships.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(b)	Why were Britain and France concerned about Germany's involvement in Morocco?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'They were worried about this because Germany was trying to divide Britain and France. In 1905 the Kaiser visited Morocco and declared that Morocco should be independent from France. He was hoping that if France went to war then Britain would not support it and the Entente Cordiale would collapse. Britain did not want a war in Europe and so if Germany picked a war with France, the Entente with Britain would collapse. This was particularly worrying because Germany was getting stronger and Russia was occupied with Japan.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Germany was trying to turn France and Britain against each other.' 'German interference in Morocco could have led to war.' 'They were worried about a German naval base being established there.' 'Germany was using it as an excuse for war with France.' 'German influence in Morocco could have threatened trade routes.' 'Germany was trying to destroy the Entente Cordiale.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They were worried that Germany was becoming more aggressive.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(c)	'It was the Alliance System that turned the crisis of July 1914 into a European war.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'I think this is right. The agreements in the alliances meant that if an ally was attacked, then others in the alliance would help them. This was the case in the Dual Alliance between Germany and Austria and in the alliance between France and Russia. Britain had also promised to defend Belgian neutrality. This meant that when there was a crisis, as in July 1914, a dispute between two countries could drag in many others. This happened in July. Austria only took a firm stance with Serbia and forced it into war because it knew that Germany would support it (the blank cheque). When Russia supported Serbia, this brought France in because of its alliance with Russia. This is how the alliances led to war.' OR e.g. 'I disagree with this. I think the crisis turned into war because of the mistakes and misjudgements of the leaders at the time. Britain made the mistake of not making its position clear and this led to Germany's misjudgement that Britain would not intervene in a war. This led to Germany giving Austria the blank cheque which encouraged Austria to force a war with Serbia. Austria made the mistake of thinking it could have a quick war with Serbia before Russia could do anything. This gamble that war could be contained was a big mistake by German and Austrian leaders and turned the crisis into a European war.'	4–6

Question	Answer	Marks
4(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'It created two armed camps in Europe.' 'The Triple Alliance consisted of Germany, Austria and Italy.' 'The Triple Entente consisted of Britain, France and Russia.' 'In the Triple Entente, Britain was not bound to help Russia.' 'Russia was not allied with Serbia.' 'It was the arms race not the alliances that led to war.' 'It was decisions during the crisis by people like Emperor Franz Joseph of Austria that turned the crisis into war.' 'The crisis led to war because of misjudgements by leaders such as the Kaiser.' 'Germany thought that Britain would not get involved.' 'Austria gambled on Russia not getting involved.' 'Austria knew it had German support and so gambled.' 'Some of the alliances did not bind allies to defend each other.' 'The Russian decision to start mobilisation gave Serbia the confidence to reject Austrian demands.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was a big mistake because it brought war much closer.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
5(a)	Describe the work of the League of Nations' Slavery Commission.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It wanted to abolish slavery.' 'It tried to stop slave trading.' 'It got Ethiopia to agree to abolish slavery.' 'It worked with Liberia to abolish slavery.' 'It fought against forced prostitution.' 'It worked to abolish the trafficking of women and children.' 'It was successful in getting some countries to abolish slavery, e.g. Iraq and Nepal.' 'It reduced the death rate of workers on the Tanganyika railway.' 'It freed 200 000 slaves (1 mark) in Sierra Leone.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(b)	Why did Italy invade Abyssinia in 1935?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Italy invaded Abyssinia in October 1935. This was because the League had done little since the first incident at Wal Wal in December 1934. Abyssinia appealed to the League for help, especially because Italy was amassing troops on its border. The League finally reported that neither side was to blame and even suggested that Italy should be given a part of Abyssinia. All this showed Mussolini that if he invaded, the League would do nothing.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'To extend its empire/territory.' 'To avenge Adowa.' 'Because it was not yet under European control.' 'Italy had economic problems.' 'The dispute between Italian and Abyssinian soldiers at Wal Wal gave Mussolini an excuse.' 'Mussolini thought Britain and France had agreed he had a free hand there.' 'He thought he was civilising the Abyssinians.' 'Because it was clear the League was not going to do anything about Italian threats.' 'It was next to Italian colonies like Eritrea.' 'It wanted fertile land and minerals.' 'It would increase Mussolini's popularity in Italy.' 'Italy was disappointed it had not gained much land at the Treaty of Versailles.' 'It would link up Italian Somaliland and Eritrea.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It thought this was a good time for an invasion and that Italy would benefit.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(c)	How far were Britain and France responsible for the failure of the League of Nations? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I think Britain and France were mainly responsible. They had secretly put the Hoare-Laval Plan together which would have given Mussolini most of Abyssinia. This was instead of supporting action by the League and they seriously undermined the League. They then kept the Suez Canal open so Italy could still supply its armies. This undermined the League's sanctions. All this also showed Hitler that the League would do nothing and so he marched troops into the Rhineland. By their actions over Abyssinia, Britain and France had dealt a death blow to the League.'</p> <p>OR</p> <p>e.g. 'I do not think it was the fault of Britain and France. The League was not given enough power from the beginning. It had no army to enforce decisions and the USA was never a member. It also had to try and operate at a time when aggressive nationalist governments appeared in Japan, Italy and Germany. These regimes were militaristic and determined to enlarge their territories and there was little the League could have done about this even if Britain and France had been more determined.'</p>	4–6

Question	Answer	Marks
5(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Britain and France did not want the League to act over the invasion of Abyssinia.’ ‘They negotiated the Hoare-Laval Plan.’ ‘They kept the Suez Canal open during the Abyssinian crisis.’ ‘They looked after their own interests first before those of the League.’ ‘They were afraid to upset Mussolini.’ ‘Britain and France disagreed about how to react to German aggression.’ ‘Britain’s policy of appeasement.’ ‘The League had no army.’ ‘Powerful countries like the USA were not members of the League.’ ‘The League took too long to make decisions.’ ‘Economic sanctions were easily broken.’ ‘The Great Depression had brought extremist groups to power.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think they were both to blame because they did little to help the League.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
6(a)	Describe how Hitler’s policies between 1935 and 1938 broke the terms of the Treaty of Versailles.	4
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. ‘Germany re-armed .’ ‘Hitler created the Luftwaffe in 1935.’ ‘Hitler introduced conscription in 1935.’ ‘Hitler sent troops into the Rhineland in 1936.’ ‘Anschluss with Austria in 1938 .’ ‘The signing of the Anglo-German Naval Treaty in 1935.’	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(b)	Why did Germany become involved in the Spanish Civil War?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Germany became involved because Hitler’s real plans were to do with expansion in central and eastern Europe such as in Austria, Czechoslovakia, Poland and even Russia. However, he wanted to distract countries such as Britain from these plans and the Spanish Civil War was a good distraction. Hitler was not yet ready for a European war and so did not want to draw attention to what he planned in Europe.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘To fight against communism.’ ‘To try out his new armed forces.’ ‘Hitler sent planes and soldiers to help Franco.’ ‘Hitler wanted to distract other countries from his plans in central Europe.’ ‘Germany wanted a friendly government in Spain.’ ‘Franco was a Fascist.’ ‘Hitler wanted a Fascist ally.’ ‘To train his soldiers.’ ‘To draw Mussolini closer to him.’ ‘It strengthened German industry.’ ‘Hitler gained confidence after the re-militarisation of the Rhineland.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Germany did this to fight against its enemies and make itself stronger.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(c)	'The Nazi-Soviet Pact was responsible for war breaking out in Europe in 1939.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Nazi-Soviet Pact was mainly responsible. After Czechoslovakia, Hitler wanted to invade Poland but he was worried that Russia would intervene. This was why he signed the Pact with Stalin in August 1939. In it, the two countries agreed not to attack each other. They also secretly agreed to carve up Poland between them. This led to the Second World War because Hitler was now confident enough to invade Poland on 1 September 1939. However, Britain and France had agreed to defend Poland if attacked and so a few days later they declared war on Germany and the war started. Without the Pact, this might not have happened.' OR e.g. 'I do not think the Pact caused the war because I think it would have happened anyway, although it might have started on a different date and in a different way. Hitler was determined to win Lebensraum in eastern Europe and Russia, defeat communism and eventually to dominate the whole of Europe. He had been rearming massively and his intentions had been clear since he stated them in Mein Kampf. Every move he had made including Anschluss and Czechoslovakia was aimed at these goals. Without the Nazi-Soviet Pact it might have taken Hitler a little longer to act but a war was inevitable because of his aims.'	4–6

Question	Answer	Marks
6(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'It made Hitler confident enough to invade Poland.' 'It meant Hitler did not have to worry about Russia.' 'Germany and Russia agreed to divide Poland up between them.' 'Hitler's long term aim was to find living space in eastern Europe.' 'Hitler was determined to re-unite all Germans.' 'Hitler was determined to conquer Europe.' 'Hitler did not think Britain and France would intervene once Russia was not going to.' 'Britain and France were allied with Poland and had promised to support it.' 'British and French policy of appeasement.' 'The terms of the Treaty of Versailles were too harsh.' 'The League of Nations failed.' 'The effects of the Great Depression.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I think the Pact was the main cause of the war because it sparked off the fighting.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
7(a)	Describe the achievements of Lech Walesa in Poland.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Lech founded the Solidarity trade union movement in 1980.’ ‘He led Solidarity.’ ‘He led strikes in the Lenin Shipyard in 1980.’ ‘He helped bring about the Gdansk Agreement.’ ‘He helped bring about free elections in 1989.’ ‘He won the presidential elections of 1990.’ ‘He presided over Poland’s transition from communism to democracy.’ ‘He was President of Poland.’ ‘He was awarded the Nobel Peace Prize.’ ‘Lech brought media attention to his cause.’ ‘Membership of Solidarity grew rapidly and there were many supportive figures.’ ‘Lech managed to get the support of the Catholic Church.’ ‘He managed to get the 21 Demands and any examples.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(b)	Why did Gorbachev decide not to intervene when countries in Eastern Europe moved towards democracy in 1989?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Gorbachev realised that the Soviet Union had huge economic problems. His perestroika reforms were aimed at allowing some capitalism in the Soviet Union. He realised that in its present state the Soviet Union could not afford to send thousands of troops to support the communist regimes in Eastern Europe. Russian people were living in poverty while huge sums of money were being spent on the armed forces. This had to stop.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The Soviet Union had cut back its military spending.’ ‘In 1988 he declared that the Brezhnev Doctrine was no longer Soviet policy.’ ‘The Soviet Union had economic problems.’ ‘He believed that the system in Eastern Europe was unworkable.’ ‘Intervening would have caused a blood bath.’ ‘He believed it was up to the people of these countries to decide their own fate.’ ‘He did not think the regimes in these countries deserved to be saved.’ ‘Relations between East and West were improving.’ ‘Gorbachev had his own ideology of Glasnost and Perestroika.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘He realised that intervening would be a bad idea and would not help matters.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(c)	'The Soviet Union dealt well with threats to communist control of Eastern Europe in the period 1956 to 1968.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'I think it did this very well. In 1956 Khrushchev sent troops to Hungary to put down an uprising. This was very successful because the West was focusing on Suez at the time and Hungary was kept inside the Warsaw Pact. In 1968 when communist rule in Czechoslovakia was being threatened by Dubcek, Soviet troops were sent in again and the uprising was stopped. In both cases the Soviet Union had defended communist control in these countries and had kept them in the Warsaw Pact. This had been achieved without any intervention from the West.' OR e.g. 'I do not think this was done very well. In Hungary Khrushchev tried to deal with the trouble by appointing Nagy as a moderate leader but he went too far and threatened to take Hungary out of the Warsaw Pact. Khrushchev had to resort to sending troops in. You could say that the Soviet Union made the same mistake in Czechoslovakia. It let Dubcek introduce reforms but then decided he had gone too far and had to intervene with the military. In both cases, having to use the army in the end had not solved the problem of the unpopularity and failure of communist regimes in Eastern Europe. It merely solved the problem for the time being. More should have been done to introduce some reforms.'	4–6

Question	Answer	Marks
7(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'It successfully put down the Hungarian revolt of 1956.' 'In 1956 it sent troops to defeat the Hungarian uprising.' 'It stopped Hungary leaving the Warsaw Pact.' 'It put down the Prague Spring in Czechoslovakia.' 'It managed to deal with these problems without the West intervening.' 'Khrushchev allowed some reforms in Hungary but then had to change his mind.' 'The Berlin Wall stopped the movement of people from East to West.' 'The Soviet Union should have dealt with Dubcek more quickly.' 'Soviet military intervention made clear that communist regimes only managed to exist because of Soviet force.' 'The Soviet use of force did not solve the underlying problems of the communist regimes.' 'The regimes remained unpopular with many people in Eastern Europe.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I think it dealt with all this very well and was not defeated.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
8(a)	Describe the rule of the Shah of Iran.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The Shah encouraged westernisation.’ ‘He encouraged secularisation.’ ‘He lost the support of the Shi’a clergy.’ ‘He banned the Communist Party.’ ‘There was suppression of political dissent.’ ‘There were thousands of political prisoners.’ ‘His regime was supported by the USA and the UK.’ ‘There was rapid economic growth in the 1970s.’ ‘Jews were treated well.’ ‘There was increased school attendance.’ ‘He became more autocratic towards the end of his reign.’ ‘He abolished the two party system.’ ‘There was much corruption.’ ‘Demonstrations against his rule towards the end of his reign.’ ‘He empowered women.’ ‘He built up the military.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(b)	Why did the West get involved in the Iran-Iraq War?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'The USA got involved and gave limited support to Iraq. It did this because it was worried that if it won then Iran would dominate in the Gulf. It believed Iran had ambitions to take over the whole area. This was particularly worrying to the USA because of the nature of the regime in Iran, its relations with the Soviet Union and its hostility to Israel.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The West saw Iraq as a counterbalance to Iran.' 'To keep the supply of oil going.' 'The US wanted to protect Gulf states from the danger of Iranian expansion.' 'The US wanted to prevent a victory for either side.' 'They wanted to keep the balance of power in the region.' 'The West sold arms and chemical weapons to Iraq.' 'Fears that a prolonged war would put oil prices up.' 'The USA supported an embargo out of fears that the war would spread to other parts of the Gulf.' 'The US wanted to maintain free navigation and was worried about Iran's mining of international waters.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They got involved because they thought that this would be good for their countries.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(c)	Which was the more responsible for the outbreak of war in January 1991, Iraq or the USA? 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'I think Iraq was to blame. Saddam invaded Kuwait because of problems inside Iraq. There had been assassination attempts against him, Iraq had enormous economic problems and there was much unemployment. Saddam needed a great victory to improve his popularity. The invasion of Kuwait, which many Iraqis regarded as rightfully theirs, could have made him much more popular.' OR e.g. 'I think the US and its allies were to blame. If the US had made it clear from the beginning that it would not let Kuwait be invaded, then Saddam might not have invaded. In July 1990 April Glaspie, the US ambassador to Iraq, gave Saddam the impression that the US was not particularly interested in Kuwait. This made him think that if he invaded, the US would not act.'	4–6

Question	Answer	Marks
8(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Saddam started it because of problems in Iraq.' 'Saddam needed a great victory.' 'Iraq wanted to be the leader of the region.' 'The US ambassador gave the impression that the US was not bothered about Kuwait.' 'Iraq ignored UN resolutions telling it to withdraw.' 'Saddam ignored the deadline set for Iraq's withdrawal from Kuwait.' 'The US was determined to defeat Iraq.' 'The US saw it as an opportunity to increase its influence in the area.' 'Iraq launched missiles on Israel.' 'Iraq invaded Saudi Arabia and blew up Kuwaiti oil wells.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I think both sides provoked the other so they are both to blame.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
9(a)	Describe how the Belgians reacted to the German invasion.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'They reacted fiercely.' 'Belgium refused Germany free passage through their country.' 'They held the Germans up for a month.' 'They resisted the invasion.' 'Some civilians fled to the Netherlands, France and Britain.' 'They demolished bridges and railway lines.' 'There was passive resistance, for example, in factories.' 'There was underground resistance.' 'Liege resisted for two weeks thus holding up the German advance.' 'The forts around Namur put up strong resistance.' 'They delayed the Schlieffen Plan.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
9(b)	Why was the failure of the Schlieffen Plan important?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Its failure meant that Germany was not able to defeat France before Russia entered the war. This was the whole idea of the plan. To avoid a war on two fronts by going through Belgium, surprising the French, and defeating them. The failure of the Plan meant that the Germans had to fight on the Western Front and on the Eastern Front against Russia at the same time and this meant no quick victory for Germany.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Its failure led to stalemate.' 'Its failure stopped a quick German victory.' 'Its failure led to the trenches.' 'It meant that Germany had to fight on two fronts at once.' 'It meant the Germans did not take Paris.' 'It led to the 'race to the sea'.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Its failure was important because it meant that the German plans were not going to work.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
9(c)	'The British Expeditionary Force failed in 1914.' How far do you agree with this statement? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I do not think it failed. At the Battle of the Marne, the BEF, with the French, defeated the Germans and this stopped the German advance into France. This was crucial. The Germans retreated and this led to the race to the sea. This was a crucial defeat because it meant that Paris and France were saved and that German hopes of a quick victory were finished. This is why the BEF did not fail. The eventual victory in the war would not have been possible without the BEF victory at the Battle of the Marne.'</p> <p>OR</p> <p>e.g. 'I think the BEF was a failure. It was defeated in the Battle of Mons when it had to retreat. It retreated for two weeks over 250 miles and ended up just outside Paris. So for the first part of the war they were being driven back by the Germans and the Germans were able to advance almost to Paris. The eventual victory in the Battle of the Marne was only because of French reserves arriving.'</p>	4–6

Question	Answer	Marks
9(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'They inflicted heavy casualties on the Germans at Mons.' 'Although outnumbered, they held up the Germans in the Battle of Mons.' 'Mons was a moral victory for the BEF against overwhelming odds.' 'They counter-attacked in the Battle of the Marne.' 'They defeated the Germans at the Battle of the Marne.' 'They slowed down the German advance.' 'They prevented the Germans getting to Paris and conquering France.' 'It helped save Paris and keep France in the war.' 'They retreated at Mons.' 'They were defeated in the Battle of Le Cateau and retreated.' 'The BEF's forces were destroyed at the First Battle of Ypres.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I do not think they failed. I think what they did was very important to the war.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
10(a)	<p>What was the Ludendorff Offensive?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It started in March 1918 and continued until August.' 'It consisted of German troops from the Eastern Front.' 'It consisted of four major attacks.' 'It was at first successful.' 'Its aim was to draw Allied forces away from Flanders and push the BEF into the sea.' 'It started with enormous bombardments.' 'The Germans attacked at the Somme, made advances but lost 240 000 men.' 'It used creeping barrages and poison gas.' 'It led to mobile warfare.' 'By August, the Germans had 1 million casualties.' 'It was an attempt by the Germans to win before US troops arrived.' 'It was one last desperate gamble by the Germans to win the war.' 'The Germans overextended themselves.' 'It was a failure.'</p>	<p>4</p> <p>1–4</p>
	<p>Level 0 No evidence submitted or response does not address the question</p>	<p>0</p>

Question	Answer	Marks
10(b)	Why was there a revolution in Germany in 1918?	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 1918 Germany was in a terrible state. The Allied blockade had brought about food shortages, high prices and falling wages. In 1917 there had been the turnip winter when the potato crop had failed and people had to survive by eating turnips. There was malnourishment and starvation. By 1918 there were strikes and riots and something had to change.' 	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'War weariness.' 'The mutiny of sailors at Kiel and Wilhelmshaven set it off.' 'There were riots breaking out across Germany.' 'There was starvation and hardship in Germany.' 'The Russian Revolution made people want to overthrow the Kaiser.' 'The failure of the Ludendorff Offensive.' 'The Allies offered peace on condition that the Germans got rid of the Kaiser.' 	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'There was a revolution because people were fed up with how things were going and wanted a change.' 	1
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
10(c)	How important to the outcome of the war was American intervention? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I do not think it was the decisive factor. I think this was the failure of the Ludendorff Offensive in 1918. If this had succeeded then Germany would have won the war. It failed because the Germans left their defensive positions and turned the war into one of movement. However, the Allies had more men, tanks and aircraft for this kind of war. When the offensive failed the Allies launched a counter-attack and the Hindenburg Line was breached with the German army in full retreat. This is what decided the outcome of the war.'</p> <p>OR</p> <p>e.g. 'American intervention was crucial. As Germany was losing an enormous number of men, the Allies were getting stronger because of the arrival of US troops. By the end of the war over 1 million US troops had arrived. They were fresh and well equipped and were crucial as reinforcements. All of this gave the Allies an enormous psychological boost.'</p>	4–6

Question	Answer	Marks
10(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Arrival of US troops was a psychological boost to the Allies.' 'US intervention forced the Germans to launch the Ludendorff Offensive.' 'The arrival of US forces allowed the Allies to use their more experienced troops in the offensives against Germany.' 'The US helped in mining the North Sea and in the fight against U-boats.' 'Over one million Americans arrived and these were crucial reinforcements.' 'It meant that the Allies grew stronger while the Germans were losing enormous numbers of troops.' 'US troops played an important part in the Allied Hundred Day Offensive.' 'The US soldiers were not prepared for trench warfare and they had little impact.' 'At first, few US soldiers arrived.' 'It was the blockade of Germany that won the war for the Allies.' 'Germany collapsed because of its Home Front where there was starvation and exhaustion.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I think it was very important because without the Americans I do not think the Allies would have won the war.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
11(a)	<p>Describe how the SA contributed to the Nazi Party.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'They disrupted meetings of the Social Democrats and Communists.' 'They were Hitler's private army from 1921.' 'They were involved in the Munich Putsch.' 'In elections they intimidated other parties.' 'They led the struggle against the communists.' 'Their intimidation helped the passing of the Enabling Act.' 'It became a vast organisation with over two million members.' 'It beat up opponents.' 'It helped the Nazis rise to power by terrorising opponents.' 'They protected Hitler.' 'They created fear amongst the people.' 'They were thugs and used violence.' 'They were seen as a threat to Hitler.'</p>	<p>4</p> <p>1–4</p>
	<p>Level 0 No evidence submitted or response does not address the question</p>	<p>0</p>

Question	Answer	Marks
11(b)	Why was the Munich Putsch important for Hitler?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'It was important because of the trial. This gave Hitler a national platform. He spoke well and was able to put his views across. This was reported throughout Germany and even across the world. He got his points across about the 'rotten' Weimar system and by the end of the trial he was regarded as the most important leader of the right-wing nationalists in Germany. He was no longer an unknown.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The publicity he gained at the trial.' 'The lenient sentence showed how he had impressed the judges.' 'He became a national figure.' 'He realised he had to change to political tactics.' 'The failure of the Putsch was a setback. The Nazis were banned.' 'It led him to use the methods that eventually got him into power.' 'In the 1924 elections, the Nazis won 32 seats in the Reichstag.' 'It led him to reorganise the party and its methods.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was important because it showed everyone how determined he was.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
11(c)	'The main reason Hitler became Chancellor in 1933 was the deal between von Papen and President Hindenburg.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'I think the deal was the main reason. No party had an overall majority and so a deal had to be done. When von Schleicher resigned as Chancellor, von Papen persuaded President Hindenburg to appoint Hitler. They both thought that von Papen would be able to control Hitler and stop his more extreme policies. They were worried that if they did not do this there might be a civil war. Without this deal Hitler would not have become Chancellor because his support had fallen in the last election.' OR e.g. 'I do not think this was the main reason. The Depression had made Hitler and the Nazis very popular. There was enormous unemployment, growing poverty and increased taxes. The government even cut wages and reduced unemployment benefit. The Weimar government was not providing the strong leadership needed. Hitler promised this strong leadership and also promised to deal with the Communists who were increasing their support. In the elections in 1932 the Nazis became the biggest party. This is why Hitler became Chancellor.'	4–6

Question	Answer	Marks
11(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Von Papen was too unpopular to become Chancellor so a deal had to be made.' 'In the election at the end of 1932, support for the Nazis went down.' 'Hindenburg and von Papen both thought they could control Hitler.' 'Hindenburg and von Papen thought they had no alternative because otherwise there would be a civil war.' 'They had to do a deal because Schleicher resigned.' 'The Nazis had become the largest party.' 'The Weimar government was weak and unable to deal with the Depression.' 'The Depression gave Hitler the chance to show himself as a strong leader.' 'The Nazis promised jobs and to restore profits and higher prices for the farmers.' 'The Nazis used propaganda successfully.' 'The Nazis had the benefit of negative cohesion.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I think this was a really important reason why Hitler became Chancellor but there were also other reasons.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
12(a)	Describe how the Nazi regime used informers.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Nazi Block Warden watched a group of homes and wrote reports on them.' 'Members of the Hitler Youth were used to inform on their parents.' 'The Nazis used people to spy on their next door neighbours.' 'It was the Gestapo that used informers.' 'The Nazis had a network of informers across the country.' 'Informers were used to report on people who were telling anti-Nazi jokes or not flying a Nazi flag.' 'The Nazis used informers to find out who their opponents were.' 'There were approximately 150 000 informers.' 'Informers were used to catch opposition.' 'Informers were used to spy on people.' 'They were used to create fear.' 'They were used to help change behaviour.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(b)	Why did the Nazi regime make extensive changes to the school curriculum?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'It wanted to control what children thought and believed and the best way to do this was to change what children were taught. They were taught Nazi ideas. In History, for example, they were taught how dreadful the Treaty of Versailles was. In Biology they were taught that Aryans were superior and what was wrong with inferior races. All the textbooks were rewritten so that they reflected Nazi beliefs. Hitler realised how important young people were for the future and wanted to mould their thinking and ideas.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'It was changed so that girls were taught how to look after a home and how to cook.' 'It was changed so that girls were taught how to choose an ideal Aryan partner.' 'It was changed so that children were taught Nazi ideas about race.' 'It was changed to make sure children were taught Nazi ideas.' 'PE and sport became more important so the boys would be strong enough for the army.' 'History lessons were changed to teach the injustices of the Treaty of Versailles.' 'It was changed so that children could be taught how great Germany was.' 'The curriculum was changed so girls could learn to be good mothers and wives.' 'It was changed so that future generations were Nazi supporters.' 'It was changed to ensure that the Third Reich survived.' 'It changed to remove any anti-Nazi ideas.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It thought that the curriculum was wrong and needed to be improved.'</p>	1
<p>Level 0 No evidence submitted or response does not address the question</p>	0	

Question	Answer	Marks
12(c)	How much opposition was there within Germany to the Nazi regime? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I do not think there was much opposition. This was not because everyone supported the Nazis but because of the ways in which the Nazis kept control. The Gestapo tapped telephones and spied on people. If anyone was suspected of not supporting Hitler they were arrested. The SS frightened the German people into obedience. They could arrest anyone they wanted and put them in concentration camps where they were tortured and made to do hard labour. People were simply afraid to oppose the regime.'</p> <p>OR</p> <p>e.g. 'There was some opposition especially among young people and especially during the war. The Edelweiss Pirates carried out acts of sabotage and hid army deserters. They even distributed Allied war leaflets. Another group, White Rose, were made up of university students, opposed the Nazi slaughter of Jews and tried to get people to oppose the German war effort. So during the war the amount of opposition increased.'</p>	4–6

Question	Answer	Marks
12(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Some young people were anti-authority and anti-Nazi.' 'Members of the 'Swing' movement resisted the Nazi attempt to control their lives.' 'The Edelweiss Pirates did not like the regimentation of the Hitler Youth.' 'Opposition increased during the war especially by the Edelweiss Pirates.' 'During the war the Hitler Youth became less fun and more young people refused to join it.' 'Some religious leaders like Dietrich Bonhoeffer opposed the Nazis.' 'There was an attempt to blow Hitler up by army leaders in 1944.' 'There was much passive opposition like telling anti-Nazi jokes.' 'Communists were rounded up and sent to concentrations camps.' 'Members of other political parties like the Social Democrats were arrested.' 'Nazi propaganda indoctrinated a lot of people.' 'The SS and the Gestapo intimidated a lot of people into obedience.' 'People were too afraid to oppose the regime because of all the spies and informers.' 'People were worried that they would lose their jobs or end up in a concentration camp.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There was not a lot of opposition to the regime. The Nazis made sure of that.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
13(a)	<p>Describe Rasputin's role in the Tsarist regime.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'He was a close adviser to the Tsar and the Tsarina.' 'He was used to 'cure' their son of haemophilia.' 'He had a leading role in running the country when the Tsar went to lead the troops.' 'He advised on who should be in the government and even where troops should be sent.' 'The Tsarina had complete faith in him.' 'He was very unpopular and this helped to make the government unpopular.' 'He advised the Tsarina who was running the country.' 'He got the Tsarina to appoint his friends to top jobs in the government.'</p>	<p>4</p> <p>1–4</p>
	<p>Level 0 No evidence submitted or response does not address the question</p>	<p>0</p>

Question	Answer	Marks
13(b)	Why did opposition to the Tsar continue in the period 1906 to 1914?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'I think the main reason was the repressive policies of Stolypin. He came down hard on opponents. He had over a thousand people hanged and exiled many more. He used the Okhrana, the secret police, to arrest anyone who was an opponent. He also used informers. Everybody had to carry internal passports and newspapers were censored. These policies may have kept things fairly quiet but they were very unpopular and did not win the support of the people. The opposition and revolutionary groups continued, especially in the countryside because the repression made them hate the regime even more.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The Tsar did not allow the Dumas to operate properly.' 'Stolypin's repressive measures.' 'The Tsar did not keep his promises such as a free press.' 'He dissolved the first Dumas.' 'The growth of industrialisation led to more strikes.' 'People were working in dreadful conditions for low pay in the mines and industrial cities.' 'The value of the wages of industrial workers was actually going down.' 'Poorer peasants had to sell their land and become labourers.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There was opposition because people were not happy with their living conditions.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
13(c)	'Social and economic distress was the main cause of the 1905 Revolution.' How far do you agree with this statement? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Social and economic distress was the main reason. Many people were suffering badly because of increased taxes. These were being increased on everyday items that people needed to live. The government wanted the money to invest in developing industry. At the same time workers' wages were kept low. When there was an industrial slump in 1902 and thousands of people lost their jobs, strikes and demonstrations broke out across the country. Then there was a poor harvest which made things worse. By 1903 Russia was suffering from demonstrations and the situation was ripe for revolution.'</p> <p>OR</p> <p>e.g. 'I think the defeats for the Russian army and navy by Japan were the main reason. The Tsar was hoping that a victory would help him but the defeats made things worse. The war led to higher prices and shortages of food. The defeat itself was humiliating because Japan was a smaller and less powerful country. It showed the government to be incompetent and in June sailors mutinied.'</p>	4–6

Question	Answer	Marks
13(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'There were heavy taxes on grain.' 'There were increased taxes on everyday items.' 'There was an industrial slump in 1902.' 'There were poor harvests in 1900 and 1902.' 'There was considerable unemployment.' 'Wages were going down while taxes were going up.' 'The actions of the Cossacks on Bloody Sunday.' 'The defeat in the war with Japan.' 'The repressive measures taken against strikes and demonstrations.' 'Bad rule by the Tsar.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There were many reasons for the 1905 Revolution and I think social and economic distress was one of the most important.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
14(a)	What methods were used to encourage industrial workers to work hard during the 1930s?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Workers were inspired to work hard by the great task of transforming the USSR.' 'Workers were persuaded that they were building a better society for their children.' 'There was a huge propaganda campaign.' 'Awards and honours were given for hard work.' 'Groups of workers were encouraged to compete with each other.' 'The Stakhanovite Movement.' 'Hard workers were given housing and free holidays.' 'Wages were paid according to how much was produced.' 'Lazy workers were sent to labour camps.' 'Saboteurs were sent to labour camps.' 'Absenteeism was punished by fines or getting the sack.' 'Records were kept on how hard a worker was working in his labour book.' 'Many workers were forced labour who had to work hard.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(b)	Why did the First Five-Year Plan focus on developing heavy industries like coal and steel?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'The USSR was a backward country and a long way behind other countries in terms of its industrial production. Stalin wanted to transform it into a modern, powerful industrial nation. To be able to provide the machinery he needed for this he needed the basics of coal, oil, iron and steel. Once he had these he could build and power new factories. The second and later Five-Year Plans were only possible after the country had enough coal, steel and iron. Once the USSR had these it could develop into an industrial superpower.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The USSR was a backward country and Stalin wanted to transform it into a modern industrial country.' 'To lay the foundations for future industrial growth.' 'So that the USSR could become less dependent on the West for industrial goods.' 'This was because he wanted to develop a strong industry that could produce armaments so that the USSR could defend itself.' 'To lay the basis for further Five-Year Plans when the chemical industry, transport and communications would be developed.' 'To turn the USSR into a superpower.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It did this because the USSR badly needed more coal and steel.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(c)	How far were Stalin’s industrialisation policies a success? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘One of Stalin’s aims was to make the USSR stronger in military terms. In this, his policies worked really well. When the USSR entered the war in 1941 it was a powerful, well-armed nation. Without Stalin’s policies, the USSR would probably have been defeated by Germany. It was also part of Stalin’s policies that much of the industry had been built deep inside the USSR so that it did not fall into German hands.’</p> <p>OR</p> <p>e.g. ‘I do not think his industrial policies were that successful. This is because the Five-Year Plans did not meet their targets. The production figures claimed by the Soviets cannot be trusted. In production of electricity, coal, iron and steel, although production was increased, Stalin’s targets were not met. This was partly because of central planning which led to inefficiency, duplication and waste. In some factories there was overproduction, while in others there was a lack of essential parts and the factories were idle for weeks. Also many of the workers were unskilled and worked slowly or wrecked the machines by mistake.’</p>	4–6

Question	Answer	Marks
14(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The production of iron and steel rose enormously.' 'The output of coal went up by five times.' 'Russia was much stronger militarily when the Second World War started.' 'Russia was turned into a modern state with new modern machinery and chemicals.' 'The industrialisation led to other developments such as a better education and a higher standard of living in towns.' 'More skilled jobs were created and this led to higher living standards.' 'The USSR transport systems were greatly improved.' 'The USSR became the second biggest country in the world in terms of industrial output.' 'His policies led to dreadful working conditions.' 'Many forced workers died because of the terrible conditions, as on the building of the Belomor Canal.' 'Few consumer goods were produced so people's standard of living did not improve much.' 'So many people moved to cities that there was bad overcrowding and poor living conditions.' 'The emphasis on quantity and speed meant that the quality of the goods produced was often poor.' 'Although there were great increases in production, the targets of the Five-Year Plans were often not met.' 'Central planning was not efficient and sometimes factories lay idle for weeks.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Stalin's policies were a great success. They achieved what he wanted.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
15(a)	<p>What were the beliefs of the Ku Klux Klan?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'White, Protestant supremacy/WASP.' 'A belief that foreigners were overrunning the country.' 'To protect the principles and ideals of a pure Americanism.' 'It believed that the USA was suffering from moral degeneracy.' 'They believed that Communism was threatening the country.' 'They believed that black Americans were inferior.' 'They believed that black Americans should not be allowed to vote.' 'That white power should be maintained.' 'American values were threatened by Catholics and Jews.'</p>	<p>4</p> <p>1–4</p>
	<p>Level 0 No evidence submitted or response does not address the question</p>	<p>0</p>

Question	Answer	Marks
15(b)	Why was America gripped by a ‘Red Scare’ after the First World War?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Before the First World War the USA had welcomed immigrants but after the war many Americans believed that American values and its Anglo-Saxon and white nature were under threat from foreigners migrating to the USA. They were worried that they would be swamped by people from south and eastern Europe who would bring with them un-American ideas such as communist and anarchist beliefs. This was brought about by the Russian Revolution of 1917. In the post-war depression, immigrant ghettos were appearing in the big northern cities where there was a lot of crime and drunkenness. All this was blamed on foreigners.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘This was because of the Russian Revolution of 1917.’ ‘This was because they thought foreigners were bringing in communist ideas.’ ‘They thought that American values were under threat.’ ‘They thought that communists would destroy their way of life/damage American society.’ ‘A general strike in Seattle in 1919 was seen as a communist plot.’ ‘This was because of some bomb scares in 1919.’ ‘The press whipped up anti-communist hysteria.’ ‘The bomb attack on Attorney-General Palmer.’ ‘Attorney-General organised the Palmer Raids after his home was attacked.’ ‘The killing of two men at a shoe factory and the trial of Sacco and Vanzetti.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Americans thought their country was under threat.’</p>	1
<p>Level 0 No evidence submitted or response does not address the question</p>	0	

Question	Answer	Marks
15(c)	Is it surprising that Prohibition failed? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I do not think this is a surprise. It was never going to work in large cities where many people liked to drink. These were very different places to small town rural America where there were more traditional values. It was never against the law to buy alcohol and so speakeasies grew up everywhere in the large cities like New York. Here, behind closed doors, people could carry on drinking. Criminal gangs supplied the speakeasies and this led to murder and corruption. All this was bound to happen, so it was not a surprise that prohibition failed.'</p> <p>OR</p> <p>e.g. 'I think it was very surprising. This is because there was great support for it when it was introduced. Organisations like the Anti-Saloon League campaigned for it. Many people thought that alcohol was the cause of poverty, crime and much misery. There were also many politicians who supported it such as Nelson Rockefeller. Many politicians supported it to win votes. So it is surprising that it failed and had to be repealed.'</p>	4–6

Question	Answer	Marks
15(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'It is surprising because when it was first introduced it had a lot of support.' 'Many politicians such as Nelson Rockefeller supported it.' 'Many people thought that alcohol caused misery and broke up families.' 'The Protestant churches supported prohibition.' 'It was very popular in small town rural America.' 'There was a very strong temperance movement in the USA.' 'Many brewers in the USA were of German descent. They were unpopular because of the First World War.' 'Alcoholism was leading to much absenteeism at work.' 'It was not all that popular in the large cities.' 'Speakeasies opened up for people who wanted to drink alcohol.' 'Crime, corruption and gangsters all increased because of prohibition.' 'Rich people had wine and spirits delivered to their houses.' 'It became impossible to enforce.' 'At a time of growing unemployment many people could have been given jobs in the drinks industry.' 'The government was spending enormous amounts of money trying to enforce it.' 'People were making alcohol at home using illegal stills.' 'It was seen as responsible for a crime wave.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Many people still wanted to drink alcoholic drinks.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
16(a)	What was the Dust Bowl?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Land was being over-farmed and lost its fertility.' 'In the 1930s there were years of hot summers and driving wind. The top soil turned to dust.' 'By 1936 large parts of Kansas, Oklahoma and Colorado had become like a desert.' 'Farmers were ruined when the land on their farms turned to dust.' 'Dust storms destroyed the land.' 'Farmers had to move away from their farms and many went to California.' 'Many animals were killed and crops lost.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(b)	Why was Hoover accused of not doing enough to deal with the consequences of the Depression?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Hoover was accused of not doing enough because he was doing very little to relieve the suffering of the people. Although he did a few things like set up the Farm Board to buy surplus farm produce, this was not nearly enough. Hoover believed that the Depression would not last and that the country would recover. However, this did not happen and unemployment grew and wages fell. There was much poverty and homelessness. When Hoover did do something such as provide money for building programmes, it was nowhere near enough.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Hoover did not deal with rising unemployment.' 'Hoover did not deal with falling wages.' 'People became homeless because they could not pay their mortgages.' 'There were many people living on the streets.' 'Hoover believed it was the job of private charities to help people, not the government.' 'Hoover did a little, like finance building programmes, but it was not enough.' 'Hoover had the Bonus Marchers dispersed.' 'Protests, strikes and riots broke out across the country and Hoover took little action.' 'Hoover believed that business would bring an end to the Depression if it was left alone.' 'Hoover believed that too much help would make people less self-reliant.' 'Hoover did not seem to care about people's suffering.' 'Hoover's soup kitchens only helped a small number of people.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'He was accused because he was the President and many people were suffering.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(c)	How far did the Wall Street Crash cause the Depression? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I think the Wall Street Crash was to blame. The Depression was brought about by the greed of speculators buying shares. They were doing this simply to make a profit. Buying on the margin made things worse. All of this pushed share prices beyond what they should have been and when prices fell, people and businesses were bankrupted. People lost confidence in banks and took their money out and many went bust. Other businesses cut production. Soon, millions of people were losing their jobs. The Depression had started.'</p> <p>OR</p> <p>e.g. 'It was not just the Wall Street Crash. There were serious weaknesses underneath. The boom had been kept going by debt. Banks had lent money too easily. Businesses had borrowed too much. This was all fine as long as the economy prospered but factories were producing goods they could not sell and there were not enough people who could afford to buy them. As soon as there were problems, nobody could repay their debts. Many people had borrowed money to buy shares. When the value of shares fell, then they had nothing left and banks did not get their money back so they were in trouble as well.'</p>	4–6

Question	Answer	Marks
16(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The price of shares was far too high.' 'Speculation on Wall Street was the problem.' 'Thousands were bankrupted because of the fall in the price of shares.' 'People began to sell their shares because they thought the US economy had long-term weaknesses.' 'It was all caused by a lack of confidence and panic, not long-term problems.' 'When share prices plummeted, banks called in outstanding loans.' 'People lost confidence in the banks and took their money out.' 'Unemployment was caused by businesses collapsing or reducing production.' 'The American economy was built on debt.' 'Everybody had borrowed too much.' 'Too many goods were being produced in the USA.' 'American factories could not sell their goods.' 'Agriculture remained depressed throughout the period.' 'Farmers were producing too much food.' 'There were already many poor people such as farmers and workers in old industries.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The Wall Street Crash was the main thing that caused the Depression. Without it, the Depression would not have happened.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
17(a)	Describe the Communist reforms of education and health in the 1950s.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. '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 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.' 'Health care became free.' 'There was an emphasis on prevention of disease.' 'The number of doctors in rural areas was increased.' 'Illness rates were reduced.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
17(b)	Why did Mao think it was necessary to introduce cooperative farms from 1953?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Mao thought this was necessary because China's population was rising quickly and food production was not. Mao thought that cooperative farms would be more efficient than the small peasant farms which still depended on horses and manual labour. The cooperatives could share their resources and buy new equipment and increase production. He hoped they would use new methods and be more efficient and produce more food.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Peasants' plots of land were too small.' 'Mao wanted new methods of farming to be used.' 'Mao wanted more machinery to be used.' 'Farm production was not increasing fast enough.' 'He wanted to move away from private ownership of land.' 'It would make farming more efficient.' 'To increase food production.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Mao thought this would be a good move and would help improve agriculture.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
17(c)	'Mao's attempts at industrial development in China were successful in the period 1953 to 1960.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The first Five-Year Plan was a huge success. The experience of Soviet advisors helped to organise the Chinese economy and the propaganda of the Communists helped to motivate the workforce. Production of steel, coal and iron exceeded the targets. The plans transformed China with rapid growth in the size of cities and the development of infrastructure such as railways.' OR e.g. 'In the Great Leap Forward, thousands of small factories proved to be inefficient. Much of the 'backyard' iron and steel was of low quality and could not be used. In 1960, after poor Sino-Soviet relations, Russia began to withdraw their technicians and advisers. This deprived the Chinese of much-needed expertise and money.'	4–6

Question	Answer	Marks
17(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The first Five-Year Plan exceeded the targets set in heavy industry.' 'Production of steel, iron and coal was increased dramatically.' 'China was helped by Soviet expertise.' 'Roads and railways were built across the country.' 'Inflation was brought under control which helped continual planning.' 'The second Five-Year Plan, known as the Great Leap Forward, was a distinct failure.' 'There was less central planning and more local responsibility.' 'The 'backyard' blast furnaces produced worthless materials.' 'Soviet technicians returned to Russia.' 'The backyard furnaces led to a shortage of coal.' 'Industrial production fell under the Great Leap Forward.' 'On Mao's resignation, new 'capitalist-style' policies were adopted.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Mao's industrial policies brought mixed results.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
18(a)	What were the terms of the 1984 agreement over Hong Kong between Britain and China?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Hong Kong would revert back to China in 1997.' 'Hong Kong's commercial, social and legal aspects remain independent of China until 2047.' 'In 2047 China will have full authority over Hong Kong.' 'It created an island of capitalism within a communist state.' 'China gained control of the city's defence and foreign affairs in 1997.' 'It established 'one country, two systems'. 'In 1997 a Provisional Legislative Council led by Tung Chee-hwa and picked by Beijing was sworn in, replacing the previous elected body.' 'Hong Kong remained a free port and can continue a free trade policy.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(b)	Why did relations between China and India deteriorate in the period 1954 to 1971?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</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 to sporadic outbreaks of violence along the borders for the next decade.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</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.' 'India published new maps of the borders with China in 1954. China claimed they were incorrect.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There were numerous border disputes.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(c)	‘Mao Zedong and Deng Xiaoping had different ideas about China’s relationship 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘I think they mainly had different ideas. Mao thought that China was superior as a communist country to the Soviet Union. He tried to replace the USSR as the leader of the world communist movement. He said that other communist movements should follow China's model of peasant revolution. Mao did not like Khrushchev’s policies. He did not regard them as communist and relations grew worse. On the other hand, Deng was more interested in using foreign policy to develop China economically rather than to lead world communism or export revolution. Deng was keen to open China up to ideas from around the world. He sent thousands of Chinese around the world to learn from their experiences. Deng also had little interest in trying to export revolution to Southeast Asia. Basically, Deng wanted China to keep a low profile and use foreign policy to aid China’s economic development.’ OR e.g. ‘They did not have completely different ideas. Both were concerned about the Soviet Union. Mao broke with Russia in 1960 because Russia had deviated from true communism. In the 1980s, Deng was also anxious about the Soviet Union, especially after the invasion of Afghanistan and their differences over Vietnam’s occupation of Cambodia. Another similarity relates to relations with the USA. In 1979 Deng visited the USA and relations improved dramatically. However, in 1972 relations between the two countries had improved when Nixon visited Mao.’	4–6

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 saw China as the leader of the battle against capitalism.' 'Deng wanted to advance China economically and technologically through foreign relations.' 'In 1979 Deng visited the USA and relations improved dramatically.' 'Deng improved relations with Japan because it saw it as a good example to China of an economically expanding power.' 'In 1984 Deng reached an agreement with Britain over Hong Kong.' 'Deng wanted export-led growth instead of Mao's economic self-reliance.' 'Deng wanted an economic policy that supported economic development.' 'Deng normalised relations with the USA and USSR.' 'Deng wanted China to keep a low profile and join the international system.' 'At first Mao wanted solidarity with the Soviet Union and the Eastern Bloc. He signed the Sino-Soviet Treaty of Friendship in 1950.' 'Under Mao, China and Russia competed for leadership of international communism.' 'Mao thought Khrushchev was betraying Marx and Lenin.' 'The Russians did provide technical help in China's Five-Year Plan.' 'Deng did not want to export revolution; he wanted to develop China technologically and economically.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They had many differences including how China should deal with the rest of the world.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
19(a)	Describe how the Group Areas Act of 1950 affected the lives of black South Africans.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Each town and city was divided into white and black areas.' 'Many black South Africans had to leave their homes and live in a black area.' 'Black South Africans were forcibly moved from Sophiatown.' 'The close community in Sophiatown was destroyed.' 'Between 1960 and 1963 three and a half million black people were forcibly removed from their homes and communities.' 'Their houses were demolished and their belongings destroyed during the forcible removals.' 'They were moved to areas where there were no communities.' 'They were moved to places like Soweto.' 'Black South Africans were moved to Homelands where all that was waiting for them were rows of corrugated iron toilet shacks.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
19(b)	Why did nearly all Afrikaners support apartheid?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Afrikaners supported apartheid because they believed in separateness. They believed that different races could not live in the same area peacefully. They said that if the different groups lived apart and developed separately, there could be peace and progress for all races.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'They believed that the different races were fundamentally different and should be kept apart.' 'They believed black South Africans were inferior to white people.' 'They believed that South Africa could not develop if the races were integrated.' 'They were fearful of black South Africans who outnumbered them five to one.' 'They wanted to keep white South Africans in power and in control.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'They supported the policy of apartheid because they thought it was the right policy for South Africa.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
19(c)	'Sharpeville was the most important factor in the development of opposition to apartheid in the period between 1948 and 1966.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'I think Sharpeville was the most important factor in the development of opposition to apartheid. It persuaded the ANC that peaceful methods of protest were not enough and it turned to violence. Mandela and others set up Umkhonto we Sizwe to carry out an armed struggle. It targeted electricity pylons and other targets where people would not be harmed. This was an important change of direction in the development of opposition to apartheid.' OR e.g. 'I think the Defiance Campaign was the most important factor. This was organised by the ANC in 1952 and involved people all over South Africa defying the apartheid regulations. They used white only compartments on trains and used white only counters at post offices and defied the law in many other ways. It was very effective. They were arrested in their thousands and they got publicity all over the world. It was important because it increased the membership of the ANC from 7000 to 1 000 000 and made the ANC the voice of black resistance.'	4–6

Question	Answer	Marks
19(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The ANC and the PAC abandoned non-violence.' 'Africans burnt pass books all over South Africa.' 'The UN called for sanctions against South Africa.' 'Young Africans left South Africa to train as guerrillas.' 'Anti-apartheid groups were set up in many countries.' 'The government banned the ANC and the PAC.' 'There was international condemnation of what happened at Sharpeville.' 'The Defiance Campaign of 1952.' 'The Freedom Charter of 1955.' 'Women's anti-Pass Law demonstrations of 1956.' 'The bus boycotts of 1957.' 'The Black Sash organisation.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Sharpeville was very important and changed the minds of lots of people about apartheid.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
20(a)	Describe the part played in the struggle against apartheid by the Organisation of African Unity.	4
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'One of its main aims was to end apartheid.' 'It issued the Lusaka Manifesto of 1969.' 'It gave weapons and training bases outside South Africa to the ANC.' 'It closed African harbours to South Africa.' 'It banned South African aircraft from flying over most of Africa.' 'It persuaded the UN to expel South Africa from bodies like the WHO.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
20(b)	Why was the release of Mandela from prison in 1990 such an important event?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Mandela's release meant that apartheid and minority rule were bound to end. His speech just after being released made clear that he was ready to work with white South Africans but also that the ANC would not compromise and would carry on with the armed struggle if necessary. This made clear that there was going to be only one outcome – the end of apartheid and black South Africans being given the vote. He set the agenda for the next few years.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'It led to discussions between the ANC and the South African government.' 'It leads to the repeal of apartheid legislation like the Separate Amenities Act.' 'It leads to a new constitution for South Africa being agreed.' 'It leads to democratic elections in South Africa.' 'It showed that the South African government was desperate for a settlement.' 'It showed that de Klerk was serious in his promises to bring about change.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'This was important because it meant that Mandela was now free to get involved in politics again.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
20(c)	Which was more responsible for the ending of minority rule, international pressure or the chaotic situation inside South Africa by 1989? 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘Opposition to apartheid inside South Africa increased in the 1980s. Black South Africans boycotted the elections under the new constitution and protests then broke out. There were school protests and rent strikes. Violence escalated and spread across the country. The government called a State of Emergency because the country was descending into chaos and a blood bath. This led to de Klerk being appointed as President. He realised that reforms were needed and started the process that led to the ending of minority rule. This was all brought about by the chaos in South Africa.’ OR e.g. ‘I think international pressure was the most important factor. In the 1980s international businesses like Barclays Bank began to pull out of South Africa. Foreign banks refused to roll over South African loans. There had been international sanctions for some time and foreign investment in South Africa had dropped by 30%. The South African economy was in a dreadful state as a result and foreign businesses began to demand political reforms.’	4–6

Question	Answer	Marks
20(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Foreign investments in South Africa fell.' 'South Africa was excluded from the Olympics.' 'South Africa was increasingly isolated by the pressure of international anti-apartheid groups.' 'Foreign businesses began to pull out of South Africa.' 'South Africa had enormous foreign debts.' 'South African morale and confidence were hit by the sporting boycotts.' 'The Nelson Mandela 70th Birthday Tribute Concert in London in 1988 was watched by a billion people around the world, putting more pressure on South Africa.' 'The elections of 1984 were boycotted.' 'There were uprisings in 1984–5 in the townships around Johannesburg.' 'There were strikes, school boycotts and rent strikes.' 'A State of Emergency was declared in 1985.' 'There was violence between black groups.' 'By 1989 law and order had broken down and South Africa was heading for a bloodbath.' 'The chaos led to de Klerk being appointed.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I think these were both important. The ending of minority rule was inevitable because of them.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
21(a)	Describe the events of the Suez War of 1956.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Nasser nationalised the Suez Canal.' 'Britain, France and Israel decided to attack Egypt and win the Canal back.' 'Israel attacked and then Britain and France issued an ultimatum to intervene if Egyptians and Israelis did not withdraw from the Canal.' 'British and French troops captured the Canal.' 'Israel defeated the Egyptian army and swept through Sinai.' 'The UN condemned the invasion.' 'The Soviet Union threatened to attack Israel.' 'The USA threatened to cut off oil supplies to Britain and France.' 'Britain and France agreed to a cease-fire.' 'The USA forced Britain and France to withdraw.' 'Israel had to give Sinai back to Egypt.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
21(b)	Why did Egypt and Syria launch an attack on Israel on 6 October 1973?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Egypt attacked Israel because President Sadat needed a war. Egypt was in a terrible state. It was demoralised and its economy was in a dreadful state. Sadat felt that the shame of the Six Day War still hung over Egypt and that this had to be removed. He knew that economic reforms were badly needed but that these would be unpopular. He needed a military victory to make him strong enough to introduce the reforms.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Egypt wanted to regain control of the Canal and Sinai.' 'Egypt and Syria had patched up their quarrel.' 'Yom Kippur was a Jewish religious festival and soldiers were on leave.' 'The Soviet Union had provided Egypt with surface to air missiles.' 'President Sadat of Egypt had put together support from a lot of countries.' 'Syria wanted to retake the Golan Heights.' 'The Egyptian economy was in a dreadful state and Sadat needed a military victory.' 'Egypt was in a demoralised state and Sadat needed a military victory.' 'There were protests in Egypt for a war against Israel.' 'Sadat had become convinced that Israel had no intention of giving back Arab lands.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They did it then because they thought it would be a good time to attack Israel.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
21(c)	Who was to blame for the Six Day War of 1967? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I think Israel was to blame. It had sent settlers into the demilitarised zone by the Golan Heights and then pounded Syria with artillery, tanks and aircraft. Egypt had a defence alliance with Syria and Nasser's reputation was going down in the Arab world because he had done nothing. To put this right he moved 100 000 troops into Sinai. He would not have done this if the Israelis had not occupied the territory near the Golan Heights and fired on Syria. He had no choice.'</p> <p>OR</p> <p>e.g. 'Nasser was to blame. He seemed to be determined on war. He got rid of the UN troops standing between him and the Israelis and sent 100 000 troops into Sinai. Then he threatened to sink Israeli ships in the Straits of Tiran. This cut off Israel's oil supplies. Nasser then got Jordan to join an alliance with Syria and Egypt. All this forced Israel to attack first.'</p>	4–6

Question	Answer	Marks
21(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Israel moved settlers into the demilitarised zone near the Golan Heights.' 'Nasser told the UN to withdraw its troops.' 'Nasser moved 100 000 troops into Sinai.' 'Nasser cut off oil imports to Israel.' 'Nasser threatened to sink Israeli ships that entered the Straits of Tiran.' 'Nasser announced he was ready for war.' 'Nasser got Jordan to join an alliance with Egypt and Syria.' 'There was enormous pressure in Israel for war with the Arab countries.' 'Israeli troops attacked Syria, Egypt and Jordan.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I think that both sides were to blame. They were both ready to fight each other.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
22(a)	What were the Oslo Accords of 1993 and 1995?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'They were the start of a peace process between Israel and the PLO.' 'They were started by secret negotiations in Oslo.' 'They were between Israel and the PLO.' 'The PLO recognised Israel.' 'Israel recognised the PLO as the representative of the Palestinian people.' 'They created a Palestinian Authority that had limited self-government of the West Bank and the Gaza Strip.' 'Israel agreed a withdrawal from the Gaza Strip.' 'Palestinian prisoners were to be released by Israel.' 'There was a five-year transitional period.' 'Elections to the Palestinian Legislative Council.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(b)	Why have divisions within Israel affected the peace process?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'The peace process has been on and off since the 1970s. One of the reasons it has had limited success is the divisions within Israel. Many in Israel think that peace should be negotiated on the basis of giving up some of the occupied territories in return for an end to violence and a recognition of Israel's right to exist. However, others in Israel do not think that peace is possible. They think that Israel should annex much of the Palestinian territory. They think this because of Palestinian terrorism. These divisions in Israel have affected the peace process by making its chances of success less likely.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'There are divisions in Israel over whether a peace with the Palestinians is possible.' 'Israelis were divided over the Oslo agreement in 1993. The right wing thought Rabin had conceded too much.' 'In 1995 Rabin was assassinated by an opponent of the Oslo agreements.' 'Israeli settlers in the occupied territories do not want concessions to the Palestinians.' 'Right-wing opinion in Israel has prevented the government from reaching an agreement.' 'The Camp David negotiations in 2000 were criticised in Israel for conceding too much.' 'Sharon's right-wing government was not keen to revive the peace process.' 'Some want to maintain the original Zionist vision of Israel.' 'Netanyahu slowed the peace process down.' 'Some want peace so that Israel's economy can be developed.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They have had the effect of not always helping the peace process.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(c)	'The UN has done little to help bring peace to the Middle East.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The UN has done quite a lot to help the peace process The UN sent troops in 1956 to keep Israel and Egypt apart and this helped the situation until 1967. In 1967, after the war, it passed Resolution 242 calling for Israeli withdrawal from occupied territories. This later led to negotiations and peace treaties. Since the 1970s, it has supported the two-state solution and it also helps on the ground through its officials in peacekeeping and humanitarian roles.' OR e.g. 'I do not think the UN has done much. Others have done more. Some of the most important attempts at peace have not been organised by the UN. The USA has done more in trying to get peace. In 2000 Clinton organised the Camp David talks between Arafat and Barak. Israel offered most of the West Bank and all of the Gaza Strip but Arafat rejected it. In 2002 the US was at the head of the 'Road Map' for peace which offered an independent Palestinian state. President Obama also organised talks in 2010 and later in 2013. So the US has done more than the UN in trying to bring peace. Also the Oslo talks were organised by Norway and not the UN.'	4–6

Question	Answer	Marks
22(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The UN passed Resolution 242 in 1967 calling for Israeli withdrawal from occupied territories. This later led to negotiations and peace treaties.'</p> <p>'Meetings were organised by Obama in 2010.'</p> <p>'In 2013 John Kerry got the peace talks started again.'</p> <p>'The Road Map for peace was helped by both the US and the UN.'</p> <p>'The US organised the Camp David talks in 2000.'</p> <p>'The Oslo talks were hosted by Norway.'</p> <p>'UN peacekeepers kept peace between Egypt and Israel from 1956 to 1967.'</p> <p>'UN peacekeepers left in 1967 when told to do so by Nasser.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I think that the UN has helped in the peace process. There have been some advances and the UN was involved.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

HISTORY

0470/13

Paper 1

May/June 2019

MARK SCHEMEMaximum 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 May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

PUBLISHED**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.

PUBLISHED**GENERAL INSTRUCTIONS****Applying the Mark Scheme**

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

Assessment Objectives

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

Question	Answer	Marks
1(a)	Describe the events in Milan in 1848.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'In January 1848 there were clashes between the people of Milan and the Austrian garrison.' 'There were tobacco strikes to deprive the Austrians of the tobacco duty.' 'An Austrian cavalry charge killed several people.' 'The riots grew worse and the Austrian troops were forced out of the city.' 'A provisional government was set up which asked Charles Albert for protection.' 'In August Radetzky re-entered the city and there was little opposition. Austrian rule was restored.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(b)	Why did Napoleon III become involved in Italy?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Napoleon III became involved in Italy because he wanted to weaken Austria which had a hold over much of Italy. He felt if he could do this he would be able to replace it with French influence. This is why he reached an agreement with Cavour to drive Austria out of Lombardy and Venetia and set up a north Italian state. He thought that the new state would be a good ally for France.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘He wanted to weaken Austria.’ ‘He wanted Savoy and Nice.’ ‘He was interested in French interests and personal glory.’ ‘To destroy Austrian influence over Italy.’ ‘To extend France’s influence over Italy.’ ‘He supported the idea of nation states and of creating new ones.’ ‘He had fought with Italian patriots when young and still had sympathy with them.’ ‘He felt a united Italy would be a natural ally of France.’ ‘He kept troops in Rome to keep it independent and ruled by the Pope to please French Catholics.’ ‘The Crimean War had increased France’s prestige and encouraged him to be bold in Italy.’ ‘At Plombières his aim was to keep Italy divided in a federation of weak separate states.’ ‘He wanted to make his mark like his famous uncle Napoleon I.’ ‘In 1849 he sent the French army to crush the Roman Republic to protect the Pope and Catholicism.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘He thought this would bring France advantages.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
1(c)	'Italian unification took so long because there was little enthusiasm for it in Italy.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'I agree with this. Most people living in Italy did not think of themselves as Italians. They identified with their local area, town or state. There was never a great national uprising for unification and Mazzini and Young Italy never had a lot of support. Also, north and south had little in common, with the former regarding the latter as backward. The revolutions of 1848 were a total failure. There was a lack of cooperation between revolutionary groups, for example, Charles Albert would not work with other groups. There was no overall movement for unification. When unification was achieved it was because Piedmont wanted to control northern Italy and then events, which were opposed by Piedmont but led by Garibaldi, ended up with unification almost by mistake.' OR e.g. 'I do not think it was because there was little enthusiasm. There was strong Italian nationalism and there were a number of revolts. The Carbonari led one in Naples in 1820 and the people in Sicily also rose up. There were further revolutions in 1831. The problem was that Austrian power was too great. Young Italy, led by Mazzini, also shows there was support for unification. In the 1848 revolutions there were several uprisings. The trouble was that the Austrians and King Ferdinand were too strong. It wasn't that there was no nationalist enthusiasm. When unification was achieved, it was partly because of the popular movement led by Garibaldi who had become a national hero.'	4–6

Question	Answer	Marks
1(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Groups like Young Italy had little support.’ ‘The 1848 revolutions failed because there was no common purpose.’ ‘North and south had little in common.’ ‘Piedmont and Cavour were not trying to unite all Italy.’ ‘There was no national leader to lead the struggle for unification.’ ‘Most people did not identify themselves as Italian.’ ‘Unification was eventually brought about by Piedmont, not by popular efforts.’ ‘Uprisings in the 1820s.’ ‘The uprisings in 1831.’ ‘The strength of Austria and other established rulers.’ ‘Mazzini had some support.’ ‘Garibaldi was a popular figure and had support.’ ‘The early success of the 1848 revolutions.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think this is right. There was not much support in Italy for unification and this made the job much harder.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
2(a)	<p>Describe the crisis in 1870 over the Spanish Succession.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The Spanish parliament was looking for a new monarch.’ ‘Prince Leopold was offered the Spanish crown.’ ‘Leopold accepted with the support of Bismarck.’ ‘The French were very annoyed because Leopold was related to King William of Prussia.’ ‘A German prince on the Spanish throne would alter the balance of power in Europe.’ ‘When he knew about the French reaction, William I persuaded Leopold to withdraw.’ ‘The French demanded a guarantee that Leopold’s candidature would not be renewed but William refused.’ ‘Bismarck published an edited version of the Ems telegram that implied that the French Ambassador had been snubbed by William.’ ‘The French declared war on Prussia in July 1870.’</p>	<p>4</p> <p>1–4</p>
	<p>Level 0 No evidence submitted or response does not address the question</p>	<p>0</p>

Question	Answer	Marks
2(b)	Why did the 1848 revolution in Prussia fail?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The revolution failed because the revolutionaries were never that strong. They only got as far as they did because of the dithering of Frederick William. If he had acted decisively at the beginning they would never had stood a chance. The landowners were against the revolution and the middle classes were disturbed by the violence in the streets and soon were separated from the more extreme elements. When the army finally took action, the counter-revolution was bloodless because the revolutionaries were too weak.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The Junker landowners plotted to end the National Assembly because they were alarmed by it.’ ‘Frederick William dissolved the National Assembly and set up a constitution of his own.’ ‘The new constitution still gave most of the power to the King.’ ‘Frederick William remained popular throughout the revolution.’ ‘The army remained loyal to the King.’ ‘After 1848 the King was able to quietly do away with most of the reforms.’ ‘The middle classes were divided from more extreme revolutionaries.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It failed because the revolutionaries were never strong enough to overthrow the King.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(c)	‘German unification came about because of German nationalism.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘I think that German nationalism was very important. German national feeling grew stronger after the war crisis of 1859 and led to the formation of the <i>Nationalverein</i> after a meeting of liberals from all over Germany. It was the first national political organisation in German history. The strength of German nationalism can also be seen through festivals where national feelings were strongly expressed, for example, celebrating victory at Waterloo. Nationalist feelings can also be seen in the Frankfurt Parliament in 1848 where there were demands for a united Germany. It is true to say that nationalist feelings were growing all the way through the nineteenth century.’ OR e.g. ‘German unification came about because of Bismarck’s diplomacy. Between 1862 and 1871 the map of Germany was radically altered and Bismarck led the events that brought this about. He used the issue of Schleswig-Holstein to provoke a war with Austria. This left only Prussia in a position to lead Germany. The North German Confederation under Prussian leadership followed. He then provoked a war with France which led to the rest of Germany being unified. Unification came about because of Bismarck’s diplomacy, not nationalism.’	4–6

Question	Answer	Marks
2(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Germany’s industrial strength.’ ‘Germany’s leadership of the Zollverein.’ ‘The strength of the German army.’ ‘The weaknesses of the other German states.’ ‘Bismarck brought about war with Austria in 1866.’ ‘Bismarck brought about war with France in 1870.’ ‘Displays of German nationalism in the 1830s at the Hambach festival.’ ‘Demands for a united Germany under Frederick William at the Frankfurt Parliament in 1848.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think that German nationalism was a very important factor in helping Germany to unify.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
3(a)	What were the aims of the Ku Klux Klan in the 1860s?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'To resist Reconstruction.' 'To restore white supremacy.' 'To use violence and murder against black Americans and white Republicans.' 'To drive black Americans out of politics.' 'To restore the pre-war social structure in the South.' 'To support the Democratic Party.' 'To undermine Reconstruction states.' 'To re-establish control of the black labour force.' 'To stop black Americans voting.' 'To stop the education of black Americans.' 'To prevent the economic advancement of black Americans.' 'To stop the work of the Freedmen's Bureau.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(b)	Why did the North want Reconstruction in the South?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'It wanted this to restore the economy of the South. After the war the economy of the South was in ruins. Industries were destroyed and farms were in disrepair; 40% of the South's livestock had been destroyed. Transport was in ruins with railroads unable to move goods around. The cost of the war to the South was over \$3 billion. The Confederate dollar was worthless and people had to barter. If the economy of the South did not recover, it would be even harder to integrate it back into the Union so it was a priority.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'To integrate the Southern rebel states back into the Union.' 'To give freedmen equal rights.' 'To help the economic recovery of the South.' 'To restore the economic infrastructure of the South, especially the railways.' 'To reunite the nation.' 'Military governors were appointed to keep rebellious states under control.' 'To restore a feeling of loyalty to the Union among white Southerners.' 'To allow the freedmen to enjoy their new freedom and rights.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They wanted Reconstruction because they thought this would improve the situation.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(c)	'The main reason Lincoln fought the Civil War was to save the Union.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'I do not have any doubt that Lincoln fought the war to save the Union. The Confederate states had seceded from the Union and Lincoln was determined to reverse this. Lincoln was an American nationalist and wanted to preserve the 'great experiment'. For him, slavery was not the key issue and if the war had not happened, he probably would not have tried to abolish slavery as he did. He said that if he could save the Union without freeing a slave, he would. He was willing to save the Union at any cost. He said that he had taken an oath to serve the Union. He thought there was a threat to the Union because South Carolina, Mississippi and Alabama seceded. They thought they were standing up for their independence and for state's rights but Lincoln saw it as a threat to the Union.' OR e.g. 'I think he fought the Civil War over slavery. The secession of some Southern states would not have destroyed the Union. Some believed they would have returned. Others believed that concessions could have been made by the North over slavery but Lincoln would not do this. The issue that was dividing the USA was slavery. It was the only institution not shared by North and South. It was at the root of all tensions between them. Lincoln said that slavery was the cause of the war and it was the election of him as President, and his opposition to slavery, that led to the secessions. If Lincoln had been mainly worried about the Union, he could have saved it by changing his stance over slavery but he was willing to go to war over it.'	4–6

Question	Answer	Marks
3(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Some Confederate states had seceded from the Union.’ ‘Lincoln was an American nationalist.’ ‘For Lincoln the Union was almost a religious concept.’ ‘Lincoln said the Union was ‘the last, best hope of mankind’.’ ‘Lincoln became President as an anti-slavery candidate.’ ‘He could have saved the Union by making concessions over slavery.’ ‘Secession did not necessarily mean the end of the Union.’ ‘The main issue dividing North and South was slavery.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I agree with this. Lincoln thought the Union was falling apart and he did not want that.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
4(a)	Describe colonial rivalry over Africa between the Great Powers in the late nineteenth century.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Most parts of the world were under European control and Africa was one of the areas left so far unconquered.’ ‘After 1870 European nations began to acquire colonies in Africa.’ ‘There was a scramble for colonies in Africa.’ ‘There were rivalries, for example, between France and Italy over Tunis and between France and Germany over Morocco.’ ‘Germany was the last to join the race in Africa.’ ‘Britain had colonies in the south and dominated over Egypt and the Sudan.’ ‘France was focused on the north – Morocco, Tunisia and the Sahara.’ ‘The Belgians colonised the Congo region.’ ‘Portugal had Mozambique and Angola.’ ‘Germany took south-west Africa.’ ‘Italy took Somalia and Eritrea.’ ‘Rivalry in Africa led to the formation of alliances, for example, Italy turned to Germany when she lost Tunis to France.’ ‘The colonial rivalry in Africa helped intensify the arms race.’ ‘It lead to hostility between European powers, for example, France and Britain nearly came to war over the Sudan in 1898.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(b)	Why did the Balkan Wars of 1912 and 1913 have an important impact on relations between the Great Powers?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘These wars made relations between the Great Powers worse. Russia was always going to support Serbia which was in constant friction with Austria. When the Balkan League defeated Turkey in the First Balkan War, Russia had supported the League. The war also made Serbia stronger which led it to aim for a union of Southern Slav people. This frightened Austria which turned to Germany. The war also made Turkey look to Germany and Austria. All this made relations between Russia, on the one hand, and Germany and Austria on the other, worse. It also made Germany and Austria renew their alliance.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Russia supported Serbia in its quarrels with Austria.’ ‘The First Balkan War increased tensions between Russia and Germany and Austria.’ ‘Germany would support Austria against Serbia.’ ‘The Alliance System had the potential of dragging in other countries such as France supporting Russia.’ ‘Austria was worried by the defeat of Turkey and turned more to Germany.’ ‘The First Balkan War led to a more confident Serbia with Russian support. This frightened Austria.’ ‘Russia saw the Balkan League as a toll against Austria.’ ‘Austria suspected Russia of whipping up the agitation of Austria’s Slav subjects.’ ‘The Second Balkan War was a blow to Russia because it marked the end of the Balkan League which was Russia’s defence against Austria.’ ‘After the Second Balkan War, Russia only had Serbia left as an ally so became closer to it which worried Austria.’ ‘Both Austria and Germany were concerned about the increase in Serbia’s territory and strength, especially because Serbia was a satellite of Russia.’ ‘Austrian and German concerns about a Russian-supported Serbia meant that the assassination of the heir to the Austrian throne in 1914 by Serbs would lead to war with Russia.’</p>	2–3

Question	Answer	Marks
4(b)	Level 1 General answer lacking specific contextual knowledge e.g. 'They made relations in Europe very bad.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(c)	‘Germany was mainly responsible for the outbreak of war in Europe in August 1914.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘I think Germany was mainly responsible for the actual outbreak of war in August. Austria only sent the ultimatum to Serbia, one which they could not agree to, which made war inevitable, because they had been given a blank cheque by Germany. This was when Germany in July promised full support for Austria. German armies were ready to march if Russian armies moved. The Germans must have known that by giving Austria a free hand to invade Serbia, they were risking a European war. If there was war with Russia, then this would drag in France and perhaps Britain. If the Germans were taking the risk that Russia would not support Serbia, then it was a foolish risk. This means that Germany was to blame for the outbreak of war.’ OR e.g. ‘I think Britain was to blame for the outbreak of war. This is because it did not make its position clear to Germany in the months before. Germany thought that Britain had indicated that it would not intervene to help France and Russia. However, Britain had promised to defend Belgian neutrality and when Germany invaded, Britain went to war. If Germany had known that Britain would do this, then it would have done more to preserve peace and would not have supported Austria so much. Germany felt it had been tricked into war by Britain.’	4–6

Question	Answer	Marks
4(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The Alliance System dragged all the countries in and made it a European war.’ ‘Germany was to blame because of the blank cheque.’ ‘Austria was to blame because of the ultimatum it sent to Serbia which was bound to cause war.’ ‘Russia was to blame because it began mobilising its troops which led Germany to declare war.’ ‘Britain was to blame because it did not make it clear that it would support France if it was attacked.’ ‘Germany was to blame because Austria would never have invaded Serbia without German support.’ ‘Serbia was to blame because of the assassination of the Archduke.’ ‘Russia was to blame because without its support Serbia would not have been so aggressive.’ ‘Austria was to blame because it invaded Serbia.’ ‘Germany was to blame because it invaded Belgium and then France.’ ‘Germany was to blame for declaring war on Russia.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think that several countries were to blame for the outbreak of war but Germany was probably more to blame than the others.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
5(a)	Describe how the German armed forces were affected by the terms of the Treaty of Versailles.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The German army was restricted to 100 000.' 'Conscription was banned.' 'Germany was not allowed to have any tanks, armoured vehicles or heavy artillery.' 'No air force was allowed.' 'The navy was limited to 6 battleships, 12 destroyers, 6 light cruisers, 12 torpedo boats, and no submarines.' 'No German armed forces were allowed into the Rhineland which was demilitarised.' 'The German armed forces were seriously weakened.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(b)	Why did the Turks strongly object to the terms of the Treaty of Sèvres?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The Turks claimed the treaty was much harsher than the other peace treaties. They thought that Britain and France in particular were using it as an excuse to destroy the Turkish Empire and take as much as they could for themselves. They had started to partition the Empire as early as 1915. Britain was given mandates over Iraq and Palestine while the French had Syria and Lebanon.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Turkey lost its provinces in the Middle East to Britain and France.’ ‘Turkey lost territory to Greece and Italy.’ ‘Turkey had to recognise the independence of the Kingdom of Hejaz and Armenia.’ ‘The Dardanelles Strait became an international waterway.’ ‘It began the dividing up of the Turkish Empire.’ ‘The Turkish army was restricted to 50 700 men. Turkey could have no air force and only seven sloops and six torpedo boats.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Turks thought the treaty was very harsh and unfair.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
5(c)	‘President Wilson was bitterly disappointed by the outcome of the peace negotiations at Versailles.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘Wilson was generally pleased with what had been achieved. He had managed to get some of the worst of Clemenceau’s demands to be rejected. For example, the Rhineland was not going to be made into a separate state or given to France. It remained as part of Germany. This allowed Germany to remain as a major economic power and keep trading with the USA.’ OR e.g. ‘I think that Wilson would have been disappointed. He had gone into the negotiations with his 14 Points which he hoped would form the basis of the treaty. However, he was up against Britain and France, both of which had suffered badly during the war. They were not as keen on his points. One of the points was self-determination. This was only partly achieved. Britain and France took Germany’s colonies, which was against self-determination. He also failed to gain other points such as every country reducing armaments and freedom of the seas. The problem was that Wilson, the idealist, was up against pragmatic politicians such as Lloyd George and Clemenceau who both wanted to get the best they could for their own countries.’	4–6

Question	Answer	Marks
5(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘He was disappointed with the reparations.’ ‘He thought that Germany had been punished too harshly.’ ‘He was not happy that the idea of free navigation of the seas had been dropped.’ ‘He was not happy that Britain and France had helped themselves to Germany’s colonies.’ ‘He was not happy that the Sudeten Germans had not been consulted about their future.’ ‘He was disappointed there was not a general disarmament.’ ‘There was no self-determination for Austria or Alsace-Lorraine.’ ‘He was happy that the principle of self-determination had been used for East Prussia, Upper Silesia and Schleswig.’ ‘He was pleased that the idea of a League of Nations had been accepted.’ ‘He was happy that the Rhineland remained part of Germany.’ ‘He was happy that an independent Poland had been created.’ ‘He was happy that Czechoslovakia and Yugoslavia had been created.’ ‘He was not happy when the USA decided not to join the League of Nations.’ ‘He was happy that the defeated countries had to disarm.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Wilson was mainly disappointed, although there were some things that he was pleased about.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
6(a)	Describe the dispute over Corfu in 1923.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Italian soldiers had been killed on Greek soil on the border between Greece and Albania.' 'Mussolini demanded compensation and those guilty to be executed.' 'The Greeks could not find those guilty.' 'Italy bombarded and occupied the Greek island of Corfu.' 'Greece appealed to the League which condemned the attack.' 'Mussolini insisted it should be dealt with by the Conference of Ambassadors.' 'Greece was ordered to pay compensation and Italy had to withdraw its troops.' 'Italy had got away with bullying tactics.' 'The League was shown to be weak because Mussolini had been able to ignore it.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(b)	Why was the League of Nations able to have some successes in the 1920s?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘One reason that it had some successes was that some disputes did not involve the interests of major powers and so they were happy for the League to sort them out. This was true of successes like that over the Aaland Islands where Sweden and Finland were involved. Another success was the border dispute between Greece and Bulgaria where the two sides withdrew when ordered to do so by the League. Also the League’s agencies such as those for refugees and health were successful. Again, their work did not upset any of the major powers.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Its successes did not involve the interests of major powers.’ ‘The Aaland Islands was only between Sweden and Finland.’ ‘The dispute between Greece and Bulgaria did not involve any major powers.’ ‘The League was successful in the Greece-Bulgaria dispute because neither side was really able to go to war. Both had domestic difficulties.’ ‘In its early years its members were keen to make it a success.’ ‘The memories of the First World War were recent and people did not want another major war.’ ‘The major powers were exhausted and recovering from the First World War. They did not want another major dispute.’ ‘The major powers were recovering economically and did not want to fight wars.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The League had some successes because of the international situation at the time which made it easier for the League.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(c)	How far was the response of the League of Nations to the Japanese invasion of Manchuria justified? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The League’s response was not justified because it took far too long and then did nothing. It took ages to send the Lytton Commission which then took its time. Meanwhile the Japanese had invaded further and had dug in. In March 1932, long before the Commission reported, Japan had established the area it occupied as a puppet state called Manchukuo. The final report of the Commission ruled against Japan, but Japan simply ignored it and left the League. By this time there was nothing the League could do about the Japanese who were firmly established in Manchuria. None of this was justified. It took too long and let Japan get away with aggression.’</p> <p>OR</p> <p>e.g. ‘I think the League was justified. It did the best it could. However, neither the Soviet Union nor the USA were members of the League and it had no army of its own. It was not able to put a military force together and even if it had, the problem was across the other side of the world where Japan was strong. Also the Japanese had dug themselves strongly into Manchuria and it would have needed an enormous effort to get them out. It was also difficult to use economic sanctions because the USA would not have been involved. This would have weakened the sanctions and would have given the US a chance to grab trade away from Europe.’</p>	4–6

Question	Answer	Marks
6(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Justified because Japan already had a presence in Manchuria.’ ‘Justified because Manchuria was a lawless area and needed to be brought to order.’ ‘Justified because Japan needed to protect its business interests there.’ ‘Justified because a bomb exploded near the railway owned by the Japanese.’ ‘Justified because the League was happy to leave Japan to sort out such a lawless area across the other side of the world.’ ‘Justified because it had no army and really could do little.’ ‘Justified because European powers did not want to disrupt their trade with the Far East.’ ‘Even if it had got a naval force together it was across the other side of the world.’ ‘Justified because it was worried about the military taking over in Japan.’ ‘Not justified because it was invasion of one member of the League by another member.’ ‘Not justified because its original order for Japan to withdraw was ignored and then it did nothing.’ ‘Not justified because it took far too long which let Japan establish itself in Manchuria.’ ‘Not justified because China appealed to the League and it should have acted.’ ‘Not justified because it took far too long.’ ‘Not justified because both countries were members and one had got away with aggression against the other.’ ‘Not justified because it showed Hitler and Mussolini that they could get away with similar actions.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There were considerable successes in political disputes and humanitarian matters.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
7(a)	Describe how the authorities in Poland tried to deal with Solidarity in the period 1980 to 1989.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'In August 1980 the authorities tried to isolate Solidarity by cutting telephone lines and censoring newspapers.' 'In August 1980 the authorities negotiated with Solidarity.' 'In August 1980 the authorities agreed to some of the demands.' 'In December 1981 the government banned Solidarity and arrested the leaders.' 'In 1985 many Solidarity supporters were released.' 'In 1988 the government negotiated with Solidarity.' 'In 1989 Solidarity was legalised and its candidates allowed to stand in elections.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(b)	Why was Gorbachev important to Eastern Europe in 1989?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Gorbachev was important because in 1989 he announced massive cuts in the number of Soviet forces stationed in Eastern Europe. He also made it clear that he would not stand in the way if any Eastern European countries wanted to introduce democracy. This was crucial and led to the collapse of communism in Eastern Europe. For example, in East Germany the leader Honecker was removed and then the Berlin Wall was torn down. Other communist regimes then collapsed.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘He was in charge of the Soviet Union.’ ‘His policies of Glasnost and Perestroika.’ ‘His policy of Glasnost encouraged free speech and other freedoms.’ ‘He ended the Brezhnev Doctrine.’ ‘He said he would not stand in the way of democracy in Eastern Europe.’ ‘His reforms led to communist regimes in Eastern Europe collapsing.’ ‘In 1989 he told the leaders of communist regimes he would not support them.’ ‘Without Soviet support communist regimes collapsed.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘He was very important because he could decide what was going to happen in Eastern Europe.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(c)	How similar were events in Hungary in 1956 and in Czechoslovakia in 1968? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘I do not think they were very similar. The events in Hungary were far more extreme and more dangerous to the Soviet Union. In Czechoslovakia Dubcek was careful to make clear that the protestors had no intention of taking the country out of the Warsaw Pact and he had no intention of changing the country’s foreign policy. Also, when Warsaw Pact troops entered the country there was no resistance. However, events in Hungary were more worrying for the Soviet Union. The leaders said that Hungary would leave the Warsaw Pact and asked the West to help them. When Soviet troops hit back there was fierce fighting with the rebels.’</p> <p>OR</p> <p>e.g. ‘There were lots of ways in which they were similar. In both countries people had grown tired of communist control. They wanted to lessen ties with the Soviet Union and wanted more freedom. In both, the protestors wanted censorship to end and more freedom of speech. They also wanted economic reforms because the standard of living was low. In both, the Soviet Union crushed the uprising using troops.’</p>	4–6

Question	Answer	Marks
7(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Both were revolts against Soviet control.’ ‘Both involved a struggle between leaders who were close to Moscow and leaders who wanted some reforms.’ ‘Students played an important part in both.’ ‘In both, the Soviet Union did little at first and then acted.’ ‘In both, the Soviet Union used violent methods to put down the uprisings.’ ‘Both ended with the Soviet Union strengthening its control.’ ‘In both, the leaders who led the protests were removed.’ ‘Both resulted in mass emigration.’ ‘International reaction was against Soviet action in both.’ ‘In both, the West failed to intervene.’ ‘The causes were different. In Hungary it started because of Stalin’s death and events in Poland. In Czechoslovakia the causes were economic conditions in the country.’ ‘The Hungarians wanted to leave the Warsaw Pact, the Czechs did not go this far.’ ‘There were far more deaths in Hungary.’ ‘Nagy was executed, Dubcek was not.’ ‘The Soviet Union used Soviet forces in Hungary, while Warsaw Pact forces were used against Czechoslovakia.’ ‘In Czechoslovakia the leader sparked off events, while in Hungary the people led events.’ ‘In Hungary the people fought Soviet troops, while in Czechoslovakia they did not.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think there were many similarities, especially in terms of the role of the USSR.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
8(a)	Describe the damage done to Iran and Iraq by the war of 1980–88.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The death toll on both sides was enormous – about 2% of both populations.’ ‘Iraq was transformed from one of the richest countries in the world to a bankrupt state.’ ‘Iraq’s revenues from oil production fell drastically.’ ‘Social projects such as housing and schools were ended in Iraq.’ ‘Iran also faced bankruptcy and its oil revenues went down.’ ‘Living standards in both plummeted.’ ‘The infrastructure of both countries was badly damaged and would take a lot of money to repair.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(b)	Why were relations between Kuwait and Iraq poor by July 1990?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Relations were poor for reasons going back years. When Iraq was created as a country in 1920 it refused to recognise Kuwait. Iraq thought that Kuwait was an artificial creation as a result of British meddling in Arab affairs and was really part of Iraq. Several past rulers of Iraq had demanded that Kuwait be incorporated into Iraq. It was also annoyed that Kuwait had much better access to the Gulf while Iraq was almost landlocked. All of this soured relations between the two countries.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Saddam accused Kuwait of stealing oil from the shared Rumaila oil field. He claimed Kuwait owed Iraq \$10 billion.’ ‘Saddam surrounded Kuwait’s borders with its armed forces.’ ‘Iraq had a long-standing claim to Kuwait.’ ‘Iraq was annoyed that Kuwait had good access to the sea while Iraq itself was almost landlocked.’ ‘Iraq asked Kuwait to write off its loans but it refused.’ ‘Kuwait increased its oil production thus bringing the price of oil down. This hit Iraq badly.’ ‘Saddam asked for more loans but Kuwait said no.’ ‘Iraq was in a terrible position after the Iran-Iraq War and needed help from Kuwait. It refused.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The two countries did not get on very well, especially because of the attitude of Saddam.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(c)	‘Economic factors were the main cause of the Iranian Revolution of 1979.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The Shah had become very unpopular for many reasons. Economic factors were very important. Despite some reforms most people still had a very low standard of living. Villages lacked piped water, electricity and roads. There were few hospitals and many new-born babies died. Levels of illiteracy were very high. What made all this worse was that the gap between the rich and the poor was growing. The rich lived in luxurious palaces and the conspicuous spending of the Shah’s family was an insult to ordinary people. Iran was a rich country but most of the people did not share in its wealth. This is why there was a revolution.’ OR e.g. ‘I do not think that economic factors were the main reason. The Shah’s regime was hated for many reasons – political and economic. There was widespread opposition from many different kinds of groups – Islamic, Marxists, nationalists and liberals. The problem was that they had different grievances and were not united. A figurehead to unite the opposition was needed and this came in the form of Ayatollah Khomeini. He lived in exile and sent simple and clear messages into Iran outlining all the grievances. He was careful not to mention that he wanted to establish an Islamic government. Instead, he focused on things that everyone could agree about. This united the opposition against the Shah and made it strong enough to overthrow him.’	4–6

Question	Answer	Marks
8(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The repressive rule of the Shah.’ ‘He had established a one party state.’ ‘The actions of the Shah’s secret police.’ ‘The torture and executions carried out by the regime.’ ‘In 1977 the Shah relaxed controls which helped the opposition and protests grew.’ ‘Religious grievances such as getting rid of the Muslim calendar.’ ‘The Shah’s modernisation and westernisation programme.’ ‘The ‘White Revolution’.’ ‘Land reform did not help the peasants.’ ‘In rural areas living standards were very poor with no piped water or electricity.’ ‘The gap between rich and poor grew.’ ‘The conspicuous consumption of the ruling families.’ ‘Opposition from Khomeini.’ ‘Opposition to westernisation.’ ‘Criticism of foreign influence in Iran, for example, American.’ ‘All of the opposition groups, often with little in common, united against the Shah.’ ‘The fact that Khomeini provided leadership for all the groups and united them.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think economic factors were very important but there were other reasons as well.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
9(a)	What were aircraft used for during the First World War?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘They were important for observing and reporting back details about enemy defences.’ ‘They could see the troop movements of the enemy and report these back.’ ‘They did carry out limited bombing raids on the enemy.’ ‘They were used to bomb enemy airfields.’ ‘German planes bombed Dover.’ ‘Zeppelins bombed London.’ ‘Fighter aircraft were used to frighten away enemy reconnaissance aircraft.’ ‘Aircraft did have mounted machine guns and could fire at each other.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
9(b)	Why was the Battle of Verdun important?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The battle was important because it was the main German effort to win the war. The Germans believed that a concerted attack at Verdun would force the French to send all their reserves there and so gradually the French army would be bled dry. In effect, they would run out of men and would surrender. It was the longest battle of the war and the fact that the Germans did not break through meant that France would not be defeated quickly.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘If Verdun had fallen France would have surrendered.’ ‘The fortress of Verdun was a symbol of French military strength.’ ‘The aim of the Germans was to inflict massive casualties on the French army and weaken it to the point of collapse.’ ‘It led to the Battle of the Somme which reinforced the fact that the war would not be over quickly.’ ‘It led to the sacking of the German general Falkenhayn.’ ‘It showed that as long as the defending side could sustain casualties, trench warfare made attacking almost impossible.’ ‘It meant that the war would not end quickly and would go on for years.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was important because it had an important impact on the development of the war.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
9(c)	‘Neither side won the Battle of the Somme.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘In some ways it was a victory for the Germans. The British hoped that a massive attack would overwhelm the Germans by sheer weight of numbers and that this would provide a decisive breakthrough. This did not happen. The Germans were dug into a strong system of trenches with barbed wire and machine guns. The British attacks were repulsed and hardly any ground was gained. On the first day, 20 000 British troops were killed. It was clear that the defensive systems were stronger than the offensive and that the war would be a long war.’ OR e.g. ‘I think that neither side won the battle. It went on from July to November in 1916 and both sides ended up more or less where they had started with little or no ground being gained. It was impossible to launch a successful attack across No Man’s Land against machine guns and trenches. Altogether there were over one million casualties and it ended in a stalemate. For this reason I do not think it was a victory for anybody.’	4–6

Question	Answer	Marks
9(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'It was a victory for the Allies because it relieved the French at Verdun.' 'It was a victory for the Germans because the British hoped it would lead to a breakthrough.' 'The British believed that a major victory would lead to a decisive breakthrough in the war. It did not.' 'Haig believed a 'big push' would overwhelm the Germans by sheer weight of numbers.' 'The initial bombardment failed to destroy German barbed wire.' 'The bombardment warned the Germans that a major attack was coming.' 'When the battle had ended, the Allies had gained just seven miles.' 'The casualties amounted to over a million and it ended in stalemate.' 'It was meant to open up a gap in the German lines through which cavalry would pour. It didn't do this.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I agree with this. The battle was so awful that it was not a victory for either side.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
10(a)	Describe what happened during the Brusilov offensive.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Brusilov planned to knock Austria out of the war and divert German forces before the Somme offensive.' 'The Russians used reconnaissance and intelligence gathering in preparation.' 'The offensive lasted three months.' 'It was successful at first with the Russians advancing 30 km.' 'It seriously damaged the Austrian army.' 'The Russians lost over 1 million men and could not launch another offensive.' 'The Russian generals were reluctant to follow up the initial offensives and German reinforcements arrived.' 'The Russians were pushed back to where they started. They had 1.5 million casualties.' 'The offensive relieved pressure on the Allies in the Western Front.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
10(b)	Why were many women's lives greatly affected by the war?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'The lives of many women were completely changed. Before the war many did not go out to work, or if they did they worked in domestic jobs. During the war men went to fight and so women had to do their jobs. This was important because Britain was facing food shortages and armaments had to be produced. This led to women doing jobs that they had not done before. Many worked on farms helping to produce food. Others worked in munitions factories and on public transport. They were needed to keep the war effort going.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Men went to fight and women were needed to do their jobs.' 'Women worked on the land producing food.' 'Women worked in munitions factories.' 'They had to work on farms because Britain was short of food.' 'German submarine warfare restricted Britain's food supplies.' 'Women had to cope with rationing.' 'Britain needed armaments.' 'Their lives were affected because they were needed to help the war effort.' 'Their lives were affected because they started to do jobs that were not traditionally women's jobs such as in dockyards, factories, munitions and transport.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They were greatly affected because the war went on so long and nobody was left untouched by the war.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
10(c)	Which was more important for Britain, the Battle of Jutland or defeating the U-boat threat? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘This must be defeating the U-boat threat. This is because Britain imported 60% of its food. This made it vulnerable to blockades. Germany used U-boats to attack merchant ships bringing food and other goods to Britain. This was at its height in 1915 and again in 1917. This was very effective and in 1917 Britain was desperately short of food and had to introduce rationing. Food shortages could have easily led to Britain’s defeat. It managed to fight the U-boat threat by using convoys, mines and Q-ships and by the end of 1917 the threat was over. If it had not been beaten, then Britain could have been forced out of the war.’</p> <p>OR</p> <p>e.g. ‘The Battle of Jutland was crucial. Although the Germans sank more ships, the German navy then retreated to German ports and never came out again. This left Britain in control of the North Sea and this allowed it to blockade Germany for the rest of the war. Neutral ships were searched for any goods that might help the German war effort, including food. This had an enormous impact on Germany’s armaments industry and gradually left the German people with little to eat. In 1917 there were food riots in Germany and it was close to collapse. This was all possible because the German navy retreated after the Battle of Jutland.’</p>	4–6

Question	Answer	Marks
10(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Britain depended on imported food and goods.' 'The U-boat campaign was sinking large numbers of merchant ships bringing supplies to Britain.' 'In 1917 Britain was desperately short of food.' 'After the Battle of Jutland the German fleet returned to their bases.' 'After the Battle of Jutland the British navy controlled the North Sea.' 'The British navy was able to maintain a blockade of Germany.' 'By 1917 Germany was becoming desperately short of food and other supplies.' 'The Germans failed in their objective at Jutland of picking off British ships and avoiding a big battle, and the German fleet sailed for home.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'I think it was defeating the U-boats because they were very dangerous to Britain and a real threat.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
11(a)	Describe how Goebbels contributed to the rise of the Nazi Party.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘He edited the Nazi newspaper Volkische Freiheit.’ ‘He spoke at party meetings and organised rallies.’ ‘He controlled Nazi newspapers across the country.’ ‘He organised the Nazi election campaigns.’ ‘He organised Hitler travelling around the country by airplane during the elections.’ ‘He organised Nazi rallies, parades, speeches during the election campaigns.’ ‘He arranged for Hitler’s and his speeches to be published on records and as pamphlets.’ ‘His propaganda showed the opponents as November criminals, communists and Jews.’ ‘He made use of silent films.’ ‘He was in charge of Nazi propaganda.’ ‘He helped the Nazis do well in the elections of 1932.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
11(b)	Why was Hitler able to become Chancellor in January 1933?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. ‘He was able to become Chancellor because Hindenburg and von Papen thought they could manipulate Hitler. Von Papen was too unpopular to be appointed Chancellor again so he persuaded Hindenburg to appoint Hitler. They thought they could control Hitler and resist the most extreme Nazi policies. They were worried that unless they appointed him there might be a Nazi uprising.’	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. ‘The Nazis had done well in the 1932 elections.’ ‘The Nazis were the largest party in the Reichstag.’ ‘This was because of the deal between Hindenburg and von Papen.’ ‘Von Papen thought he could control Hitler and the Nazis.’ ‘This was because von Schleicher resigned.’ ‘The Depression had made Hitler and the Nazis much more popular.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘This happened because by that date he was in a much stronger position.’	1
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
11(c)	'The Munich Putsch was no more than a minor setback for Hitler.' How far do you agree with this statement? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I agree with this. Although the Putsch failed and Hitler was imprisoned, he turned the whole affair to his advantage. He was able to use the trial as a national platform for Nazi ideas and he gained enormous publicity with newspapers reporting him. This made him a national figure. He also learned the lessons of the Putsch and realised that the Nazis would have to use political methods in the future. The whole Nazi strategy was changed and this led to its eventual success.'</p> <p>OR</p> <p>e.g. 'I do not agree. The Putsch was a humiliating failure and it showed that the Nazis were a small pathetic group. When they marched into Munich they were easily defeated with just a minute of shooting! Hitler was slightly wounded and hid for most of the events. The whole event showed they had little support and were little more than a rabble. The leaders were arrested, put on trial and imprisoned.'</p>	4–6

Question	Answer	Marks
11(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The Putsch was a failure.’ ‘The Putsch was easily put down with only a few shots necessary.’ ‘Hitler was humiliated. He hid during the main events.’ ‘The Nazi Party was banned.’ ‘The trial made Hitler a national figure.’ ‘At the trial Hitler was able to make speeches about Nazi ideas that were widely reported.’ ‘His sentence was so light as to be a victory for him. He was released after just nine months.’ ‘He changed the methods of the Nazis to political ones.’ ‘In the 1924 elections the Nazis won 32 seats.’ ‘While imprisoned he wrote Mein Kampf.’ ‘It led him to reorganise the Party.’ ‘He realised that violent methods would not work.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think it was more than this. It was a complete disaster for Hitler.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
12(a)	<p>What was ‘Strength Through Joy’?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘It was an organisation designed to win the support of German workers for the Nazi Party.’ ‘It organised the leisure time of German workers.’ ‘It organised concerts, films and opera for the workers.’ ‘It organised holidays like cruises and hikes for the workers.’ ‘It organised sports activities for the workers.’ ‘It was part of the German Labour Front.’ ‘It was a state-operated organisation.’ ‘It tried to bridge the gap between classes by making middle-class activities available to the masses.’ ‘It was meant to boost the German economy by stimulating the tourist industry.’ ‘Millions of Germans participated in its activities.’</p>	<p>4</p> <p>1–4</p>
	<p>Level 0 No evidence submitted or response does not address the question</p>	<p>0</p>

Question	Answer	Marks
12(b)	Why did the Nazis persecute gypsies and the mentally ill?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘They persecuted these people because they thought they were a danger and a burden for the Nazi state. They thought the gypsies were lazy and did not contribute to the Nazi state. They were not Aryan and the Nazis were worried that they would mix and breed with proper Germans. This would weaken the pure Aryan blood strain in Nazi Germany. They passed a law banning marriage between gypsies and Aryans. They were seen as a real threat to Nazi Germany.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘They thought they were inferior.’ ‘They thought they did not match the Aryan ideal.’ ‘The Nazis thought they were not socially useful and so were a burden on everyone else.’ ‘The Nazis regarded the mentally ill as expensive.’ ‘They regarded the gypsies as non-Aryan.’ ‘They saw gypsies as homeless and work-shy.’ ‘They thought that the mentally ill were useless members of society. The Nazis thought that everyone had to be useful.’ ‘They thought that the mentally ill were a burden on the state and were expensive.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They did this because they thought that this was the right thing to do for Germany.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(c)	Which was more important in keeping the Nazis in power, terror or persuasion? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Persuasion was very powerful. One of the ways this was done was through the radio. Millions of cheap radios were produced that people could afford. They were also put up in public squares and places of work. They could not pick up foreign broadcasts. The radios were used to broadcast Hitler’s speeches, programmes about German history and German music. They were used to make people proud to be German and to accept Nazi ideas. If you were living in Nazi Germany there was no escape from these radios.’</p> <p>OR</p> <p>e.g. ‘I think terror was more important. It made people afraid that they would be arrested, tortured and imprisoned by the Gestapo and the SS. There were Gestapo informers everywhere, including neighbours and at work. This made people keep quiet and obey. People knew that if they stepped out of line they would be in trouble. Even the slightest thing could end up with their homes being ransacked. People were arrested for vague things like ‘spreading false rumours’. It is not surprising that people kept their heads down, went about their everyday lives and kept quiet.’</p>	4–6

Question	Answer	Marks
12(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Communists and Social Democrats were arrested and put in concentration camps.’ ‘The SA beat up and arrested opponents.’ ‘The Nazis closed down trade unions.’ ‘The SS and the Gestapo dealt with any sign of opposition.’ ‘They used informers to spy on neighbours.’ ‘Books were burned.’ ‘The Gestapo tapped telephones and intercepted the post.’ ‘The SS crushed opposition by terrorising people and putting them in concentration camps.’ ‘Newspapers were censored and used to send out Nazi propaganda.’ ‘Films were used to put across Nazi ideology.’ ‘The radio was used a lot. It was controlled by the Nazis and put out Nazi messages.’ ‘Grand torchlight parades were used to win people over.’ ‘People had to celebrate dates like Hitler’s birthday and the anniversary of the Munich Putsch.’ ‘The Nuremberg rallies.’ ‘Propaganda against Jews was pumped out everywhere.’ ‘The school curriculum was used to indoctrinate children.’ ‘The Hitler Youth was used to turn young people into Nazis.’ ‘Music, the theatre and literature were all controlled by the Nazis.’ ‘There was approved art which glorified strong heroes. Degenerate art was banned.’ ‘Even architecture was used with grand buildings being put up to glorify Germany and the regime.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think the use of terror was more important because this made people obey them.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
13(a)	What were the main features of the Russian system of government at the beginning of the twentieth century?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Nicholas II was an autocratic Tsar.’ ‘He ruled by divine right.’ ‘The Tsar had a council of ministers.’ ‘There was a massive civil service.’ ‘There was no parliament.’ ‘There was strict censorship.’ ‘The government was repressive.’ ‘The Okhrana, the secret police, used spies and locked up anyone who criticised the regime.’ ‘Cossacks were used to break up strikes or demonstrations.’ ‘There was a massive system of prisons and penal colonies.’ ‘The Orthodox Church supported the rule of the Tsar and taught that he ruled by divine right.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
13(b)	Why was Stolypin important in the period 1906 to 1911?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Stolypin was important because he brought order to Russia after the 1905 revolution and helped the Tsar survive. There were still many disturbances in Russia well into 1906 and so the Tsar appointed Stolypin as Prime Minister. He set up military courts which could sentence and hang a person on the spot. Thousands were executed and the hangman’s noose became known as ‘Stolypin’s necktie’. This is why he was important. He introduced a period of repression which helped protect the Tsar.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘He was Prime Minister.’ ‘He was appointed after the 1905 revolution to sort things out.’ ‘He introduced a period of repression.’ ‘He had thousands executed.’ ‘He set up special courts to deal with opponents.’ ‘He introduced reforms in the countryside to help the peasants.’ ‘He allowed peasants to buy land.’ ‘He set up a peasants’ bank to help them buy land.’ ‘He tried to create a new class of hard working enterprising landowning peasants so that more food would be produced.’ ‘He hoped to produce a class of conservative but profit-motivated farmers.’ ‘He increased industrial output.’ ‘He planned some basic education programmes.’ ‘He planned regulations for work in factories.’ ‘He introduced some agricultural education.’ ‘He expanded the Trans-Siberian railway.’</p>	2–3

Question	Answer	Marks
13(b)	Level 1 General answer lacking specific contextual knowledge e.g. 'Stolypin was important because he was a major figure in the government and had a lot of power.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
13(c)	How important was the role of the Tsarina in causing the March Revolution of 1917? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘She was important because she contributed to the Tsar’s regime becoming very unpopular. This was mainly because of the influence she gave to Rasputin, a monk who claimed he could help her son who was a haemophiliac. He was very unpopular because of his corruption, his interference in government and his immoral lifestyle. Some people even believed he was having an affair with the Tsarina. Her relationship with him made the regime unpopular and contributed to the revolution.’</p> <p>OR</p> <p>e.g. ‘I do not think that she was particularly important. Much more important were the effects of the war. Men were conscripted and this left no one to do the farming, so less food was produced. Soon there were food shortages. This led to an increase in prices when wages were not going up. There was also a shortage of coal which led to factories being shut and to unemployment. The defeats in the war and the enormous casualties also meant people had lost all confidence in the government.’</p>	4–6

Question	Answer	Marks
13(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘She strongly believed in the autocratic power of the Tsar.’ ‘She strongly urged the Tsar to resist demands for political reform.’ ‘She became very unpopular, especially during the First World War.’ ‘When the Tsar took control of the army, she took control of domestic policy.’ ‘She dismissed many able ministers.’ ‘She appointed her friends and Rasputin’s friends.’ ‘People suspected she was pro-German and wanted a separate peace.’ ‘Her close relations with Rasputin made her very unpopular.’ ‘She let Rasputin have a lot of influence over the government.’ ‘The fact that the war was going badly was an important cause of revolution.’ ‘The war caused food shortages.’ ‘There was much unemployment and much poverty.’ ‘Nicholas made the mistake of taking over control of the army. He was hopeless and was directly blamed for the way the war was going.’ ‘The winter of 1916 was a hard one. Prices went sky high and there were shortages of fuel and food.’ ‘By March there were widespread strikes and demonstrations.’ ‘The Tsar ordered the troops to fire on demonstrators, but they refused.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think she was very important. She did not know what she was doing and caused a lot of trouble.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
14(a)	Describe how the lives of young people were affected by Stalin's policies in the 1930s.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Education of young people was strictly controlled. There was strict discipline.' 'History was re-written for the classroom with people like Trotsky disappearing from textbooks.' 'Children joined political youth groups like the Pioneers where they were taught political ideas and did lots of sport and camping.' 'There were political groups for children to join such as the Octobrists, the Pioneers and the Komsomol, where they were indoctrinated.' 'In these groups children were organised into brigades and had their own banners, uniforms and songs.' 'A cult of childhood was encouraged because children were seen as essential for the future of socialism and the Soviet Union.' 'The arrest of parents as enemies of the people left children traumatised and marred them socially.' 'Many of the children whose parents had been arrested ended up homeless or in state orphanages.' 'In 1930 universal primary education was introduced.' 'Numbers in secondary education increased enormously.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(b)	Why were the purges important to Stalin?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Stalin was always worried about threats from those in the Party. He was worried about those who had been important in the past in the Bolshevik Party and were still powerful. Some of them were popular and might be rivals to him. He was especially worried about those who remembered the Revolution and thought that the misery caused by his collectivisation policy was wrong and not part of the original Bolshevik plan. People like Kamenev were arrested and Stalin used show trials where those accused were made to confess their guilt. These showed everybody that Stalin was right – that there were conspiracies against him.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘He was able to deal with opponents.’ ‘He started them because he thought his position was under threat from people like Kirov.’ ‘They enabled him to deal with critics in the Party who were shocked by the deaths and misery caused by Stalin’s collectivisation policies.’ ‘Some in the Party wanted to slow down the drive towards industrialisation and improve relations with the peasants.’ ‘Old, important members of the Bolshevik Party such as Bukharin were always a potential threat to Stalin.’ ‘Stalin was worried that important Bolsheviks like Kirov were more popular than he was.’ ‘During the purges, over one fifth of the members of the Party were shot or expelled.’ ‘Stalin thought that this terror would frighten people into staying loyal to him.’ ‘He wanted to make sure that the army stayed loyal and so he purged it.’ ‘He wanted to create a Party that was totally loyal to him.’ ‘He wanted to create a Party of people who had no memory of the Revolution and knew only about Stalin.’ ‘Stalin believed he was the only person who could transform Russia and so opponents had to be got rid of.’ ‘He was worried that if the pace of industrialisation was slowed down by some in the Party, then Hitler would be able to defeat Russia.’</p>	2–3

Question	Answer	Marks
14(b)	Level 1 General answer lacking specific contextual knowledge e.g. 'They were important to him because he thought they would help him rule the country.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(c)	‘Stalin’s plotting and scheming explain why he had emerged as leader of the Soviet Union by 1929.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘I do think that Stalin’s plotting and scheming was crucial. He presented himself as a very humble ordinary person and as Lenin’s natural successor publishing pictures of the two of them together. His position as General Secretary of the Party allowed him to do his plotting. He gradually put his supporters into positions of power in the Party and got rid of people more likely to support Trotsky. Stalin was regarded as rather dull and he deliberately stayed in the background, building up his support. At the Party Congress in 1924, he packed it with his supporters, allied with Bukharin to defeat Zinoviev and then turned on Bukharin.’ OR e.g. ‘I think Trotsky was to blame for Stalin becoming leader. Trotsky was too arrogant to do any plotting or to try and get people on his side. He didn’t attend Lenin’s funeral and people thought he couldn’t be bothered. He was also not trusted by many in the Party. They thought he might become a dictator because he had the support of the Red Army and many thought his ideas were too extreme and would split the Party. He simply let himself be outmanoeuvred by Stalin.’	4–6

Question	Answer	Marks
14(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘He was in a powerful position – General Secretary of the Party.’ ‘Stalin gradually put his supporters into key positions in the Party and got rid of those who supported his rivals.’ ‘Stalin seemed dull and middle of the road and people did not fear him.’ ‘Stalin was lucky – Lenin’s last will criticising Stalin was kept secret.’ ‘Many in the Party preferred his idea of Socialism in One Country to Trotsky’s more radical idea of Permanent Revolution.’ ‘Stalin played off one group within the Party against another.’ ‘Stalin schemed. For example, first he allied with Bukharin and then he turned on him.’ ‘Many members of the Party distrusted Trotsky and his idea of Permanent Revolution.’ ‘People were worried that as Trotsky had the support of the Red Army, he might turn into a dictator.’ ‘Trotsky had illnesses and was not always strong enough to deal with attacks on him.’ ‘Trotsky was arrogant and did not bother to plot to get people on his side.’ ‘Trotsky did not attend Lenin’s funeral.’ ‘Trotsky’s strong ideas about the NEP alienated some people in the Party while Stalin kept quiet.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘This was how he managed to get power. He was a very scheming type of person.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
15(a)	Describe the impact that radio had on the lives of Americans.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Companies advertised their goods through the radio.’ ‘By 1930 nearly half of Americans had a radio in their homes.’ ‘It introduced them to new types of music such as dance bands and jazz.’ ‘It created a national habit – listening to sports events.’ ‘Radio made sports personalities national figures.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
15(b)	Why did the lifestyle of some American women change during the 1920s?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘One big change was that more women went out to work. Mechanisation in factories made this possible because strength was no longer important. In some new industries like radio, the employers actually preferred women workers. There was also a massive expansion in office work and many young women took these jobs. They were attractive employees because they could be paid less than men.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘More women went out to work.’ ‘Restrictions on how they dressed weakened.’ ‘Waistless, knee-length, lightweight dresses became popular, giving women more freedom of movement.’ ‘More women had short hair.’ ‘Women smoked in public and drove cars.’ ‘Make-up became popular.’ ‘Women had more free time because of labour saving devices in the home.’ ‘Women’s magazines became popular.’ ‘Flappers had short skirts and lots of make-up.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Their lifestyle changed a lot during this period because of all the new inventions at the time.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
15(c)	Which was more important in 1920s America, religious or racial intolerance? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I think that racial intolerance was more important. In many southern states there were 'Jim Crow' laws which meant that black Americans had to use separate schools, parks and hospitals. These were usually inferior to white ones. They were discriminated against when they tried to get jobs and often suffered from violence. The Ku Klux Klan was a real problem. Its members lynched black Americans but juries, full of white Americans, let them off. This was all a serious problem because it meant that basic American laws and rights did not apply to black Americans.'</p> <p>OR</p> <p>e.g. 'Religious intolerance was an important problem in the South and Midwest. This is an area often called the bible belt. There were many Christian fundamentalists living there who tried to hold back behaviour and habits that were coming from big cities and which they regarded as going against the bible. This was important because it led to the Monkey Trial when a science teacher was put on trial for teaching evolution. This showed up the intolerance in the South and how backward it was. Religious intolerance was also important because the Ku Klux Klan took violent action against Catholics.'</p>	4–6

Question	Answer	Marks
15(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The ‘Jim Crow’ laws which enforced segregation.’ ‘Black Americans had to use separate schools and hospitals.’ ‘Black Americans were discriminated against.’ ‘The Ku Klux Klan attacked and lynched black Americans.’ ‘People in the South opposed ideas like evolution because of their religious beliefs.’ ‘Religious intolerance led to violence against Catholics by the KKK.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think racial intolerance was more important because it affected a lot of people.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
16(a)	Describe how jobs were created by the ‘alphabet agencies’.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The Civilian Conservation Corps gave jobs to young single men who planted trees and cleared land.’ ‘Three million men were given jobs by the CCC.’ ‘The Civilian Works Administration gave jobs to millions of people doing useful work such as building roads and sweeping leaves. These jobs were short term ones.’ ‘The Public Works Administration employed people to build dams, hospitals and schools.’ ‘They created jobs by putting people on building much needed public services.’ ‘The TVA created thousands of jobs in building a dam and in all the industries that followed, like electricity.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(b)	Why, in 1937, did Roosevelt put forward proposals to reform the Supreme Court?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Roosevelt wanted to appoint six new judges to the Supreme Court. This would have changed the balance of power in the Court so that a majority supported his policies. He wanted to do this because the Court believed the New Deal was undermining the American Constitution. In 1935 it ruled the National Industrial Recovery Act was unconstitutional and in 1936 it ruled that the work of the AAA was also unconstitutional. Roosevelt felt he had to do something about this otherwise all of his work in the New Deal might be pulled down.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Because the Supreme Court was opposing the New Deal.’ ‘Because in 1935 and 1936 the Supreme Court said that the work of the NIRA and the AAA was unconstitutional and had to stop.’ ‘Roosevelt had just had a massive victory in the 1936 election so he felt strong enough to do this.’ ‘He wanted to appoint new judges to the Supreme Court so that it would not oppose his policies.’ ‘Because the Republicans had a majority in the Supreme Court.’ ‘To change the balance of power in the Supreme Court.’ ‘To protect the New Deal.’ ‘To stop the Supreme Court opposing the New Deal.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘He did this to save all his work because of the threats there were to it.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(c)	‘Roosevelt’s massive win in the 1936 presidential election shows that the New Deal was popular.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘I agree with this. He won a landslide victory and the Republicans fought the election trying to criticise him but Roosevelt won a majority in all but two states. The New Deal was popular because although it did not get rid of unemployment, it did reduce it. Many people had jobs and were no longer living in poverty or without a home. It also revived business and industry and stopped bank failures. Most important of all, it gave people confidence that the future would be better.’ OR e.g. ‘Just because he won the election does not mean that the New Deal was popular with everyone. Republicans claimed that Roosevelt was a dictator and was forcing socialism on America. This, they said, was undermining the American way of life and was making people lazy and dependent on government help. Business leaders did not like the government interfering in their affairs or the support the New Deal gave to the trade unions. Even Democrats like Huey Long criticised the New Deal, this time for not doing enough to help people.’	4–6

Question	Answer	Marks
16(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘It was because Roosevelt won in all but two states.’ ‘The New Deal was reducing unemployment.’ ‘The Republicans fought the election on the issue of the New Deal.’ ‘The New Deal had given people their confidence back.’ ‘The New Deal revived industry and business.’ ‘People had been rescued from poverty and homelessness.’ ‘It was very unpopular with many Republicans.’ ‘Some accused Roosevelt of being a socialist and a dictator.’ ‘People argued that the New Deal would destroy the American way of life and American values.’ ‘It was said that the New Deal was making people lazy.’ ‘Business leaders did not like the government interfering.’ ‘The rich did not like paying higher taxes.’ ‘Father Coughlin said that the New Deal was failing to solve the problems of the poor.’ ‘Huey Long argued that the New Deal needed to do a lot more for the poor.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Yes, I think this is right. He would not have won the election if the New Deal had been unpopular.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
17(a)	What was the Xian Incident in 1936?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Chiang Kai-shek was detained by his own men.’ ‘A telegram was sent demanding an end to the civil war with the Communists.’ ‘Young army officers demanded that Chiang be killed.’ ‘Chiang Kai-shek was detained because they wanted a change of policy towards Japan and the Communist Party.’ ‘Some of Chiang’s supporters wanted a truce with the Communists so that the Japanese invasion could be dealt with.’ ‘Zhang Xueliang only wanted Chiang to change his policy; he did not want him to be killed.’ ‘Zhou Enlai told Zhang that he did not have the support of the Soviet Union.’ ‘Zhang realised he did not have the support of the Chinese Communist Party and released Chiang.’ ‘Chiang’s leadership was confirmed and the Communists grew in strength.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
17(b)	Why did the Second World War strengthen support for the Communists?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The Second World War strengthened support for the Communists because they were seen as the ones who had successfully defended China against the Japanese. This won them the support of the peasants. They had used guerrilla-style tactics against the Japanese. They destroyed bridges and railways and ambushed the Japanese. This was in contrast to the reluctance of the Nationalists to fight the Japanese. When the war ended, the Communists had won the hearts and minds of the Chinese peasants.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘They fought the Japanese.’ ‘They seemed to be the only people standing up to the foreign invaders.’ ‘They introduced reforms in the parts of rural China which they controlled.’ ‘They won the support of the peasants through their fighting against the Japanese and their reforms.’ ‘They reduced rents for the peasants and increased taxes for the rich.’ ‘They appeared to be the party of the people because of their closeness to the peasants.’ ‘The Nationalists became unpopular – attacking the Communists before the foreign invaders, their corruption and their reluctance to engage with the Japanese.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It made the Communists much more popular because of what they did in the war.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
17(c)	'The Long March solved the Communists' problems.' How far do you agree with this statement? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I think the Long March did solve their problems. The problem they had was that they were based in Jiangxi province but the Nationalists were gradually encircling them using a series of blockhouses. Soon the Communists would be facing annihilation. They made the decision to escape and they then marched to Shaanxi. This was a very long march of 370 days over difficult ground. But it took them out of the grasp of the Nationalists and let them recover their strength. This is how it solved their problems.'</p> <p>OR</p> <p>e.g. 'The Long March did not solve all their problems. When they reached Yenan their numbers were down to 10 000 from the 80 000 that had started the march. They had been marching for 370 days and were exhausted. They needed time to recover their strength. Another problem was that Shaanxi province was under the control of warlords. Even Chiang had been unable to break their power and so the Communists had them to worry about too. It could be argued that all they had done was to retreat, that the Nationalists had got rid of the Communists from the south and were still in a position to wipe them out while they were weak.'</p>	4–6

Question	Answer	Marks
17(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘They escaped being wiped out by the Nationalists.’ ‘They were surrounded by the Nationalists while they were in Jiangxi province.’ ‘The Long March got them away from the threat posed by the Nationalists.’ ‘When they reached Yen’an they were exhausted and their numbers were down.’ ‘Shaanxi province was ruled by warlords who were very powerful.’ ‘They were so weak when they arrived that they were still on the point of being destroyed.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Long March was very important for the Communists but I do not think it solved all their problems.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
18(a)	What happened in the power struggle after Mao's death?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Gang of Four managed to hold on to power for only a few weeks.' 'The Gang of Four were arrested.' 'The Gang of Four were blamed for all China's problems.' 'They were put on trial and given life sentences.' 'Two groups emerged struggling for power led by Hua Guofeng and Deng Xiaoping.' 'Hua wanted to carry on with Mao's policies, Deng wanted to go in a new direction.' 'The members of the Party preferred Deng and he won the power struggle.' 'A new economic policy was started in 1978 to produce quick economic growth.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(b)	Why was the Cultural Revolution important to Mao?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'It was important to Mao because it was his attempt to revive the revolutionary spirit in China. He was worried that the revolution was losing its spark. He thought that a privileged class was emerging in the Party that was conservative and forgetting the intentions of the Revolution. As the Revolution faded into the past he was worried that young people had no experience of revolution. Mao thought it was essential to teach them about pure communism and keep the Revolution going.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'It would enable him to restore his power.' 'He thought it would keep the Chinese Revolution pure.' 'He thought it would deal with Liu Shaoqi who was opposing Mao's policies.' 'He wanted to achieve a classless society in China where everyone worked together.' 'He was worried that a privileged class was emerging in China.' 'He did not want China to end up like the Soviet Union.' 'Mao's influence was fading.' 'Mao was worried that the revolutionary spirit of the Chinese people was dying down.' 'He thought it was crucial to root out bourgeois influences.' 'He was worried that the young people had no revolutionary experience.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was important to Mao because he thought it would enable him to achieve what he wanted in China.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(c)	‘Deng Xiaoping’s reforms only changed China on the surface.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘I think that Deng’s reforms went deeper than just on the surface. He swept away most of Mao’s policies. His were real changes. Farmers were allowed to return to family farming and collectives were dismantled. They were given freedom to decide what they planted. Harvests recovered quickly. Also in industry there was modernisation with money from foreign investors helping. China was heading towards a western-style economy with people able to buy consumer goods. He even released thousands of political prisoners. So I think the reforms were changing China deep down.’ OR e.g. ‘I do not think the reforms were all that deep, especially in politics. Pro-democracy demonstrations broke out in Beijing in 1989. The demonstrators wanted freedom of the press and freedom of speech. The demonstrations were suppressed. The government declared martial law. As many as 300 000 troops were sent to Beijing. Any officials who were sympathetic to the protests were removed. This was all followed by stricter rule by the state. This shows that the reforms were only on the surface.’	4–6

Question	Answer	Marks
18(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Collective farming went and farmers were given more freedom.’ ‘Industry was modernised.’ ‘A western-style economy was established.’ ‘Foreign investment was encouraged.’ ‘Political prisoners were released.’ ‘In 1989 protests were suppressed. Reforms then slowed.’ ‘More repressive measures were introduced such as control of the press.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I think the reforms were very important but there were some things that did not change.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
19(a)	Describe how the migrant labour system worked before 1948.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail 1–4</p> <p>e.g. ‘Black South Africans travelled far to work in the gold mines.’ ‘Black South Africans were recruited from their reserves to work in the mines.’ ‘The workers signed a contract which gave them wages, food and living quarters. Breaking the contract was a criminal offence.’ ‘When the contract ended the workers went home.’ ‘Wages were low and conditions in the compounds were poor.’ ‘Workers would not see their families for months.’ ‘The workers left their families behind in the rural areas where they lived.’ ‘Large numbers of workers were needed in the mines.’ ‘The companies kept wages down by paying workers as if they did not have families to support.’ ‘Movement to and from the mining areas was controlled by the introduction of pass laws.’ ‘Mining companies sent agents to encourage chiefs to send men to the mines.’ ‘The mining companies built compounds/hostels for the workers to live in.’ ‘Many workers came from outside South Africa, for example, Mozambique.’ ‘The companies acted together to recruit workers and to pay them on an agreed scale. This helped keep wages down.’</p>	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
19(b)	Why was there some relaxation in the attitude of the South African government towards racial segregation during the Second World War?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘During the war many white South Africans went to fight. This caused a shortage of labour in the factories, especially because industry was expanding. They responded to this by employing more black South Africans. The number of black workers in industry went up by 70%. Some of them took over skilled and semi-skilled jobs. All this meant that the pass laws were relaxed and that blacks were doing jobs that they would not have been allowed to do before.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Industry was expanding because of the need for weapons and so more labour was needed.’ ‘Pass laws were relaxed to let black workers move around.’ ‘Many white workers went to fight so there was a shortage of labour.’ ‘More black people moved to towns for jobs so the government had to relax segregation.’ ‘To enable South African industry to keep functioning.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The government had a more relaxed attitude because it realised that things had to change.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
19(c)	‘Gold mining was mainly responsible for South Africa’s economic development up to 1945.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘I agree with this statement. Up to 1945 South Africa’s economy grew quickly and this was due to gold mining. It provided many jobs and was the country’s main export. This brought in foreign exchange which could be used to buy oil and advanced technology goods. Also many other industries were stimulated by gold mining because machinery and equipment had to be made. It also boosted coal mining and railways. The industry also paid lots of taxes which helped pay for other things in the country.’ OR e.g. ‘I am not sure about this. Other industries were very important to South Africa’s development. The electricity industry expanded enormously. This was crucial to economic development because industries and transport needed the power. Also South Africa’s coal and iron industries were expanded and the amount being produced grew quickly. This also helped other industries. The government helped by introducing tariffs on imports to help home industries. All of this helped South Africa’s economic development.’	4–6

Question	Answer	Marks
19(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Gold mining provided jobs.’ ‘It earned foreign currency.’ ‘It stimulated other industries because it needed machinery and equipment.’ ‘It paid lots of taxes.’ ‘It attracted investment and skilled labour into the country.’ ‘One third of the working population worked in agriculture.’ ‘Farming produced 20% of the country’s economic output.’ ‘Manufacturing industries grew enormously.’ ‘The development of the provision of electricity was very important.’ ‘The iron and coal industries expanded quickly.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘I do agree with this. It was very important and the rest of South Africa depended on it.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
20(a)	Describe the security measures introduced by the South African government in the period 1966 to 1976.	4
	<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.’ ‘It allowed the state to detain anyone acting against the policy of apartheid.’ ‘BOSS was set up to help with state security.’ ‘The State Security Council was set up to advise the Prime Minister on security matters.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
20(b)	Why did the government begin to grant independence to Homelands from 1976?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'By doing this they hoped that black South Africans would all go to the Homelands and leave South Africa. This would save South Africa lots of money. It would no longer have to pay money for houses, schools and hospitals for black South Africans. The hope was that South Africa would be left for white South Africans.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Citizens of the new independent states lost their South African citizenship.' 'The leaders of the new states were African leaders willing to collaborate with the South African government.' 'The South African government thought that this would make it look like a progressive government.' 'This would leave South Africa with white people as the single largest racial group.' 'They would exclude black South Africans from South Africa.' 'It would get credit internationally for giving black people self-government.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It did this because it thought it might help the situation in South Africa.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
20(c)	'The impact of Steve Biko was the most important factor in the opposition to apartheid in the period 1966 to 1980.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The impact of Steve Biko was very important. This was because his ideas of Black Consciousness inspired the young people in Soweto. This led in 1976 to demonstrations by thousands of black school children against the government decisions that half their subjects should be taught in Afrikaans which was regarded as the language of oppression and white supremacy. Biko's idea was that black people should have pride and confidence in their own language and culture. The South African government reacted with great violence and news of this went round the world making the government even more unpopular.' OR e.g. 'I think the armed struggle carried out by the ANC was more important. The armed struggle was continued after Mandela was imprisoned in 1963. This was continued from their bases in nearby countries such as Mozambique and Angola. These countries were independent and were willing to support the ANC in its struggle. Training bases were set up and raids were made into South Africa such as the bomb explosion at an oil refinery in 1980. South Africa was being threatened with oil sanctions and so this kind of attack was dangerous. The importance of the campaign by the ANC can be seen by the measures Botha tried to take against it in his Total Strategy.'	4–6

Question	Answer	Marks
20(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘He said black people should be proud and confident in being black.’ ‘They should be proud of their own culture.’ ‘Black people should not rely on well-meaning white people in their struggle against apartheid but should do it for themselves.’ ‘He achieved solidarity and assertiveness among black people.’ ‘While at university he organised strikes and demonstrations.’ ‘He inspired the Soweto riots.’ ‘His terrible death at the hands of the security forces had a big impact internationally.’ ‘Bases set up by the ANC outside South Africa and the raids it launched.’ ‘The black workers’ strikes of 1973.’ ‘Revived trade union activity.’ ‘Opposition from abroad.’ ‘International sanctions.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The impact of Steve Biko was great. He had a real impact on black South Africans and how they thought and acted.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
21(a)	Describe the part played by the Soviet Union in the politics of the Middle East during the period 1954 to 1976.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'In the Suez Crisis the Soviet Union threatened to attack Israel.' 'In 1955 Nasser bought planes (bombers and fighters) and tanks from the USSR.' 'The Soviet Union has opposed Zionism.' 'The Soviet Union has supported Arab regimes.' 'The Soviet Union has armed Syria.' 'The Soviet Union supported Yasser Arafat and the Palestinian cause.' 'It broke off diplomatic relations with Israel.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
21(b)	Why did Arab states introduce an oil embargo in 1973?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The main reason was the USA’s involvement in the Yom Kippur War. When Egypt and Syria launched an attack on Israel the USA quickly supplied Israel with arms. OPEC raised the price of oil, cut production and then introduced the embargo. The Arab countries regarded the USA and its allies as the enemy for supporting Israel. The aim was to stop the USA from supporting Israel in the future.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘It was aimed at countries that supported Israel in the Yom Kippur War.’ ‘It was to punish the USA for arming Israel.’ ‘Because of the dependence of the USA and other countries on Arab oil.’ ‘To raise the price of oil. It went up by four times by 1974.’ ‘To make the producing countries much richer.’ ‘To push countries like the USA and Britain towards a more pro-Arab position.’ ‘To strengthen their position in the post-war negotiations.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They did this because they thought it would make them much stronger.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
21(c)	How far were the Camp David Accords of 1978 a success? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'I think they were a failure. On the Arab side only Egypt was involved, while to achieve a real settlement in the Middle East all the Arab countries needed to agree. They were totally against the agreements which were condemned throughout the Arab world. The Arab League announced a boycott of Egypt. Sadat became very unpopular, even in Egypt, and was assassinated in 1981.'</p> <p>OR</p> <p>e.g. 'They were a success. They represented the first peace deal between Israel and an Arab state. They agreed a framework for peace in the Middle East and this led to an Egyptian-Israeli peace treaty in 1979 which has brought peace to relations between the two countries. Israel agreed to move out of Sinai which was returned to Egypt. At the same time Israel was recognised by Egypt. This was an enormous achievement because the two countries had been enemies for years and had fought four major wars against each other.'</p>	4–6

Question	Answer	Marks
21(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘They were a failure because they were rejected by all the Arab countries except Egypt.’ ‘Sadat and Begin were awarded the Nobel Peace Prize.’ ‘Parts of the Accords were rejected by the United Nations.’ ‘They ended the state of war between Israel and Egypt.’ ‘Sinai was returned to Egypt.’ ‘They did little to solve the problem of Palestine.’ ‘Egypt got Sinai back.’ ‘Israel was recognised by Egypt.’ ‘The Arab League boycotted Egypt.’ ‘They brought peace to Egyptian-Israeli relations.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘On the whole I do not think they were a success because not much came out of them.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
22(a)	What was the Intifada of 1987–1993?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘It was an uprising by Palestinians.’ ‘It began in a refugee camp after an Israeli army truck killed four Palestinians.’ ‘It consisted of strikes and civil disobedience.’ ‘Palestinians refused to pay taxes or work in Israeli settlements.’ ‘Stones and Molotov cocktails were thrown at Israeli soldiers.’ ‘Israeli forces used violence against the protestors, including children.’ ‘Over a thousand Palestinians were killed.’ ‘Palestinian child protestors were beaten.’ ‘Its aim was Israeli withdrawal from the territories.’ ‘They wanted to stop Israeli curfews and checkpoints.’ ‘It was led by members of the PLO and community councils.’ ‘Israel responded by deporting those involved and destroying their houses.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(b)	Why was Yasser Arafat important to the Palestinian cause?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Yasser Arafat led the PLO for a long time. One way in which he was important to the Palestinian cause was when he changed tactics in 1988 and rejected terrorism, accepted Israel’s right to exist and supported a two-state solution. He followed this up in secret talks with the Israelis in Oslo that led to the 1993 Oslo Accords which set up the Palestinian National Authority. He became President. This was an important step for the Palestinians.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘He led the PLO for many years.’ ‘He publicised the Palestinian cause.’ ‘He spoke at the UN in 1974 to support the Palestinian cause.’ ‘He was President of the Palestinian National Authority in the 1990s.’ ‘He co-founded Fatah, a terrorist organisation.’ ‘In 1988 he recognised Israel’s right to exist and supported a two-state solution.’ ‘He led the PLO in negotiations with Israel, for example, the Madrid Conference of 1991 and the Oslo Accords of 1993.’ ‘In 1994 he was awarded the Nobel Peace Prize.’ ‘He is seen as a heroic freedom fighter by Palestinians.’ ‘He led the PLO against Jordan.’ ‘In 1974 the PLO was admitted to the Arab League and recognised as the only representative of the Palestinian people.’ ‘He changed the direction of the PLO in 1988 and repudiated terrorism.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘He was their leader and was very important to them.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(c)	Did the PLO help or harm the Palestinian cause between 1964 and 1993? Explain your answer.	10
	<p>Level 5 Explains with evaluation</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘I think the PLO has helped the Palestinian cause. This is especially the case when in the 1990s it changed tactics and used negotiation rather than violence. It took part in negotiations with Israel in Oslo and these talks resulted in the Oslo Accords. This led to the Palestinians getting the right to self-government in the Gaza Strip and the city of Jericho in the West Bank through the creation of the Palestinian Authority. This was not everything that the Palestinians wanted but was a major step towards an independent Palestinian state. This was achieved by the PLO.’</p> <p>OR</p> <p>e.g. ‘For a long time the activities of the PLO did not really help the Palestinian cause. Its terrorist acts like plane hijackings lost it international support. It also suffered reversals when it was ejected from Jordan and then Lebanon. None of this helped the Palestinians much, especially when groups within it like Black September committed the Munich Massacre in 1972. This can be seen by the fact that the PLO gradually moved from violence to political methods in the 1970s and 1980s.’</p>	4–6

Question	Answer	Marks
22(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'It was set up in 1964 to liberate Palestine through armed struggle.' 'It is recognised as the only legitimate representative of the Palestinian people.' 'In 1993 it got Israel to recognise it as the representative of the Palestinian people.' 'In the 1960s it committed a series of terrorist acts.' 'It was in conflict with Jordan and was expelled.' 'The PLO attracted much hostility from Arab states because of its 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.' 'Israel expelled it from Lebanon.' 'In 1988 it accepted the two-state solution.' 'In 1996 it rejected the policies of destroying Israel and armed resistance.' 'It negotiated with Israel in the Oslo Accords.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The PLO tried to help the Palestinian cause but it did not always succeed.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0



HISTORY

0470/21

Paper 2

May/June 2019

MARK SCHEME

Maximum Mark: 50

Published

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PUBLISHED**Option A: Nineteenth 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 Difference of opinion on the extent to which the Mutiny was a real stirring of nationalism: in A it was not, in B it was		7
	Level 4 Agreement and disagreement of detail or sub-messages		6
	Level 3 Agreement or disagreement of detail or sub-messages		3–5
	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 Sources C and D. After reading Source C, are you surprised by Source D? 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 Evaluates Source D but no relevant use of Source C	6
	Level 4 Answers based on disagreements <i>e.g. Emperor not supportive in C, supportive in D</i>	4–5
	Level 3 No, answers based on agreements <i>e.g. In both, the Indian soldiers are fighting the British</i>	3
	Level 2 Answers based on undeveloped provenance or identifies what surprised by but no explanation or analyses the source appropriately but fails to state whether surprised	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 prove Source F to be wrong? 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 Evaluates F but no valid use of E	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
4	Study Source G. Why was this illustration used in this book? Explain your answer using details of the source and your knowledge.	8
	Level 6 L4/L5 plus purpose in context i.e. to have an impact on British opinions about the Mutiny	8
	Level 5 Reason based on the Big Message i.e. to say that the behaviour of the sepoys/Indians was evil/blameworthy	6–7
	Level 4 Reason based on sub-message	4–5
	Level 3 Reason based on context	3
	Level 2 Interprets picture or describes context, but no reason given	2
	Level 1 Describes the source, no reason given	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks	
5	Study Source H. How useful is this source as evidence about the events of 1857? Explain your answer using details of the source and your knowledge.	7	
	Level 5 Answers based on evaluation of Source H as evidence of his purpose – to accept it as useful		7
	Level 4 Answers based on developed evaluation of Source H – to reject it as useful		5–6
	Level 3 Answers based on information in Source H		3–4
	Level 2 Answers based on undeveloped use of provenance		2
	Level 1 Unsupported assertions or fails to address utility		1
	Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Marks
6	<p>Study <u>all</u> the sources. How far do these sources provide convincing evidence that the events of 1857 amounted to a national war of independence? Use the sources to explain your answer.</p> <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. Use a ✓ the margin for each source use in support of the statement and a x for each source use rejecting the statement.</p> <p>✓ - B, D, H x – A, (B), C, E, F, G</p> <p>Level 2 Uses sources to support or reject the statement 4–6</p> <p>Level 1 No valid source use 1–3</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	12

PUBLISHED**Option B: Twentieth century topic**

Question	Answer	Marks	
1	Study Sources A and B. Which one of these textbooks was used in schools in South Korea and which one was used in North Korean schools? Explain your answer using details of the sources.	7	
	Level 5 L2/L3/L4 plus purpose Purpose is the intended impact on the behaviour of the audience		7
	Level 4 L2/L3 plus explains that the language has the purpose of persuading the audience <i>e.g. To get the pupils to see who was to blame</i>		6
	Level 3 Explains how language in the source(s) indicates the side		4–5
	Level 2 Identifies language in the source(s) that indicates the side (but no explanation)		2–3
	Level 1 Misinterpretations (i.e. gets it wrong way round) or unillustrated assertions (i.e. no use of source content)		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 prove that the Soviet Ambassador (Source D) was wrong? 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 Evaluates D but no valid use of C		7
	Level 4 Yes or no, answers based on disagreements		5–6
	Level 3 No, answers based on agreements		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
3	Study Source E. Why was Source E distributed in Korea? Explain your answer using details of the source and your knowledge.	8
Level 7 L4 plus purpose in relation to an audience of Americans in Korea	8	
Level 6 L4 plus purpose in relation to a Korean audience	7	
Level 5 Reason based on purpose, but no message	6	
Level 4 Reason based on message i.e. to tell people what is in the source	4–5	
Level 3 Reason based on context i.e. because of the war going on, or because what is mentioned in the source was going on	3	
Level 2 Interprets source or describes context, but no valid reason	2	
Level 1 Surface description, no valid reason given	1	
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks	
4	Study Source F. What is the message of the cartoonist? Explain your answer using details of the source and your knowledge.	8	
	Level 6 Explains valid big message plus the cartoonist's opinion of the Soviets		8
	Level 5 Explains valid big message of the cartoon i.e. that the Soviets were merely pretending to want peace		6–7
	Level 4 Explains valid sub-messages <i>e.g. The Soviets are liars, the Soviets are causing trouble in Korea, the Soviets don't want peace, etc.</i>		4–5
	Level 3 Undeveloped answers lifted from the provenance		3
	Level 2 Misreadings of the cartoon i.e. the Russians are in favour of peace		2
	Level 1 Describes the cartoon, no message		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.	7	
	Level 7 Both aspects of L6 i.e. date and British provenance		7
	Level 6 Explains why surprised/not surprised in relation to the date of the source or in relation to the British provenance of the source		6
	Level 5 Uses content of G and cross-reference to explain why surprised and why not surprised		5
	Level 4 Uses content of G and cross-reference to explain why surprised or not surprised		4
	Level 3 Explains reasons internal to the source for being surprised/not surprised		3
	Level 2 Answers based on undeveloped provenance or identifies what surprised by but no explanation or analyses the source appropriately but fails to state whether surprised		2
	Level 1 Writes about the source 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 <u>all</u> the sources. How far do these sources provide convincing evidence that South Korea and the USA were to blame for the Korean War? Use the sources to explain your answer.</p> <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. Use a ✓ the margin for each source use in support of the statement and a x for each source use rejecting the statement.</p> <p>✓ – A, C, E X – B, D, F, G</p> <p>Level 2 Uses sources to support or reject the statement 4–6</p> <p>Level 1 No valid source use 1–3</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	12



HISTORY

0470/22

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May/June 2019

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PUBLISHED**Option A: Nineteenth 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 In A, the British are in the wrong/the Chinese in the right; in B, the British are in the right/the Chinese in the wrong.	7–8	
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 Level 2 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. Why was this illustration published in a British magazine in October 1856? Explain your answer using details of the source and your knowledge.	7
Level 6 Explains purpose in context of 1856	7	
Level 5 Explains the purpose of the cartoon (Must have intended impact on British audience.)	6	
Level 4 Explains how it is positive about British or negative about Chinese	5	
Level 3 Explains context only – fails to explain message or purpose of source OR Level 3 Uses the source as information	4	
Level 2 Misreadings of the source OR Level 2 Interprets cartoon or describes the context – but not used as a reason for publication	2–3	
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 what Bowring said in 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 E is surprising/not surprising but no valid use of Source D		5–6
	Level 3 Answers based on disagreements		4
	Level 2 Answers based on undeveloped provenance OR Level 2 Identifies what surprised by but no explanation OR Level 2 Analyses the sources appropriately but fails to state whether surprised		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. Do you trust Palmerston in Source F? Explain your answer using details of the source and your knowledge.	8
	Level 6 Evaluates Palmerston’s claims in context	7–8
	Level 5 Cross-references to evaluate claims made by Palmerston	5–6
	Level 4 Explains based on content/language of Source F	4
	Level 3 Undeveloped use of provenance	3
	Level 2 Analyses source without stating if Palmerston is trusted	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. How useful is this source as evidence about the Second Opium War? Explain your answer using details of the source and your knowledge.	7	
	Level 5 Answers based on evaluation of Source G as evidence of his purpose – to accept it as useful		7
	Level 4 Answers based on developed evaluation of Source G – to reject it as useful		6
	Level 3 Answers based on message/inferences of Source G		4–5
	Level 2 Answers based on 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	Study <u>all</u> the sources. How far do these sources provide convincing evidence that China was to blame for the Second Opium War? 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 ✓ the margin for each source use in support of the statement and a x for each source use rejecting the statement. ✓ – B, C, E, F, G x – A, D	
	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	

PUBLISHED**Option B: Twentieth 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 the US for the Korean War, B blames Communism.	7	
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 Level 2 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. Why was this pamphlet distributed in Korea at this time? Explain your answer using details of the source and your knowledge.	8
	Level 6 Explains the purpose of the pamphlet (Must have intended impact on audience, e.g. to demoralise US troops.) Audience must be US troops/western journalists, South Koreans. If Koreans/Korean people/Korean public, award 7 marks.	8
	Level 5 Explains the big message US big business doesn't want peace because of the profits they are making from the war. Only one part of this = sub-message. Award 6 if mentions Koreans as the audience.	6–7
	Level 4 Explains a valid sub-message Award 4 if mentions Koreans as the audience.	4–5
	Level 3 Explains context as the reason (must be peace talks) but fails to explain message or purpose of source	3
	Level 2 Answers that assume audience is North Koreans/Communists/ALL Koreans/North and South Koreans and gives an appropriate purpose OR Level 2 Interprets pamphlet or describes the context – but not used as a reason for distribution	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. How similar are the messages of the two cartoonists? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Explains differences of message of cartoonists Compares views of cartoonists about the relationship. Positive/approves in D, negative/critical in E.	8
	Level 5 Explains differences of big messages of cartoons Compares relationship between US and UN – equal/working together in D, the US is leading or dominating in E.	7
	Level 4 Explains differences/similarities of sub-messages Note: These must be comparing the cartoons on the same point.	5–6
	Level 3 Valid interpretation of one or both cartoons but no valid comparison	3–4
	Level 2 Answers comparing provenance	2
	Level 1 Unsupported assertions/writes about the cartoons	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4	Study Sources F and G. Does Source F show that Truman was lying in Source G? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Compares the sources and evaluates one of them OR Level 6 Explains how they are not mutually exclusive about why US intervened e.g. It is perfectly possible for Truman to have had both of these motives at the same time. They both make sense in 1950.	7–8
	Level 5 Evaluates G but no valid use of F	6
	Level 4 Answers based on disagreement F – To stop Communism, to prevent another war. G – To support the UN.	5
	Level 3 Answers based on agreement or sensible/plausible reconciliations The US had to get involved, Truman wants peace in both.	4
	Level 2 Answers based on undeveloped provenance or assertions that they say something different	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 Source H. Are you surprised by this source? Explain your answer using details of the source and your knowledge.	7
Level 6 Explains surprised that British would be critical of US at this time	7	
Level 5 Surprised or not surprised by the fact that the US government wanted to correct the impression that they were fighting a lone battle OR that the US government was concerned that Congress thought US troops were being forced to fight by the UN	6	
Level 4 Surprised or not surprised by EITHER there was an impression that the Americans were fighting a lone battle OR that Congress was concerned that the US was being forced to fight by the UN Must be explained by cross-reference.	4–5	
Level 3 Answers based on internal evidence of H	3	
Level 2 Valid analysis of source but fails to state whether surprised or not OR Level 2 Identifies something that is surprising/not surprising but fails to explain why	2	
Level 1 Writes about sources but fails to address the question	1	
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
6	Study <u>all</u> the sources. How far do these sources provide convincing evidence that the United States intervened in Korea because it wanted to uphold the authority of the United Nations? 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 ✓ the margin for each source use in support of the statement and a x for each source use rejecting the statement. ✓ – B, D, E, G x – A, C, E, F, H	
	Level 2 Uses sources to support or reject the statement 4–6	
	Level 1 No valid source use 1–3	
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HISTORY

0470/23

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GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

PUBLISHED**Option A: Nineteenth century topic**

Question	Answer	Marks
1	Study Source A. What impressions does this source give of the British and the Chinese? Explain your answer using details of the source.	8
	Level 5 Makes an overall inference about the British and Chinese Source gives the impression that the Chinese were in the wrong in the first paragraph, but that the British were in the wrong in the second paragraph.	8
	Level 4 Makes valid supported inferences Award 6 marks for one group, 7 for both.	6–7
	Level 3 Makes inferences – not supported Award 4 marks for one group, 5 for both.	4–5
	Level 2 Uses surface information to answer the question – description but no inferences	2–3
	Level 1 Copies or paraphrases the source – no sense of the question	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 mean that the people of Canton are lying in Source C? 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 Evaluates C but no valid use of Source B	7
	Level 4 Answers based on agreements and disagreements	5–6
	Level 3 Answers based on agreements or disagreements	3–4
	Level 2 Answers based on undeveloped provenance or identifies where there is lying but no explanation OR Level 2 Analyses the source appropriately but fails to state whether Source C is lying	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 Source D. Are you surprised by this source? Explain your answer using details of the source and your knowledge.	8
	Level 6 Contextual answer based on the fact that Cobden is British and yet is speaking against the British	8
	Level 5 Cross-references to test Cobden’s claims	6–7
	Level 4 Answers based on internal evidence of D	5
	Level 3 Answers based on provenance, e.g. a member of the opposition, he called the debate, he is British	3–4
	Level 2 Valid analysis of source but fails to state whether surprised or not OR Level 2 Identifies what is surprising/not surprising but no valid 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
4	Study Sources E and F. Does Source E prove that Palmerston was lying in Source F? Explain your answer using details of the sources and your knowledge.	7
	Level 7 Compares the sources and evaluates both	7
	Level 6 Compares the sources and evaluates one of them	6
	Level 5 Evaluates Palmerston with no use of E	5
	Level 4 Answers based on disagreements	4
	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
5	Study Source G. Why was this source published in Britain in 1860? Explain your answer using details of the source and your knowledge.	7
	Level 5 Explains the purpose of the cartoon (It must have intended impact on British audience.)	6–7
	Level 4 Explains the big message The British are justified in dealing with China harshly.	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 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
6	Study <u>all</u> the sources. How far do these sources provide convincing evidence that China was to blame for the violence between China and Britain? Use the sources to explain your answer.	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). 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 ✓ the margin for each source use in support of the statement and a x for each source use rejecting the statement.</p> <p>✓ – A, (B), F, G x – A, B, C, D, E</p>	
	<p>Level 2 Uses sources to support or reject the statement 4–6</p>	
	<p>Level 1 No valid source use 1–3</p>	
	<p>Level 0 No evidence submitted or response does not address the question 0</p>	

PUBLISHED**Option B: Twentieth century topic**

Question	Answer	Marks	
1	Study Source A. Why did the United Nations publish this report in 1950? Explain your answer using details of the source and your knowledge.	7	
	Level 6 To encourage countries to support the UN in Korea / to support the UN in helping the South		7
	Level 5 To justify UN intervention/UN supporting the South		6
	Level 4 Explains a valid sub-message		4–5
	Award 5 marks if answer states A is blaming North Korea or if it states A is explaining why the UN intervened.		
	Level 3 Explains context as a reason – fails to explain message or purpose of source		3
	Level 2 Describes the context or interprets source – but not used as a reason for publication		2
	Level 1 Paraphrase of the source		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 C make Source B surprising? 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 Explains if B is surprising but no valid use of C This must be about his overall purpose in making this broadcast.		6
	Level 4 Answers based on the disagreement – surprised		4–5
	Level 3 Answers based on agreements – not surprised		3
	Level 2 Answers based on undeveloped provenance OR Level 2 Answers that analyse sources properly but no conclusion about surprise		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 D and E. How similar are these two sources? Explain your answer using details of the sources and your knowledge.	8
Level 5 Compares big messages	7–8	
D – The UN or US is responsible for many deaths and E is making the same point about the Communists. Award 8 marks if answer has criticisms of UN/US and Communists.		
Level 4 Compares sub-messages or has the big message(s) but no comparison	5–6	
Level 3 Explains sub-message(s) from one or both sources – no comparison	3–4	
Level 2 Identifies information that is in one source but not in the other OR Level 2 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 OR Level 1 Misinterprets one or both sources	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 does Source G support the cartoonist in Source F? Explain your answer using details of the sources and your knowledge.	8	
	Level 7 Compares the sources at L6 and evaluates G		8
	Level 6 Explains main disagreement – G in favour of Soviet involvement being hidden while F disapproves of Soviet cover-up / F wants to make Soviet involvement clear		7
	Level 5 Answers based on agreements or disagreements		5–6
	Level 4 Interprets one or both sources but no valid comparison		4
	Level 3 Undeveloped use of provenance / identifies something in one source that is not mentioned in the other		3
	Level 2 Answers based on plausible misinterpretations		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 Source H. How useful is this source to a historian studying the Korean War? Explain your answer using details of the source and your knowledge.	7
	Level 6 Explains the fact it is in code means it will be reliable Candidates must explain why the Soviets want this to be secret.	7
	Level 5 Uses cross-reference to check information in H OR Level 5 Shows how H clears up something unknown / confusion in another named source	6
	Level 4 Useful for clearing up either were the Soviets involved or did the North Koreans plan the attack	5
	Level 3 Answers based on surface information in H	3–4
	Level 2 Answers based on undeveloped use of provenance Soviet Ambassador in N Korea would know, it is in code so must be right.	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 <u>all</u> the sources. How far do these sources provide convincing evidence that the Soviet Union was to blame for the Korean War? Use the sources to explain your answer.</p> <p>Level 3 Uses sources to support and reject the statement</p> <p>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 ✓ the margin for each source use in support of the statement and a x for each source use rejecting the statement.</p> <p>✓ – B, C, E, F, G, H x – A, C, D, E, 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>	<p>12</p> <p>7–10</p> <p>4–6</p> <p>1–3</p> <p>0</p>



HISTORY

0470/41

Paper 4 Alternative to Coursework

May/June 2019

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 May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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.

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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 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	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. 	[1–8]
Level 0	Candidates: Submit no evidence or do not address the question.	[0]

Question	Answer	Marks
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 Battle of the Marne as a reason for the development of trench warfare in 1914? Explain your answer.</p> <p>Yes The German advance was halted by the British and French forces outside Paris. They were pushed back over the River Marne and forced to dig trenches to consolidate their losses. This led to a race to the sea, etc.</p> <p>No The failure of the Schlieffen Plan was more important, and new technology led to a defensive form of fighting on the Western Front – machine guns and artillery. The arrival of the BEF and the Belgian resistance were unexpected. There was also a war on two fronts after Russia's quick mobilisation, etc.</p>	40

Question	Answer	Marks
2	<p>How significant were British naval operations as a reason for Allied victory in 1918? Explain your answer.</p> <p>Yes The Battle of Jutland maintained British naval superiority despite its losses. The naval blockade of German ports slowly drained Germany of its supplies, and the convoy system protected supplies from the USA – food and armaments, etc.</p> <p>No More significant was the use of new tactics such as combined arms and creeping barrage. There was the US entry into the war, and the failure of Operation Michael and the leaving of the Hindenburg Line. There was also political unrest in Germany – the October Revolution, etc.</p>	40

Question	Answer	Marks
3	<p>How important was hyperinflation as a cause of instability in Weimar Germany, 1919–29? Explain your answer.</p> <p>Yes By 1923 hyperinflation had taken hold and led to high prices for everyday goods. Money became worthless and the Weimar government was blamed because it had printed more money to pay reparations. A black market developed; the Munich Putsch, etc.</p> <p>No More important was the Treaty of Versailles with its military, economic and territorial terms, plus the War Guilt Clause. The Weimar constitution included proportional representation; there was political extremism from left and right; it could be argued that hyperinflation was brought under control, etc.</p>	40

Question	Answer	Marks
4	<p>How significant was the Treaty of Versailles as a reason for the increasing popularity of the Nazis after 1929? Explain your answer.</p> <p>Yes Hitler promised to reverse the terms of the Treaty; this was popular with many Germans; rearmament; November Criminals and the stab in the back myth, etc.</p> <p>No More significant were anti-communism; propaganda; the impact of the Depression – unemployment; the role of the SA; Hitler's leadership; Big Business; newspapers; weakness of the Weimar Governments, etc.</p>	40

Question	Answer	Marks
5	<p>How important was war as a reason for the collapse of the Tsarist regime in 1917? Explain your answer.</p> <p>Yes The Russo-Japanese War weakened Tsarist autocracy; it led to the 1905 Revolution and the October Manifesto; there were calls for reform; WW1 and its massive losses; the Tsar's personal command of the army which was disastrous; mutiny; shortages, etc.</p> <p>No Autocracy was out of date; living and working conditions in towns and cities; the land issue for peasants; the role of the Tsarina and Rasputin; political opposition; calls for a Duma; workers' councils; liberal and radical opposition, etc.</p>	40

Question	Answer	Marks
6	<p>How significant was Communist ideology as a reason for Stalin abandoning the New Economic Policy (NEP)? Explain your answer.</p> <p>Yes Stalin wanted to remove Kulaks as a class; they were seen as capitalist, and it led to collectivisation; Nepmen were created by the NEP; the Five Year Plan would create a state command economy, etc.</p> <p>No The need for defence; economic modernisation of the Soviet Union; the need to increase production of primary industries; Stalin's control of the USSR; the need to catch up with the West; Stalin's reputation / legacy, etc.</p>	40

Question	Answer	Marks
7	<p>How important for American women were changes to the US economy during the 1920s? Explain your answer.</p> <p>Yes There were more opportunities in employment and education; there was greater sexual freedom; divorce became easier; flappers; night life; cars; the impact of consumer goods; advertising, etc.</p> <p>No Women could vote from 1920; women remained oppressed in the South and in rural areas; more important was intolerance – racial, political and religious – KKK; Jim Crow Laws; WW1 experiences; liberal attitudes; jazz and movies; birth control, Anti-flirt League disapproval; Christian Union; Temperance, etc.</p>	40

Question	Answer	Marks
8	<p>How significant was government spending in ending the Depression in the USA? Explain your answer.</p> <p>Yes Roosevelt's New Deal; alphabet agencies reduced the worst impacts of the Depression; the welfare reforms of the Second New Deal; the Emergency Banking Act, etc.</p> <p>No WWII created a boost to US industry; the drafting of troops lowered unemployment levels; supplying food and armaments to the Allies; loans to the Allies; 1937 budget cuts increased unemployment, etc.</p>	40

Question	Answer	Marks
9	<p>How important were the military tactics of the Chinese Communist Party as a reason for its victory over the Kuomintang by 1949? Explain your answer.</p> <p>Yes Guerrilla warfare tactics were effective in WWII and the Civil War; the Communists were seen as heroes and patriots compared to the Nationalists; they had support from peasants; used local villages, etc.</p> <p>No More important were the corruption and unpopularity of the Nationalist government; Second World War and Civil War outcomes; foreign support for the KMT, etc.; the establishment of the Yanan Soviet to indoctrinate peasants and spread Maoist ideology, etc.</p>	40

Question	Answer	Marks
10	<p>How significant was Deng Xiaoping in changing life in China? Explain your answer.</p> <p>Yes Deng initiated economic reforms; he brought in more Western style capitalism; the release of political prisoners; the reduced role of the secret police, etc.</p> <p>No Mao was more significant – the 1950s reforms; social reforms; foreign relations with the USSR and USA; the Hundred Flowers Campaign; Five Year Plans; the Cultural Revolution, etc.</p>	40

Question	Answer	Marks
11	<p>How important was Oliver Tambo in the resistance to apartheid? Explain your answer.</p> <p>Yes He was an early leader of the ANC; he supported the Freedom Charter and the Defiance Campaign; he travelled abroad to increase support for the anti-apartheid movement; he was president of the ANC, 1967–91, etc.</p> <p>No More important was the PAC; Steve Biko and the Black Consciousness movement; Slovo, Tutu; Mandela and de Klerk; reactions to Soweto, etc.</p>	40

Question	Answer	Marks
12	<p>How significant were international developments as a reason for the collapse of white minority rule? Explain your answer.</p> <p>Yes The Cold War kept Western superpowers in support of South Africa as an anti-communist country; the USA and UK continued to trade with SA; the end of the Cold War meant this support was no longer required; increased international condemnation; sanctions from the UK and UN, etc.</p> <p>No More significant was the anti-apartheid violence in the 1980s since the Soweto riots; the role of de Klerk; the impact of Mandela, Tutu, Tambo; the ANC and PAC, etc.</p>	40

Question	Answer	Marks
13	<p>How important were the actions of the superpowers in the development of the Arab-Israeli conflict, 1948–73? Explain your answer.</p> <p>Yes US recognition of Israel in 1948; 1951 Treaty of Friendship between the US and Israel; in 1956, the US refused to support Israel; US aid in the 1960s and military support in 1973; the USSR armed Egypt in 1967 and 1973; the Soviet alliance with Syria, etc.</p> <p>No More important was the role of Israel and its aggressive policies in Gaza and the West Bank; Sinai; Egypt – Nasser and Sadat; Syria and the Baath Party; the role of the PLO; terrorism; the role of the UN, etc.</p>	40

Question	Answer	Marks
14	<p>How significant have political divisions within Israel been in the peace process between Israelis and Palestinians? Explain your answer.</p> <p>Yes Labor Party domination from 1948 to 1967 focused on building a secular state; religious ministry established in 1951 led to tension with Muslims; Likud in 1977 led to conservatism, especially religious; both parties maintained a hard-line stance on Arab relations; Likud wanted a Greater Israel, etc.</p> <p>No More significant to the peace process – terrorism (Hamas); the role of the United Nations; the role of the USA – Camp David; the role of Britain; Arafat and the PLO, etc.</p>	40



HISTORY

0470/42

Paper 4 Alternative to Coursework

May/June 2019

MARK SCHEME

Maximum Mark: 40

Published

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- 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:

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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.

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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. 		

Question	Answer	Marks
	<ul style="list-style-type: none"> • Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but 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. <p>Level 1</p> <p>Candidates:</p> <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. <p>Level 0</p> <p>Candidates: Submit no evidence or do not address the question.</p>	<p>[1–8]</p> <p>[0]</p>
<p>Information Suggestions</p> <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 British Expeditionary Force (BEF) in halting the German advance in 1914? Explain your answer.</p> <p>Yes 120 000 professional troops; well-equipped and trained against conscripts; held up the German advance at Marne; the BEF helped create a stalemate at Ypres in 1914, etc.</p> <p>No The BEF was only small; they pushed back at Mons in Belgium; more important was Russian mobilisation which created war on two fronts; the Belgian resistance; French counter-attack at Marne; defensive tactics – new technology, etc.</p>	40

Question	Answer	Marks
2	<p>How significant were the superior resources of the Allies in bringing about the German surrender in 1918? Explain your answer.</p> <p>Yes Tanks caused psychological issues for German troops; combined arms and creeping barrage; 'bite and hold' tactics; US entry into the war brought fresh troops and equipment, etc.</p> <p>No More significant – failure of the war at sea; the British blockade of German ports which led to shortages of food and fuel; German Revolution; failure of the Ludendorff Offensive; war weariness, etc.</p>	40

Question	Answer	Marks
3	<p>How important was the Dawes Plan in the recovery of Germany, 1923–29? Explain your answer.</p> <p>Yes The Dawes Plan lowered reparation instalments to the Allies; US loans of 800 million marks were arranged; this allowed investment into the economy; this led to new homes and infrastructure; loans were renewed with the Young Plan; this helped lead to the Golden Age, etc.</p> <p>No The Locarno Pact, 1925; German admission into the League of Nations, 1926; Stresemann's use of the Rentenmark and burning old currency – the French leave the Ruhr and hyperinflation ends; election of Hindenburg in 1925; new culture and night life; 1929 Wall Street Crash; accept counter-argument that the Dawes Plan led to dependency on US loans, etc.</p>	40

Question	Answer	Marks
4	<p>How significant was the Munich Putsch as a reason for the lack of Nazi electoral success by 1928? Explain your answer.</p> <p>Yes The Munich Putsch led to Hitler's imprisonment for treason; Nazis were banned and labelled extremists; 16 Nazis were killed in an uprising; the SA banned the organisation – it was seen as too violent by the middle classes; Hitler was forced to change tactics and win power legally, etc.</p> <p>No Nazis were always viewed as extremists; anti-Semitism put many off; the SA was too violent; 1924–28 were Golden Years – economic growth and political stability; the election of nationalist Hindenburg appeased right-wing voters, etc.</p>	40

Question	Answer	Marks
5	<p>How important was Trotsky in Stalin's emergence as leader by 1928? Explain your answer.</p> <p>Yes Trotsky failed to turn up to Lenin's funeral – so Stalin was seen as chief mourner; Stalin alienated him from the Party leadership; Trotsky was viewed as arrogant by many; permanent revolution was not popular with rightists; people were worried about his control of the Red Army; anti-Semitism, etc.</p> <p>No Stalin's political manoeuvrings between left and right; Lenin's death; Lenin's Testament; Socialism in one country was more popular; luck – Trotsky was recovering from a malaria-like illness at the time of Lenin's funeral; Stalin's use of his position as General Secretary to gain support at Party conferences and Congress, etc.</p>	40

Question	Answer	Marks
6	<p>How significant was industrialisation to the development of the Soviet Union after 1928? Explain your answer.</p> <p>Yes The Five Year Plans were to build up infrastructure and catch up with the West within 10 years; primary and secondary industry were the focus of the first two Plans; they were needed for defence in any future war; a command economy using Gosplan was created, etc.</p> <p>No Collectivisation was more significant – socialism in the countryside; removal of the kulaks and Nepmen as a class; propaganda and cult of personality to develop a totalitarian state; control of education and the media, etc.</p>	40

Question	Answer	Marks
7	<p>How important were Republican presidents in creating prosperity in the 1920s? Explain your answer.</p> <p>Yes (Harding, Coolidge and Hoover) Laissez-faire; low intervention in the economy encouraged growth and prosperity; low taxation; tariffs on imported goods; isolationism and protectionism stimulated US industry; trusts, etc.</p> <p>No Mass production – the Ford assembly line; advertising and mass marketing; new inventions; the First World War; natural resources; electrification; consumer society; confidence, etc.</p>	40

Question	Answer	Marks
8	<p>How significant were social reforms as an aspect of the New Deal? Explain your answer.</p> <p>Yes The Second New Deal – Wagner Act, 1935; Social Security Act, 1935; these improved the lives of pensioners and the unemployed; the right to bargain; sick and disabled benefit, etc.</p> <p>No Alphabet Agencies were more important – AAA, WPA, TVA, CCC, PWA, CWA all helped to provide jobs; Emergency Banking Act; NRA to promote business/worker relations; FERA for the poor, etc.</p>	40

Question	Answer	Marks
9	<p>How important to the economic progress of China was the First Five-Year Plan? Explain your answer.</p> <p>Yes Private business was taken over by the state; a command economy was created; there were production targets; growth in oil, coal, iron, steel, chemicals and cement; rapid growth in towns and cities; a new railway network was established, etc.</p> <p>No More important – Agrarian Land Reforms, 1950; the establishment of cooperatives and collective farms gave peasants land; communes in the Great Leap Forward established communes – industry and agriculture together; Soviet loans and experts; US trade deals in the 1970s, etc.</p>	40

Question	Answer	Marks
10	<p>How significant for China’s international relations was the Sino-Soviet dispute? Explain your answer.</p> <p>Yes The Sino-Soviet alliance began to break down after the death of Stalin; the Soviets had had a military and financial alliance with China since 1950; they provided experts and loans for the First Five-Year Plan; Mao criticised Khrushchev for his handling of crises in Hungary and Suez; the Soviets refused to share nuclear technology with Mao; Mao criticised Khrushchev for the Cuban Missile Crisis – this led to the Sino-Soviet split and by 1971, China had a trade alliance with the USA, etc.</p> <p>No More significant – Maoist ideology; disputes with Tibet; border disputes with India, 1962; the US and UN failed to recognise PRC and engaged in diplomacy with Taiwan; Sino-American trade agreements under Nixon, etc.</p>	40

Question	Answer	Marks
11	<p>How important were restrictions on movement as a feature of the apartheid system after 1948? Explain your answer.</p> <p>Yes The Group Areas Act, 1950 – this moved black people out of white areas; the Pass Laws restricted freedom of movement for black people; the Native Laws Act, 1952 banned black people from white urban areas; the Bantu Self Government Act, etc.</p> <p>No More important – Prohibition of Mixed Marriages; Immorality Act; Bantu Education Act; Separate Representation of Voters Act – no longer allowed to vote, etc.</p>	40

Question	Answer	Marks
12	<p>How significant were international sanctions in the opposition to apartheid after 1960? Explain your answer.</p> <p>Yes UN criticism of apartheid; Special Committee created – in 1973 apartheid was declared a ‘crime against humanity’; sports sanctions; US and EEC economic restrictions, etc.</p> <p>No Economic sanctions were limited in effect – many kept trading with South Africa; more significant – anti-apartheid movement; Black Consciousness and Steve Biko; ANC and PAC; Mandela and Tutu, etc.</p>	40

Question	Answer	Marks
13	<p>How important was President Nasser in shaping events in the Middle East? Explain your answer.</p> <p>Yes Nasser (1954–70) announced the nationalisation of the Suez Canal and a blockade of the Straits of Tiran; Nasser officially recognised Communist China; Nasser's creation of the PLO; he took the lead in the struggle against Israel; he signed an alliance with Syria, etc.</p> <p>No More significant – role of the superpowers and the UK; actions of Israel; Yasser Arafat and the PLO; Sadat and actions leading to the 1973 war; terrorism; the United Nations, etc.</p>	40

Question	Answer	Marks
14	<p>How significant have Gaza and the West Bank been as factors in the Arab-Israeli conflict? Explain your answer.</p> <p>Yes The disputed area between Israel and neighbouring states; attempts at Israeli expansion after the 1967 War; areas of terrorist activity; the West Bank was annexed by Israel in the Six-Day War – continued settlement in both the West Bank and Gaza, leading to Palestinian nationalism and terrorism – the growth of Hamas, etc.</p> <p>No More significant – actions of the PLO; Israeli aggression; raids into Israel from neighbouring Arab states – Jordan, Syria; the role of the UN and US in diplomacy and peacekeeping, etc.</p>	40



HISTORY

0470/43

Paper 4 Alternative to Coursework

May/June 2019

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 May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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.

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
Candidates: <ul style="list-style-type: none"> <input type="checkbox"/> Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers. <input type="checkbox"/> Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. <input type="checkbox"/> 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. <input type="checkbox"/> Produce well-developed, well-reasoned and well-supported conclusions. <input type="checkbox"/> Write with precision and succinctness, showing structure, balance and focus. 		
Level 4		[25–32]
Candidates: <ul style="list-style-type: none"> <input type="checkbox"/> Deploy mostly relevant and accurate contextual knowledge to support parts of their answers. <input type="checkbox"/> Select a range of relevant information which is generally well-organised and deployed appropriately. <input type="checkbox"/> 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. <input type="checkbox"/> Can produce developed, reasoned and supported conclusions. <input type="checkbox"/> Write with precision and succinctness, showing structure, balance and focus. 		
Level 3		[17–24]
Candidates: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate and select some relevant contextual knowledge and deploy it appropriately to support parts of their answers. <input type="checkbox"/> Select and organise mostly relevant information, much of it deployed appropriately with a structured approach, either chronological or thematic. <input type="checkbox"/> 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. <input type="checkbox"/> Produce structured descriptions and explanations. <input type="checkbox"/> Support conclusions although they are not always well-substantiated. <input type="checkbox"/> Write with some precision and succinctness. 		
Level 2		[9–16]
Candidates: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate some, but limited, contextual knowledge. <input type="checkbox"/> Select and organise some relevant information. This is only deployed relevantly on a few occasions. 		

Question	Answer	Marks
	<ul style="list-style-type: none"> • Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but 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. <p>Level 1</p> <p>Candidates:</p> <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. <p>Level 0</p> <p>Candidates: Submit no evidence or do not address the question.</p>	<p>[1–8]</p> <p>[0]</p>
<p>Information Suggestions</p> <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 introduction of tanks to the fighting on the Western Front? Explain your answer.</p> <p>Yes Tanks boosted Allied morale; they had a psychological impact on German troops; they protected troops from gunfire/machine guns; they were used in the Battle of the Somme, 1916; they helped develop combined warfare tactics, etc.</p> <p>No Tanks were unreliable and broke down; they got stuck in the mud and trenches; they were vulnerable to flamethrowers; more important – artillery; machine guns; gas weapons; the US entering the war in 1917; the use of aircraft; the war at sea and the naval blockade of German ports (must link to fighting on the Western Front, e.g. caused shortages for soldiers), etc.</p>	40

Question	Answer	Marks
2	<p>How significant were Russia's military campaigns to the outcome of the war? Explain your answer.</p> <p>Yes Initial mobilisation forced a war on two fronts and failure of the Schlieffen Plan; the early failures at Tannenberg and Masurian Lakes; the German advance into Polish territories; by 1915, there were massive losses; in 1916 the Brusilov campaign saw some success; in 1917, the abdication of the Tsar – mutiny, etc.</p> <p>No More significant – fighting on the Western Front; Turkish Front and Gallipoli Campaign; the war at sea/naval blockade; US entry into the war; German Revolution; it could be argued that Russia's withdrawal from the war led to the Spring Offensive, Treaty of Brest-Litovsk (could be used as a Yes argument), etc.</p>	40

Question	Answer	Marks
3	<p>How important was political extremism in causing Germany's weakness, 1919–23? Explain your answer.</p> <p>Yes The Spartacist Uprising in 1919 – the government's use of the Freikorps to defeat it; the Bavarian Soviet Republic, 1919; the Kapp Putsch, 1920; the Red Rising in the Ruhr, 1920; the assassination of Walther Rathenau, 1922, by the Organisation Consul; Munich Putsch in 1923, etc.</p> <p>No More important – economic factors – the impact of WWI; reparations, invasion of the Ruhr, hyperinflation; terms of the Treaty of Versailles – military, territorial and War Guilt Clause; Weimar Constitution, etc.</p>	40

Question	Answer	Marks
4	<p>How significant were policies towards businessmen and industrialists in winning support for the Nazi regime, 1933–39? Explain your answer.</p> <p>Yes Small shopkeepers were promised protection against large stores; the Communist Party was banned – trade unionists were arrested; big business benefited from rearmament; confiscation of Jewish businesses and property; conscription boosted demand for war supplies; the New Plan and Four-Year Plan, etc.</p> <p>No The Nazis did not stop new department stores from opening; big business only benefited if it made what the Nazis wanted, i.e. war supplies; more significant – workers had Strength Through Joy and Beauty of Labour organisations – leisure activities, cheap holidays, better working conditions; farmers – Reich Food Estate – better prices, removed debt, etc.</p>	40

Question	Answer	Marks
5	<p>How important was Bloody Sunday as a cause of the 1905 Revolution? Explain your answer.</p> <p>Yes Father Gapon, a religious leader, led workers to request improvements to working conditions; Tsarist troops killed and injured many in the uprising; this sparked off revolts and strikes in Russia in 1905; the Tsar's image was tarnished by the incident, etc.</p> <p>No The Russo-Japanese War, 1904–5, caused poor working conditions in cities; poor living conditions in cities due to urbanisation and industrialisation; there were land issue for peasants; calls for constitutional change by liberals; autocracy out of date, etc.</p>	40

Question	Answer	Marks
6	<p>How significant were the actions of Kerensky in the downfall of the Provisional Government? Explain your answer.</p> <p>Yes Kerensky continued the war on Eastern Front – unpopular with soldiers, sailors, and this helped increase Bolshevik support; he launched the June (Summer) Offensive – there were massive casualties and failure; he appointed conservative Kornilov as head of the army; he armed Bolsheviks during the Kornilov mutiny, etc.</p> <p>No More significant – the actions of Bolshevik agitation (July Days included); Lenin's April Theses; the role of Trotsky (Chair of Petrograd Soviet plus he organised the Red Guard); the land issue with peasants was not solved; Dual power with Petrograd Soviet; storming of the Winter Palace, etc.</p>	40

Question	Answer	Marks
7	<p>How important was mass entertainment to the lives of Americans in the 1920s? Explain your answer.</p> <p>Yes The cinema and film industry; the impact of Hollywood and new movie stars like Charlie Chaplin; night life and jazz music; flappers; sports – baseball, boxing; the impact of radio, etc.</p> <p>No Cars – gave more freedom to travel, led to growth of suburbs; intolerance – racial, religious and political; Red Scare; KKK; racial segregation in the South – Jim Crow Laws; Prohibition (gangsterism, moonshine, bootlegging), etc.</p>	40

Question	Answer	Marks
8	<p>How significant were President Hoover’s attempts to deal with the effects of the Depression? Explain your answer.</p> <p>Yes He cut taxes; he raised tariffs (Smoot-Hawley Tariff, 1930); public works – Hoover Dam; Reconstruction Finance Corporation; Federal Farm Board, etc.</p> <p>No Very little intervention; laissez-faire and ‘rugged individualism’ meant no welfare or government help (might mention Bonus Marchers as an example); charity was expected to solve social problems; Roosevelt was more significant – New Deal legislation, alphabet agencies, etc.</p>	40

Question	Answer	Marks
9	<p>How important was improving the lives of the peasants to the consolidation of Communist rule by 1960? Explain your answer.</p> <p>Yes The peasants received land from the landlords after 1950; collectivisation and cooperatives; the development of communes in 1958; health care improvements; social reforms – women and education, etc.</p> <p>No More important – propaganda; re-education camps; the removal of enemies – the Hundred Flowers Campaign; indoctrination of young people in communes; use of PLA, etc.</p>	40

Question	Answer	Marks
10	<p>How significant an issue was Taiwan in Communist China's foreign relations after 1949? Explain your answer.</p> <p>Yes Taiwan (Republic of China) is where exiled Nationalists went; they refused to acknowledge the PRC; they had better foreign relations with the West compared to the PRC at first until the 1970s; this forced the PRC to build relations with the USSR; continued conflict over Taiwan, etc.</p> <p>No More significant – USSR relations helped China modernise – loans and experts for Five Year Plan; Chinese support for North Korea; breakdown in Sino-Soviet relations in the 1960s; US relations in the 1970s – Kissinger, ping-pong diplomacy – trade deals; annexation of Tibet; Sino-Indian border disputes; Chinese support for North Vietnam, etc.</p>	40

Question	Answer	Marks
11	<p>How important was the maintenance of white supremacy to the development of South Africa before 1948? Explain your answer.</p> <p>Yes Membership of Parliament was for white people only; inter-racial intercourse was banned; land ownership – black people had the worst land; poorer housing and amenities for the black population; restrictions on travel (Passes), etc.</p> <p>No More important – economic development – farming, manufacturing, especially during WWII; gold mining; Second World War – changes to employment opportunities for black people; black migration to urban areas, etc.</p>	40

Question	Answer	Marks
12	<p>How significant was Nelson Mandela in bringing about an end to white minority rule? Explain your answer.</p> <p>Yes Mandela started in the Youth League; he was appointed to the executive of the ANC; Programme of Action; Defiance Campaign; Freedom Charter; Rivonia Trials; creation of MK; negotiations and relationship with de Klerk, etc.</p> <p>No More significant – the PAC; the role of Oliver Tambo; Steve Biko and the Black Consciousness movement; international condemnation; sanctions; de Klerk; Tutu, etc.</p>	40

Question	Answer	Marks
13	<p>How important was the British withdrawal from Palestine as a cause of the war of 1948–49? Explain your answer.</p> <p>Yes British withdrawal left the Arabs and Israelis no choice; promises from Britain led to growing divisions; it gave the UN responsibility – no military presence in Palestine, etc.</p> <p>No Jewish settlement; the World Wars and European migration since the Holocaust; failure of the Partition Plan; US support for Israel and a Jewish state; Arab neighbours/Arab nationalism; Zionism; religion, etc.</p>	40

Question	Answer	Marks
14	<p>How significant were the actions of Israel in the Palestinian refugee issue after 1948? Explain your answer.</p> <p>Yes Israel was blamed for the expulsion of Palestinians in order to occupy as much of Palestine as possible; Haganah's Plan D; used psychological warfare to drive Palestinians from their homes; annexation of the West Bank and Gaza after the Six-Day War, etc.</p> <p>No Arab leaders encouraged mass exodus; helped them gain support; rejection of the Partition Plan; wars in 1956 and 1967 led to increased numbers of refugees, etc.</p>	40



HISTORY

0470/11

Paper 1

May/June 2019

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 regulated 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** It took a long time for Italian unification to be achieved.
- (a) Describe what happened in Rome in 1848–9. [4]
 - (b) Why was Garibaldi important to Italian unification? [6]
 - (c) 'Factors external to Italy rather than internal factors explain why Italian unification took so long.' How far do you agree with this statement? Explain your answer. [10]
- 2** German unification was brought about by a combination of factors.
- (a) Describe the hopes of German liberals and nationalists in 1848. [4]
 - (b) Why was the crisis over Schleswig-Holstein in 1863–4 important for Bismarck? [6]
 - (c) 'The Austro-Prussian War was more important than the Franco-Prussian War in the achievement of German unification.' How far do you agree with this statement? Explain your answer. [10]
- 3** Slavery was one of the most important causes of the American Civil War.
- (a) What was the Kansas-Nebraska Act of 1854? [4]
 - (b) Why did slavery exist in the Southern states? [6]
 - (c) 'Reconstruction failed to bring improvements to the lives of former slaves.' How far do you agree with this statement? Explain your answer. [10]
- 4** In the early part of the twentieth century Europe drifted towards war.
- (a) What was the Alliance System? [4]
 - (b) Why was there a crisis over Bosnia and Herzegovina in 1908–9? [6]
 - (c) 'Austria and Russia were equally to blame for the outbreak of the First World War.' How far do you agree with this statement? Explain your answer. [10]

- 5 The Paris peacemakers had a difficult task.
- (a) What were the terms of the Treaty of Sèvres? [4]
 - (b) Why did the Treaty of Versailles cause difficulties for Germany up to 1923? [6]
 - (c) 'The Paris peacemakers did as well as could be expected in the circumstances of 1919–20.' How far do you agree with this statement? Explain your answer. [10]
- 6 The League of Nations struggled to maintain peace.
- (a) Describe one failure of the League of Nations in the 1920s. [4]
 - (b) Why did hostilities between Japan and China break out in 1931? [6]
 - (c) How far was the response of the League of Nations to the Italian invasion of Abyssinia justified? Explain your answer. [10]
- 7 Many issues divided the wartime allies after the end of the Second World War.
- (a) What was the Berlin Airlift? [4]
 - (b) Why was it harder for the Allies to reach agreement at Potsdam than it had been at Yalta? [6]
 - (c) Who was more to blame for the Cold War, the USA or the USSR? Explain your answer. [10]
- 8 Both Iran and Iraq saw much violence in the period 1970 to 1991.
- (a) What was Operation Desert Storm? [4]
 - (b) Why were Iran and Iraq at war by 1980? [6]
 - (c) Was the Shah a reforming or a repressive ruler of Iran? 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** Much of the fighting in the First World War was done in the trenches.
- (a) What happened at the Battle of Verdun? [4]
 - (b) Why was the fighting on the Western Front based around trench warfare? [6]
 - (c) 'The use of gas had more of an impact than the tank on the course of the war.' How far do you agree with this statement? Explain your answer. [10]
- 10** The First World War was fought on several fronts.
- (a) Describe what happened in the Gallipoli campaign. [4]
 - (b) Why was the Home Front important to Britain's war effort? [6]
 - (c) 'Defeats on the battlefield were the main reason why Russia left the war.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY B: GERMANY, 1918–45

- 11** The Weimar Republic faced problems from the very beginning.
- (a) Describe what happened in the Kapp Putsch. [4]
 - (b) Why was the French occupation of the Ruhr in 1923 important for Germany? [6]
 - (c) 'The Weimar Republic had few achievements.' How far do you agree with this statement? Explain your answer. [10]
- 12** The coming of war in 1939 changed many things in Nazi Germany.
- (a) Describe how women contributed to the German war effort. [4]
 - (b) Why did the Nazis introduce a war economy? [6]
 - (c) 'The existence of the Hitler Youth ensured that the Nazis were successful in winning the support of young people.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY C: RUSSIA, 1905–41

- 13** The Bolsheviks seized power in 1917 and then managed to consolidate their position.
- (a) What reforms did the Provisional Government introduce in 1917? [4]
 - (b) Why was Trotsky important to the Bolshevik victory in the Civil War? [6]
 - (c) 'It was the mistakes of the Provisional Government that enabled the Bolsheviks to seize power in 1917.' How far do you agree with this statement? Explain your answer. [10]
- 14** After he came to power Stalin decided to introduce collectivisation into the Soviet Union.
- (a) What was collectivisation? [4]
 - (b) Why did Stalin move against the kulaks? [6]
 - (c) 'Stalin's policy of collectivisation was a disaster.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY D: THE USA, 1919–41

- 15** In the 1920s the American economy boomed.
- (a) Describe the new industries that developed in the USA in the 1920s. [4]
 - (b) Why did the boom fail to benefit all Americans? [6]
 - (c) 'Government policies were the main reason why the American economy boomed during the 1920s.' How far do you agree with this statement? Explain your answer. [10]
- 16** There were many different reactions in the USA to the New Deal.
- (a) Describe how the Agricultural Adjustment Administration (AAA) benefited farmers. [4]
 - (b) Why did Roosevelt introduce the Second New Deal? [6]
 - (c) 'It is surprising that there was opposition to the New Deal.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 17** Many aspects of life in China were changed in the 1950s.
- (a) Describe how communes were meant to contribute to China's industrial production. [4]
 - (b) Why did Mao think that social reforms were needed in China in the 1950s? [6]
 - (c) 'Mao's agricultural policies were successful.' How far do you agree with this statement? Explain your answer. [10]
- 18** The nature of communist rule in China has changed over time.
- (a) What were Deng Xiaoping's Four Modernisations? [4]
 - (b) Why did Mao introduce the Hundred Flowers campaign? [6]
 - (c) 'The Cultural Revolution was a mistake.' How far do you agree with this statement? Explain your answer. [10]

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

- 19** By 1940 black South Africans still did not share in the growing prosperity of South Africa.
- (a) Describe how gold mining contributed to the South African economy before 1945. [4]
 - (b) Why did black South Africans have fewer rights than white South Africans by 1940? [6]
 - (c) How far was the victory of the National Party in the 1948 election a surprise? Explain your answer. [10]
- 20** It was clear by the late 1980s that both apartheid and minority rule were doomed.
- (a) Describe the part played by Chief Buthelezi in the 1994 general election. [4]
 - (b) Why did P W Botha's reforms of 1979 to 1989 fail to satisfy black South Africans? [6]
 - (c) 'By 1990 de Klerk had no choice but to end minority rule.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 21** The years 1944–48 were ones of violence for Palestine.
- (a)** What was the UNO partition plan? [4]
 - (b)** Why did the Irgun and the Stern Gang conduct a campaign of violence in Palestine in 1944–48? [6]
 - (c)** 'Israel won the war of 1948–9 because the Arab nations were divided.' How far do you agree with this statement? Explain your answer. [10]
- 22** The issue of Palestinian refugees has been a major aspect of the Arab-Israeli conflict.
- (a)** Describe the actions of Palestinian terrorists in the 1970s. [4]
 - (b)** Why were there so many Palestinian refugees by 1970? [6]
 - (c)** 'The Arab states gave little support to the Palestinian cause.' How far do you agree with this statement? Explain your answer. [10]

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HISTORY

Paper 1

0470/12

May/June 2019

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.

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



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SECTION A: CORE CONTENT

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

- 1** 1848 was a year of upheaval in Europe.
- (a) Describe the events leading to the abdication of Louis Philippe. [4]
 - (b) Why did Frederick William IV's refusal of the Imperial German crown matter? [6]
 - (c) Which was more important in the 1848 revolutions, liberalism or nationalism? Explain your answer. [10]
- 2** Both Austria and Prussia wanted to lead Germany.
- (a) What was the North German Confederation? [4]
 - (b) Why was Austrian influence in Germany restored by 1850? [6]
 - (c) 'The most important reason for the achievement of German unification was Bismarck's opportunism.' How far do you agree with this statement? Explain your answer. [10]
- 3** The United States was a divided nation for much of the period 1820–77.
- (a) What happened when Missouri applied to join the Union? [4]
 - (b) Why was the 'underground railroad' important? [6]
 - (c) How far were the divisions between North and South healed by 1877? Explain your answer. [10]
- 4** Tensions between the major powers of Europe increased in the early twentieth century.
- (a) Describe the arms race before the First World War. [4]
 - (b) Why were Britain and France concerned about Germany's involvement in Morocco? [6]
 - (c) 'It was the Alliance System that turned the crisis of July 1914 into a European war.' How far do you agree with this statement? Explain your answer. [10]

- 5 During the 1920s and 1930s the League of Nations had many problems to solve.
- (a) Describe the work of the League of Nations' Slavery Commission. [4]
 - (b) Why did Italy invade Abyssinia in 1935? [6]
 - (c) How far were Britain and France responsible for the failure of the League of Nations? Explain your answer. [10]
- 6 Between 1936 and 1939 Europe edged closer to war.
- (a) Describe how Hitler's policies between 1935 and 1938 broke the terms of the Treaty of Versailles. [4]
 - (b) Why did Germany become involved in the Spanish Civil War? [6]
 - (c) 'The Nazi-Soviet Pact was responsible for war breaking out in Europe in 1939.' How far do you agree with this statement? Explain your answer. [10]
- 7 There were several threats to Soviet power in Eastern Europe in the period 1956 to 1989.
- (a) Describe the achievements of Lech Walesa in Poland. [4]
 - (b) Why did Gorbachev decide not to intervene when countries in Eastern Europe moved towards democracy in 1989? [6]
 - (c) 'The Soviet Union dealt well with threats to communist control of Eastern Europe in the period 1956 to 1968.' How far do you agree with this statement? Explain your answer. [10]
- 8 Events in the Gulf area were important to the West.
- (a) Describe the rule of the Shah of Iran. [4]
 - (b) Why did the West get involved in the Iran-Iraq War? [6]
 - (c) Which was the more responsible for the outbreak of war in January 1991, Iraq or the USA? 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** Events in 1914 proved to be crucial for the later development of the war.
- (a) Describe how the Belgians reacted to the German invasion. [4]
 - (b) Why was the failure of the Schlieffen Plan important? [6]
 - (c) 'The British Expeditionary Force failed in 1914.' How far do you agree with this statement? Explain your answer. [10]
- 10** There were several reasons why the war came to an end in 1918.
- (a) What was the Ludendorff Offensive? [4]
 - (b) Why was there a revolution in Germany in 1918? [6]
 - (c) How important to the outcome of the war was American intervention? Explain your answer. [10]

DEPTH STUDY B: GERMANY, 1918–45

- 11** By 1933 the Nazis were in control of Germany.
- (a) Describe how the SA contributed to the Nazi Party. [4]
 - (b) Why was the Munich Putsch important for Hitler? [6]
 - (c) 'The main reason Hitler became Chancellor in 1933 was the deal between von Papen and President Hindenburg.' How far do you agree with this statement? Explain your answer. [10]
- 12** The Nazi regime worked hard on eliminating opposition within Germany.
- (a) Describe how the Nazi regime used informers. [4]
 - (b) Why did the Nazi regime make extensive changes to the school curriculum? [6]
 - (c) How much opposition was there within Germany to the Nazi regime? Explain your answer. [10]

DEPTH STUDY C: RUSSIA, 1905–41

- 13** The Tsar faced much opposition in the period 1905 to 1916.
- (a) Describe Rasputin's role in the Tsarist regime. [4]
 - (b) Why did opposition to the Tsar continue in the period 1906 to 1914? [6]
 - (c) 'Social and economic distress was the main cause of the 1905 Revolution.' How far do you agree with this statement? Explain your answer. [10]
- 14** In the 1930s Stalin focused on industrialising Russia.
- (a) What methods were used to encourage industrial workers to work hard during the 1930s? [4]
 - (b) Why did the First Five-Year Plan focus on developing heavy industries like coal and steel? [6]
 - (c) How far were Stalin's industrialisation policies a success? Explain your answer. [10]

DEPTH STUDY D: THE USA, 1919–41

- 15** Intolerance and corruption were common in 1920s America.
- (a)** What were the beliefs of the Ku Klux Klan? [4]
 - (b)** Why was America gripped by a 'Red Scare' after the First World War? [6]
 - (c)** Is it surprising that Prohibition failed? Explain your answer. [10]
- 16** The Depression quickly followed the Wall Street Crash.
- (a)** What was the Dust Bowl? [4]
 - (b)** Why was Hoover accused of not doing enough to deal with the consequences of the Depression? [6]
 - (c)** How far did the Wall Street Crash cause the Depression? Explain your answer. [10]

DEPTH STUDY E: CHINA, c.1930–c.1990

17 Most aspects of Chinese life changed in the 1950s.

- (a) Describe the Communist reforms of education and health in the 1950s. [4]
- (b) Why did Mao think it was necessary to introduce cooperative farms from 1953? [6]
- (c) 'Mao's attempts at industrial development in China were successful in the period 1953 to 1960.' How far do you agree with this statement? Explain your answer. [10]

18 China's relations with other countries have often been difficult.

- (a) What were the terms of the 1984 agreement over Hong Kong between Britain and China? [4]
- (b) Why did relations between China and India deteriorate in the period 1954 to 1971? [6]
- (c) 'Mao Zedong and Deng Xiaoping had different ideas about China's relationship with the rest of the world.' How far do you agree with this statement? Explain your answer. [10]

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

- 19** When the apartheid system was established after 1948 it was both supported and opposed with great passion.
- (a) Describe how the Group Areas Act of 1950 affected the lives of black South Africans. [4]
 - (b) Why did nearly all Afrikaners support apartheid? [6]
 - (c) 'Sharpeville was the most important factor in the development of opposition to apartheid in the period between 1948 and 1966.' How far do you agree with this statement? Explain your answer. [10]
- 20** By the late 1980s South Africa was facing a major crisis.
- (a) Describe the part played in the struggle against apartheid by the Organisation of African Unity. [4]
 - (b) Why was the release of Mandela from prison in 1990 such an important event? [6]
 - (c) Which was more responsible for the ending of minority rule, international pressure or the chaotic situation inside South Africa by 1989? Explain your answer. [10]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 21** Between 1956 and 1973 there were three major wars between Israel and its Arab neighbours.
- (a)** Describe the events of the Suez War of 1956. [4]
 - (b)** Why did Egypt and Syria launch an attack on Israel on 6 October 1973? [6]
 - (c)** Who was to blame for the Six Day War of 1967? Explain your answer. [10]
- 22** Attempts at reaching a settlement for the Middle East have achieved little.
- (a)** What were the Oslo Accords of 1993 and 1995? [4]
 - (b)** Why have divisions within Israel affected the peace process? [6]
 - (c)** 'The UN has done little to help bring peace to the Middle East.' How far do you agree with this statement? Explain your answer. [10]

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HISTORY

Paper 1

0470/13

May/June 2019

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.

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



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SECTION A: CORE CONTENT

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

- 1** Italian unification was achieved slowly.
- (a) Describe the events in Milan in 1848. [4]
 - (b) Why did Napoleon III become involved in Italy? [6]
 - (c) 'Italian unification took so long because there was little enthusiasm for it in Italy.' How far do you agree with this statement? Explain your answer. [10]
- 2** The achievement of German unification was a complicated process.
- (a) Describe the crisis in 1870 over the Spanish Succession. [4]
 - (b) Why did the 1848 revolution in Prussia fail? [6]
 - (c) 'German unification came about because of German nationalism.' How far do you agree with this statement? Explain your answer. [10]
- 3** Many factors influenced the events during and after the American Civil War.
- (a) What were the aims of the Ku Klux Klan in the 1860s? [4]
 - (b) Why did the North want Reconstruction in the South? [6]
 - (c) 'The main reason Lincoln fought the Civil War was to save the Union.' How far do you agree with this statement? Explain your answer. [10]
- 4** From 1900 Europe moved towards war.
- (a) Describe colonial rivalry over Africa between the Great Powers in the late nineteenth century. [4]
 - (b) Why did the Balkan Wars of 1912 and 1913 have an important impact on relations between the Great Powers? [6]
 - (c) 'Germany was mainly responsible for the outbreak of war in Europe in August 1914.' How far do you agree with this statement? Explain your answer. [10]

- 5 Not everyone was happy with the results of the Paris Peace Conference.
- (a) Describe how the German armed forces were affected by the terms of the Treaty of Versailles. [4]
 - (b) Why did the Turks strongly object to the terms of the Treaty of Sèvres? [6]
 - (c) 'President Wilson was bitterly disappointed by the outcome of the peace negotiations at Versailles.' How far do you agree with this statement? Explain your answer. [10]
- 6 The League of Nations had both successes and failures.
- (a) Describe the dispute over Corfu in 1923. [4]
 - (b) Why was the League of Nations able to have some successes in the 1920s? [6]
 - (c) How far was the response of the League of Nations to the Japanese invasion of Manchuria justified? Explain your answer. [10]
- 7 Soviet control over Eastern Europe weakened between 1956 and 1989.
- (a) Describe how the authorities in Poland tried to deal with Solidarity in the period 1980 to 1989. [4]
 - (b) Why was Gorbachev important to Eastern Europe in 1989? [6]
 - (c) How similar were events in Hungary in 1956 and in Czechoslovakia in 1968? Explain your answer. [10]
- 8 Politics, religion and economics were all important factors in the Gulf region.
- (a) Describe the damage done to Iran and Iraq by the war of 1980–88. [4]
 - (b) Why were relations between Kuwait and Iraq poor by July 1990? [6]
 - (c) 'Economic factors were the main cause of the Iranian Revolution of 1979.' 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** Events in 1916 proved to be crucial for the later development of the war.
- (a) What were aircraft used for during the First World War? [4]
 - (b) Why was the Battle of Verdun important? [6]
 - (c) 'Neither side won the Battle of the Somme.' How far do you agree with this statement? Explain your answer. [10]
- 10** The First World War was fought on several fronts.
- (a) Describe what happened during the Brusilov offensive. [4]
 - (b) Why were many women's lives greatly affected by the war? [6]
 - (c) Which was more important for Britain, the Battle of Jutland or defeating the U-boat threat? Explain your answer. [10]

DEPTH STUDY B: GERMANY, 1918–45

- 11** By 1933 the Nazis were in control of Germany.
- (a) Describe how Goebbels contributed to the rise of the Nazi Party. [4]
 - (b) Why was Hitler able to become Chancellor in January 1933? [6]
 - (c) 'The Munich Putsch was no more than a minor setback for Hitler.' How far do you agree with this statement? Explain your answer. [10]
- 12** The Nazi regime used both terror and persuasion to stay in power.
- (a) What was 'Strength Through Joy'? [4]
 - (b) Why did the Nazis persecute gypsies and the mentally ill? [6]
 - (c) Which was more important in keeping the Nazis in power, terror or persuasion? Explain your answer. [10]

DEPTH STUDY C: RUSSIA, 1905–41

- 13** Between 1900 and 1917 Russia was not governed very successfully.
- (a) What were the main features of the Russian system of government at the beginning of the twentieth century? [4]
 - (b) Why was Stolypin important in the period 1906 to 1911? [6]
 - (c) How important was the role of the Tsarina in causing the March Revolution of 1917? Explain your answer. [10]
- 14** Stalin was determined to win, and to keep, power.
- (a) Describe how the lives of young people were affected by Stalin's policies in the 1930s. [4]
 - (b) Why were the purges important to Stalin? [6]
 - (c) 'Stalin's plotting and scheming explain why he had emerged as leader of the Soviet Union by 1929.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY D: THE USA, 1919–41

- 15** 1920s America was a mixture of change and continuity.
- (a) Describe the impact that radio had on the lives of Americans. [4]
 - (b) Why did the lifestyle of some American women change during the 1920s? [6]
 - (c) Which was more important in 1920s America, religious or racial intolerance? Explain your answer. [10]
- 16** The most important development in 1930s America was the New Deal.
- (a) Describe how jobs were created by the ‘alphabet agencies’. [4]
 - (b) Why, in 1937, did Roosevelt put forward proposals to reform the Supreme Court? [6]
 - (c) ‘Roosevelt’s massive win in the 1936 presidential election shows that the New Deal was popular.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY E: CHINA, c.1930–c.1990

17 Japanese involvement complicated the situation in China.

- (a) What was the Xian Incident in 1936? [4]
- (b) Why did the Second World War strengthen support for the Communists? [6]
- (c) 'The Long March solved the Communists' problems.' How far do you agree with this statement? Explain your answer. [10]

18 Mao's death in 1976 created an opportunity for change in China.

- (a) What happened in the power struggle after Mao's death? [4]
- (b) Why was the Cultural Revolution important to Mao? [6]
- (c) 'Deng Xiaoping's reforms only changed China on the surface.' How far do you agree with this statement? Explain your answer. [10]

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

- 19** There was racial segregation in South Africa before 1948.
- (a) Describe how the migrant labour system worked before 1948. [4]
 - (b) Why was there some relaxation in the attitude of the South African government towards racial segregation during the Second World War? [6]
 - (c) 'Gold mining was mainly responsible for South Africa's economic development up to 1945.' How far do you agree with this statement? Explain your answer. [10]
- 20** There were changes both in government policy and in opposition methods in the period 1966 to 1980.
- (a) Describe the security measures introduced by the South African government in the period 1966 to 1976. [4]
 - (b) Why did the government begin to grant independence to Homelands from 1976? [6]
 - (c) 'The impact of Steve Biko was the most important factor in the opposition to apartheid in the period 1966 to 1980.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 21** Relations between Israel and its neighbours were complicated by the involvement of the superpowers and the issue of oil.
- (a) Describe the part played by the Soviet Union in the politics of the Middle East during the period 1954 to 1976. [4]
 - (b) Why did Arab states introduce an oil embargo in 1973? [6]
 - (c) How far were the Camp David Accords of 1978 a success? Explain your answer. [10]
- 22** For many years the main representative of the Palestinians was the Palestine Liberation Organisation (PLO).
- (a) What was the Intifada of 1987–1993? [4]
 - (b) Why was Yasser Arafat important to the Palestinian cause? [6]
 - (c) Did the PLO help or harm the Palestinian cause between 1964 and 1993? Explain your answer. [10]

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HISTORY

Paper 2

0470/21

May/June 2019

2 hours

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This paper has two options.

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

Option A: Nineteenth century topic [p2–p6]

Option B: Twentieth century topic [p8–p12]

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

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Option A: Nineteenth century topic

DID THE EVENTS OF 1857 IN INDIA AMOUNT TO A NATIONAL WAR OF INDEPENDENCE?

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

Background Information

There has been much controversy over the events that started in India with a mutiny of sepoy on 10 May 1857. At the time, and since, these events have been represented in different ways. Many British accounts at the time presented the events as backward, unorganised and irrational attempts to preserve India from 'progress' caused by unfounded fears about some cartridges greased with pig and cow fat and by other immediate grievances about sepoy's conditions of employment in the army. On the other hand, some accounts, often Indian, presented the events in a way that would demonstrate poor government by the East India Company. The events were portrayed as organised and as representing a national war for independence.

Did the events of 1857 amount to a war of independence?

SOURCE A

The mutiny began with rumours that the new cartridges about to be issued were lubricated with animal fat. To many sepoy, this seemed to prove that the British did have a plan to Christianise India – which many of them did. The fact that the cartridges had nothing to do with that plan was beside the point. The Indian Mutiny was therefore much more than its name implies. It was a full-blown war. And its causes were more profound than grease-coated cartridges. 'The First War of Independence' is what the Indian schoolbooks and monuments call it. Yet Indians fought on both sides and independence was not the issue. It had its humdrum causes: the frustration of Indian soldiers at their lack of promotion, for example. Of far greater significance was an Indian conservative reaction against a succession of British interferences with Indian culture, which seemed to - and in many ways actually did – add up to a plot to Christianise India. First and foremost, as the scant Indian testimony which has survived makes clear, this was indeed 'a war in the cause of religion'.

The siege of Lucknow was caused by the British annexation of the province of Oudh. This annexation can be seen as one of the political causes of the Mutiny. Delhi was the historic capital of the Mughal Empire and surely the crucial battleground of the mutineers if they genuinely dreamt of ousting the British from India. And indeed many of the Muslim mutineers did look for leadership to the Bahadur Shah Zafar, last of the Mughals. There still survives a five-point proclamation issued in his name appealing to a broad range of Indian social groups. It is the nearest thing produced during the Mutiny to a manifesto for national independence. Yet the memorial to the soldiers killed fighting on the British side, which still stands on a hill overlooking Delhi, shows how little this appeal was heeded. The inscription shows that 82% of the casualties among ranks below officers were classified as 'native'.

From a history book published in 2004.

SOURCE B

Many reasons contributed to the outbreak. One theory suggests that after the annexation of Oudh by the East India Company in 1856, many sepoys were deprived of benefits they had enjoyed. Another theory attributes the discontent among sepoys to the presence of missionaries. Local sepoys were convinced that the Company was masterminding mass conversions of Hindus and Muslims to Christianity. A third reasoning indicates that the changes to the terms of professional service of the sepoys and lack of promotion may have created significant resentment. As the jurisdiction of the East India Company expanded, the soldiers were expected to serve in less familiar regions such as Burma. Another financial grievance was the recent removal of pensions for sepoys. While it only applied to new recruits, it was suspected that it would also apply to those already in service.

This build up of resentment over time resulted in the eventual outbreak on May 10, 1857 at Meerut. They rebelled against the British establishment. The fire spread rapidly and soon several mutinies and civilian rebellions erupted. In some regions, such as Oudh, the rebellion took on the attributes of a patriotic revolt against the European presence. Rebel leaders became national heroes. While the rebellion of 1857 was primarily a mutiny against the practices of the East India Company, it sparked nationalist sentiments in the hearts of Indians across the sub-continent. It was a patriotic awakening, even if at the deepest sub-conscious levels for most people. Hence, later on, it came to be regarded as India's First War of Independence.

From a recent article on a website about Indian history.

SOURCE C

The Emperor, hearing the noise, told his attendants to call the native officers forward so that they might explain what was happening. The officers explained that they had been required to bite cartridges greased with pork and beef fat which would deprive them of their religion. They had killed the Europeans at Meerut, and had come to claim his protection. The Emperor replied, 'I did not call for you; you have acted very wickedly.' On hearing this, about one or two hundred of the soldiers climbed the steps and came into the hall, saying, 'Unless you join us we are all dead men and we must in that case just do what we can for ourselves.'

An account of events in Delhi on 11 May 1857 by one of the Emperor's officials. He is describing what happened when soldiers massed in the courtyard of the Emperor's palace.

SOURCE D

Hindus and Mahomedans of India! Of all the gifts of God, the most gracious is that of self-rule. Will the oppressive Demon who has robbed you of it by deceit be able to keep it away from us for ever? No, no. Are you going to remain idle even now? God has inspired in the hearts of Hindus and Mahomedans the desire to turn the English out of the country. In this our army, the differences of small and great shall be forgotten.

A proclamation issued by Bahadur Shah Zafar, the Mughal Emperor of India, at the end of May 1857.

SOURCE E

During the extraordinary trouble from which we are now emerging, nothing has cheered our minds as much as the fact that the disaffection of the native troops has originated in their dread of the growing power of Christianity. Most strangely, they have mistakenly believed that the Government was trying to entrap them into the sacrifice of their caste, yet we believe they are right in fearing that their idols and superstitions are decaying and will be speedily overthrown, though not by might nor by power.

From an article in the 'Missionary Herald', August 1857.

SOURCE F

Nothing occurred to suggest the approach of such terrible upheavals, on the contrary Mr Bradbury was welcomed with the utmost courtesy and respect by the natives, and his message was listened to with general attention and evident interest, which may serve to show that Christian teaching has in no way helped to bring about the catastrophe. The main insurgents such as sepoys and Muslims were from that class of the native community that has least contact with the missionaries.

From an article published in the 'Missionary Magazine', November 1857. The article describes a tour of India by James Bradbury, a clergyman and missionary.

SOURCE G

An illustration entitled 'Mutinous Sepoys Dividing Spoils' from 'The History of the Indian Mutiny', published in Britain in 1860. 'Spoils' means the items stolen during the fighting.

SOURCE H

Of all the surprising incidents connected with the Revolution of 1857, the most striking was the secrecy with which the vast movement was organised. The clever English administrators had so little information about the movement that even after widespread revolutionary upheaval they still persisted in the belief that it was due to the greased cartridges! It was the holy passion of love for their country that inspired the heroes of 1857. We cannot admire enough the skills of leaders like Nana Sahib, who secretly perfected the organisation of the movement under the noses of English officials. They taught the necessity of united action to Hindus and Mahomedans and infused the revolutionary spirit among all classes. If the Revolution had been due only to the cartridges, why did the Emperor of Delhi and the Queen of Jhansi join it?

From 'The Indian War of Independence' by V D Savarkar, published in 1909. He was a pro-independence revolutionary imprisoned by the British between 1910 and 1921. His book was banned in India by the British.

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.

After reading Source C, are you surprised by Source D? Explain your answer using details of the sources and your knowledge. [8]

3 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]

4 Study Source G.

Why was this illustration used in this book? Explain your answer using details of the source and your knowledge. [8]

5 Study Source H.

How useful is this source as evidence about the events of 1857? 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 the events of 1857 amounted to a national war of independence? Use the sources to explain your answer. [12]

Option B: Twentieth century topic**WHO WAS THE AGGRESSOR IN KOREA IN 1950?**

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

Background Information

In 1945, towards the end of the Second World War, the Soviet Union took control of the northern half of Korea and the USA took control of the south. In 1948 the Democratic People's Republic of Korea was established in the north by the Soviets, while in the south the Republic of Korea was set up with the help of the United Nations. Both governments claimed to be the legitimate government of the whole of Korea.

Between 1948 and 1950 there were several clashes between the two sides and in June 1950 serious fighting broke out. The USA suspected the Soviet Union and China of being behind the actions of North Korea and claimed that communist expansion threatened South-East Asia and beyond and asked the United Nations to act. On the other hand, the Soviets and Chinese claimed that the forces backing South Korea represented not the United Nations, but the USA.

Who was responsible for conflict over Korea?

SOURCE A

Upset by the fast and astonishing growth of the power of North Korea, the American invaders hastened the preparation of an aggressive war in order to destroy it in its infancy. The American imperialists furiously carried out the war project in 1950. The American invaders who had been preparing the war for a long time, alongside their puppets, finally began the war on 25 June. They unexpectedly attacked us, and the war clouds hung over the once peaceful country, accompanied by the echoing roar of cannons.

Having passed the 38th parallel, the enemies crawled deeper and deeper into the North. The invading forces of the enemies had to be eliminated and our country and people had to be saved from their threatened fate.

From a school textbook published in 2001.

SOURCE B

When the overthrow of the South Korean government through social confusion became too difficult, the North Korean communists switched to a stick-and-carrot strategy: seeming to offer peaceful negotiations, they were instead analysing the right moment of attack and preparing themselves for it.

Kim Il-sung secretly visited the Soviet Union and was promised the alliance of the Soviets and China in case of war. Finally, at dawn on 25 June 1950, the North began their southward aggression along the 38th parallel. Taken by surprise at these unexpected attacks, the army of South Korea fought courageously to defend the liberty of the country. A United Nations' statement denounced the North Korean military action as illegal and as a threat to peace, and a decision was made to help the South.

From a school textbook published in 2001.

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SOURCE C

Dear brothers and sisters!

Great danger threatens our motherland and its people. What is needed to liquidate this menace? In this war we wage against the Syngman Rhee clique, the Korean people must defend the Korean People's Republic, they must liquidate the unpatriotic fascist puppet regime of Syngman Rhee, they must liberate the southern part of our motherland. We must complete the unification of the motherland and create a single, independent, democratic state. The war which we are forced to wage is a just war for the unification of the motherland and for freedom and democracy.

From a radio broadcast by Kim Il-sung, the Prime Minister of North Korea, to the nation, 26 June 1950. Syngman Rhee was President of South Korea.

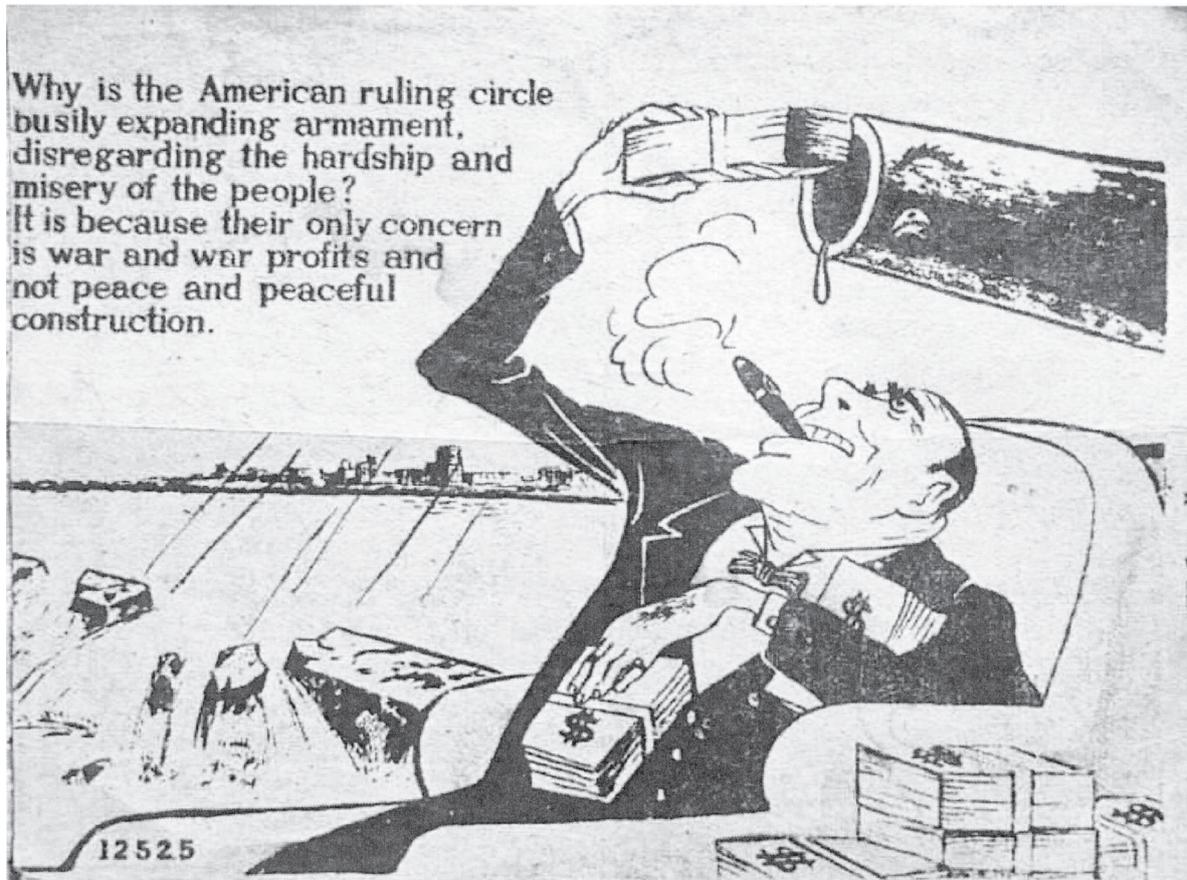
SOURCE D

Kim Il-sung informed me that the armaments he had requested during his stay in Moscow had arrived. He said that he had inspected his army and believed it would be ready to fight by the end of June. The head of the North Korean army has planned the offensive and Kim Il-sung has approved these plans. He said he would like to begin military actions against the South at the end of June.

My opinion is the following: since Kim Il-sung is in the mood to launch the campaign at the end of June, we should agree with this deadline.

A telegram from the Soviet Ambassador in North Korea to the Soviet government, 30 May 1950.

SOURCE E



A leaflet distributed in Korea during the war.

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.

Which one of these textbooks was used in schools in South Korea and which one was used in North Korean schools? Explain your answer using details of the sources. [7]

2 Study Sources C and D.

Does Source C prove that the Soviet Ambassador (Source D) was wrong? Explain your answer using details of the sources and your knowledge. [8]

3 Study Source E.

Why was Source E distributed in Korea? Explain your answer using details of the source and your knowledge. [8]

4 Study Source F.

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

5 Study Source G.

Are you surprised by 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 South Korea and the USA were to blame for the Korean War? Use the sources to explain your answer. [12]

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HISTORY

0470/22

Paper 2

May/June 2019

2 hours

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READ THESE INSTRUCTIONS FIRST

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This paper has two options.

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

Option A: Nineteenth century topic [p2–p6]

Option B: Twentieth century topic [p8–p14]

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 **13** printed pages, **3** blank pages and **1** Insert.

Option A: Nineteenth century topic**WHOSE FAULT WAS THE SECOND OPIUM WAR OF 1856–60?**

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

Background Information

There are different views about whether Britain or China was responsible for the Second Opium War which began in 1856. There are different versions about what happened and who was in the right when Chinese officials boarded a British-registered ship, the Arrow, in Canton harbour.

Some historians claim that Britain used the incident as an excuse to attack China because it wanted to increase its power there. Others claim that the Chinese had no right to board the Arrow, had failed to implement earlier treaties and were uncooperative in the negotiations that followed the incident. The Arrow incident and the war that followed caused much controversy in Britain, with the government being defeated in Parliament over it in March 1857. This led to a general election in April, which was called 'the Chinese election', with Palmerston's government fighting for its life.

Who was to blame for the Second Opium War?

SOURCE A

The Second Opium War was a continuation of the first. With imperialism hitting its high point in the 1850s, western countries wanted more of a say in China. The treaties that China signed with France and the United States in the 1840s allowed for negotiations after twelve years. The British also wanted this privilege and wanted to renegotiate the Treaty of Nanking. The British used their 'most favoured nation status' to demand all of China be open to merchants, legalisation of the opium trade, ambassadors to be allowed to reside in Peking, and the English version of treaties to take precedence over the Chinese version. The Chinese refused all the demands.

Tensions came to a head on 8 October 1856 when Chinese officials boarded the Arrow, which they suspected of being involved in piracy and smuggling. The officials arrested twelve Chinese subjects from the ship. The Arrow was a Chinese-owned ship registered in Hong Kong but the British claimed it had recently been registered to them. The British demanded the release of the pirates as if they were fine, upstanding British citizens. They claimed that as the Arrow was British-registered it was protected under the Treaty of Nanking.

The British argument was a weak one and they then resorted to claiming that the Arrow had been flying the British flag, which the Chinese soldiers had taken down and insulted. Yeh Ming-ch'en, the Chinese government's Commissioner at Canton, insisted that the Arrow was not flying the British flag. Actually, the Arrow's registration had expired a few days earlier so it had no right to fly the British flag at the time and her crew's arrest by the Chinese authorities was lawful. Negotiations broke down but not before all the sailors had been returned with a letter promising great care would be taken that British ships were not boarded improperly. This did not stop the British attacking Canton.

From a recent history book.

SOURCE B

The 1850s saw the rapid growth of imperialism. The western powers wanted to expand their overseas markets and establish new ports of call. The outbreak of fresh hostilities under such circumstances was almost inevitable because Chinese officials were extremely reluctant to enact the terms of the treaties of 1842–44. The hopes of foreign merchants that the end of the First Opium War would make life easier for them were soon disappointed. The Chinese showed themselves no more prepared to regard foreigners as equals than they had ever been.

Since the French and Americans had extracted concessions about renegotiation after twelve years, Great Britain insisted upon exercising its 'most-favoured nation status'. The British demanded that China open all her ports to foreign trade, legalise the importation of opium from British possessions in India and Burma and permit the establishment of a British embassy in Peking. For two years Chinese court officials stalled, trying to buy time.

Events ran out of their control when, on 8 October 1856, officials boarded the Chinese-owned, but Hong Kong-based, merchant ship *Arrow*. The *Arrow* was owned by a Chinese settler in Hong Kong and had been registered under a Colonial Ordinance which authorised the use of the British flag on Chinese-owned vessels, so as to give them immunity from attack. The *Arrow* was rumoured to be involved in smuggling and piracy and the British flag which it had been flying was hauled down and twelve Chinese subjects were arrested.

The British trade officials naturally argued that as a foreign vessel that was British-registered, the *Arrow's* activities did not fall under Chinese legal jurisdiction and the sailors should be released. The British Consul, Harry Parkes, added that if the men were returned he would be prepared to join with Chinese officials in investigating any crime of which they might be accused. The Imperial Commissioner replied that the prisoners had been seized in connection with a case of piracy and only released nine of them. In return, the British had no alternative but to shell the city.

From a recent history book.

SOURCE C

An illustration of events on the Arrow published in a British magazine in October 1856.

SOURCE D

It appears, on examination, that the Arrow had no right to hoist the British flag, the licence to do so expired on 27 September, from which period she has not been entitled to British protection.

A letter from Sir John Bowring, Governor of Hong Kong, to Harry Parkes, British Consul in Canton, 10 October 1856.

SOURCE E

There is no doubt that the Arrow lawfully bore the British flag, under a register granted by me.

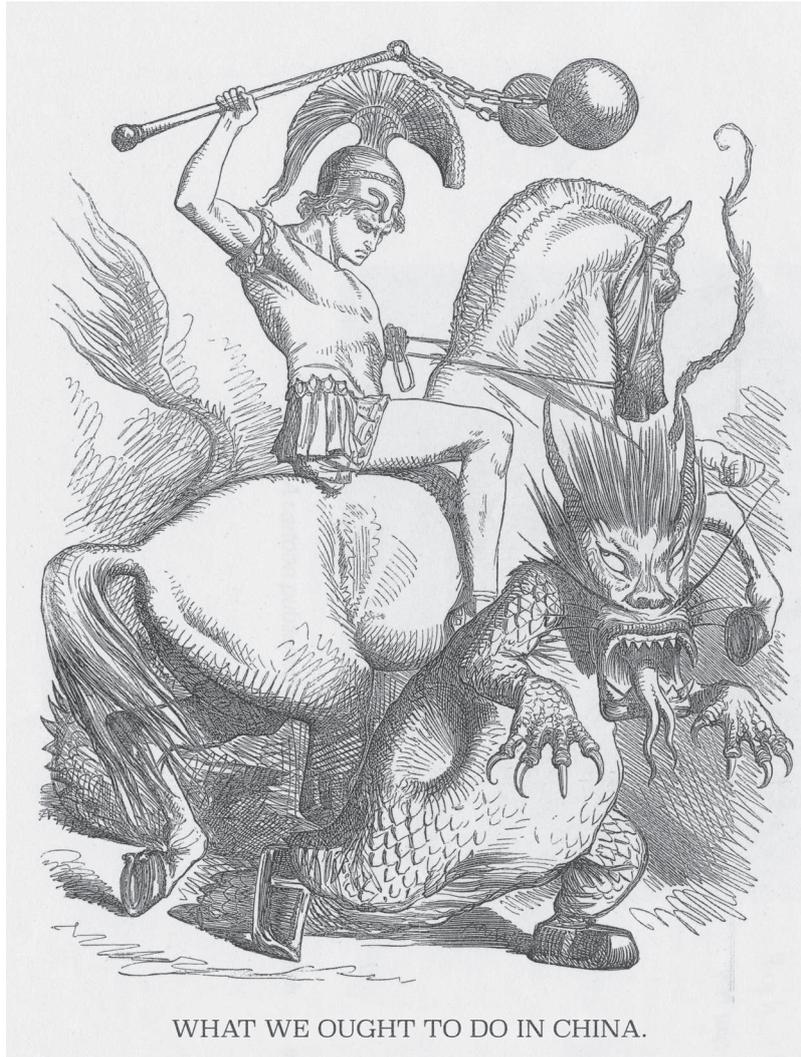
A letter from Sir John Bowring to Yeh Ming-ch'en, 14 October 1856.

SOURCE F

Yeh is one of the most savage barbarians that ever disgraced a nation, guilty of every crime that could degrade and debase human nature. He is an insolent barbarian who violated the British flag, broke the terms of treaties, offered rewards for the heads of British subjects and planned their destruction by murder, assassination and poison.

The British Prime Minister, Lord Palmerston, speaking at a public meeting during the election campaign in 1857.

SOURCE G



A cartoon published in December 1860 in a British magazine. It was also published in China soon afterwards.

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 was this illustration published in a British magazine in October 1856? Explain your answer using details of the source and your knowledge. [7]

3 Study Sources D and E.

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

4 Study Source F.

Do you trust Palmerston in Source F? Explain your answer using details of the source and your knowledge. [8]

5 Study Source G.

How useful is this source as evidence about the Second Opium War? 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 China was to blame for the Second Opium War? Use the sources to explain your answer. [12]

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Option B: Twentieth century topic**WAS SUPPORTING THE UNITED NATIONS THE REASON WHY THE USA INTERVENED IN KOREA?**

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

Background Information

The Korean War started on 25 June 1950. This was the first big test of the United Nations. On the same day, the United Nations' Security Council condemned the North Korean invasion of South Korea. On 27 June, the Security Council issued a resolution requesting member states to provide military assistance to South Korea. At the same time, President Truman ordered American forces to help the South. Many countries contributed to the military effort but it was dominated by the Americans. Although it was officially a United Nations' intervention, the USA took charge.

How far did the USA intervene in Korea to support the United Nations?

SOURCE A

The events now taking place in Korea broke out on 25 June as the result of a provocative attack by the troops of the South Korean authorities on the frontier areas of the Korean People's Democratic Republic. This attack was the outcome of a premeditated plan. On 31 October 1949, the Defence Minister of the South Korean Government told newspaper correspondents that the South Korean troops were strong enough to take Pyongyang within a few days. It is not difficult to understand that South Korea could only make such statements because they felt that they had American support. One month before, a member of the American government told Congress that 100 000 officers and men of the South Korean Army, equipped with American weapons, could begin war at any time.

The United States' Government tries to justify armed intervention against North Korea by alleging that it was undertaken on the authorisation of the Security Council. The falsity of such an allegation strikes the eye. What really happened? It is known that the United States' Government had started armed intervention in Korea before the Security Council was summoned to meet on 27 June. The Security Council merely rubber-stamped and back-dated the resolution proposed by the United States' Government, approving their aggressive actions. The illegal resolution of 27 June, adopted by the Security Council under pressure from the United States' Government, shows that the Security Council is acting as a tool utilised by the United States for unleashing war.

From a statement by Andrei Gromyko, Soviet Deputy Minister of Foreign Affairs, 4 July 1950, published in a Soviet newspaper. Pyongyang is the capital city of North Korea.

SOURCE B

I want to talk to you tonight about the situation in Korea, and about what it means to the security of the United States and to our hopes for peace in the world. On Sunday 25 June, Communist forces attacked South Korea. This attack has made it clear that the international Communist movement is willing to use armed invasion to conquer independent nations. The attack upon South Korea was a violation of the Charter of the United Nations. By their actions in Korea, Communist leaders have demonstrated their contempt for the basic moral principles on which the United Nations is founded. This is a direct challenge to the efforts of the free nations to build the kind of world in which men can live in freedom and peace. The size and speed of the attack make it perfectly plain that it had been plotted long in advance.

Secretary of State Acheson called me and informed me that, with my approval, he would ask for an immediate meeting of the United Nations' Security Council on 27 June. One of the main reasons the Security Council was set up was to stop outbreaks of aggression like this before they develop into general conflicts. The Council passed a resolution which called for the invaders of South Korea to stop fighting, and to withdraw. The Council called on all members of the United Nations to help carry out this resolution. The Communist invaders carried on with their attack.

The Security Council then met again. It recommended that members of the United Nations help South Korea repel the attack and help restore peace and security in that area. Fifty-two of the fifty-nine countries which are members of the United Nations have given their support to the action. These actions by the United Nations have now made it clear that lawless aggression will be met with force. For our part, we shall continue to support the United Nations' action to restore peace in the world.

From a radio broadcast to the American people by President Truman, 19 July 1950.

SOURCE C

BIG BUSINESS IS SCARED OF PEACE

When the peace talks began, the value of shares fell on the New York Stock Exchange.

They've made plenty out of the bloodshed in Korea.

Net Corporate profits after tax in the first quarter of this year were at an annual rate of \$24 billion or 50% above the first quarter of 1950. This was an all time peak.

They—the big businessmen—need war and war tension to keep up Government orders for planes, guns, uniforms, etc. They make money out of every bullet you fire at the Korean front.

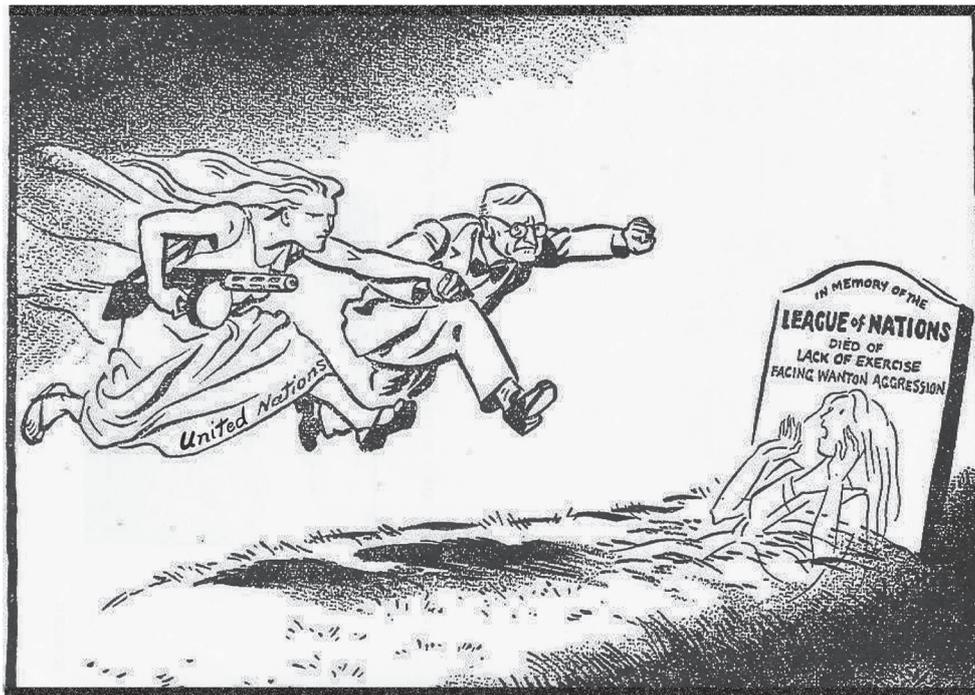
That is why they will do their best to bust up the peace talks.

BE ON GUARD AGAINST ALL THE
PRETEXTS THAT WILL BE USED, UNDER
THE PRESSURE OF BIG BUSINESS, TO
SQUIRM OUT OF THE PEACETALES.

The Korean People's Army
The Chinese People's Volunteers

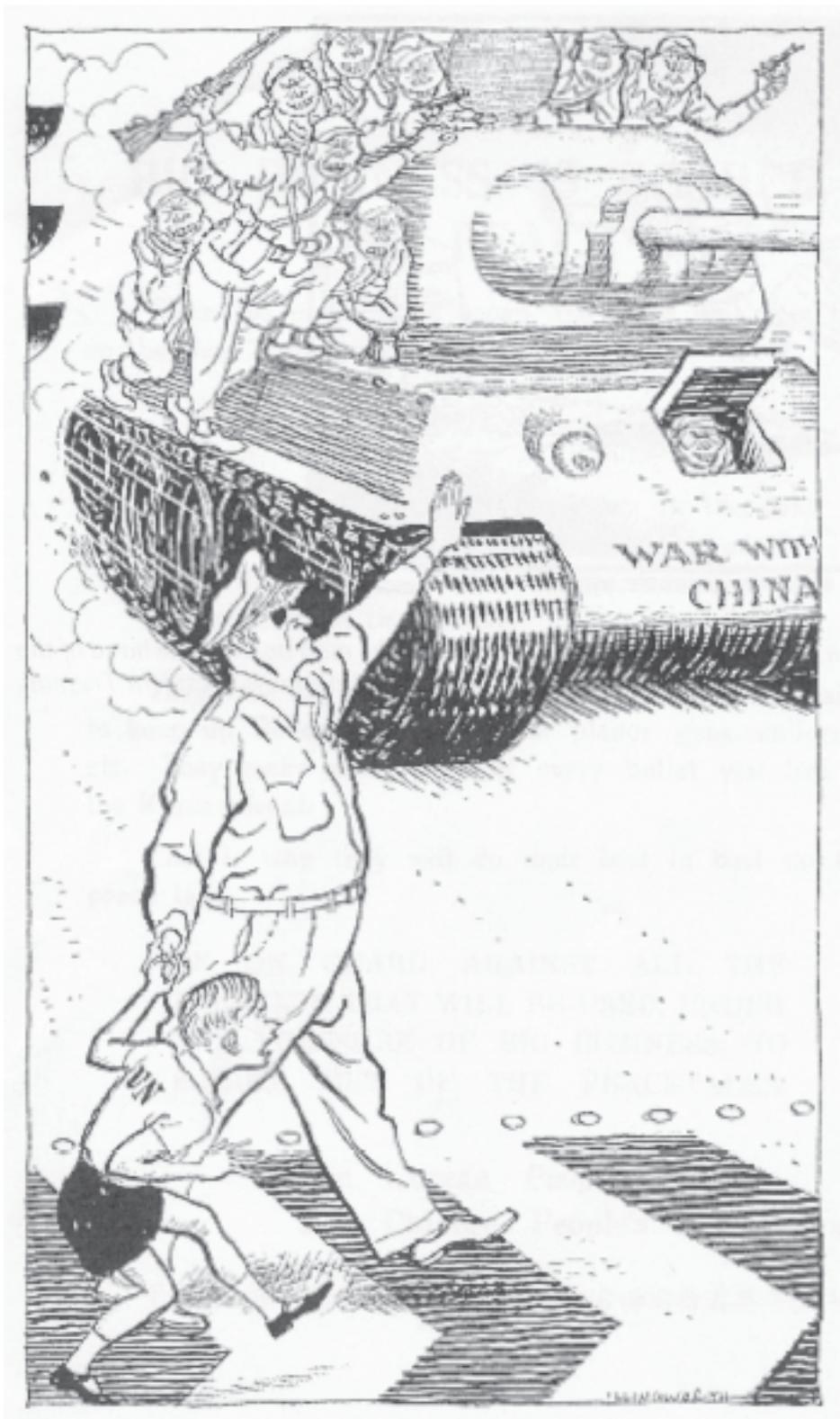
A pamphlet distributed in Korea during the war.

SOURCE D

**HISTORY DOESN'T REPEAT ITSELF**

A cartoon published in Britain, 30 June 1950. The man holding the hand of the United Nations is President Truman.

SOURCE E



A cartoon published in Britain, 19 November 1950. The man holding the hand of the United Nations is General MacArthur.

SOURCE F

Every decision I made in connection with the Korean conflict had one aim in mind: to prevent a third world war. In my generation, this was not the first occasion when the strong had attacked the weak. I remembered how each time that the democracies failed to act it had encouraged the aggressors to keep going ahead. Communism was acting in Korea just as Hitler, Mussolini, and the Japanese had acted years earlier. If we let Korea down, the Soviets would keep right on going and swallow up one piece of Asia after another. If we were to let Asia go, the Near East would collapse and there would be no telling what would happen in Europe. I felt certain that if South Korea was allowed to fall Communist, extreme leaders would be encouraged to invade nations closer to our shores.

From President Truman's memoirs, published in 1956.

SOURCE G

In the final analysis I did this for the United Nations. I believed in the League of Nations. It failed. Lots of people thought it failed because we were not in it to support it. OK, now we started the UN. It was our idea, and in its first big test we couldn't let it down.

From President Truman's memoirs, published in 1956. He was writing about US actions in Korea.

SOURCE H

The Americans appear to be trying to achieve two separate and probably irreconcilable objectives. First, the American delegation here is much concerned to correct the impression that the American people are fighting a lone battle. They think it is very desirable therefore to make out that the USA is only one of a band of brothers who are all participating in the struggle under the banner of the United Nations. On the other hand, some parts of the American government are much concerned with the reactions in the US Congress to any suggestion that American troops are being forced into battle at the behest of the Security Council, and that they will not be under American command.

A report from the British Ambassador at the UN to the British government, 30 June 1950.

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 pamphlet distributed in Korea at this time? Explain your answer using details of the source and your knowledge. [8]

3 Study Sources D and E.

How similar are the messages of the two cartoonists? Explain your answer using details of the sources and your knowledge. [8]

4 Study Sources F and G.

Does Source F show that Truman was lying in Source G? Explain your answer using details of the sources and your knowledge. [8]

5 Study Source H.

Are you surprised by 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 the United States intervened in Korea because it wanted to uphold the authority of the United Nations? Use the sources to explain your answer. [12]

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HISTORY

0470/23

Paper 2

May/June 2019

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: Nineteenth century topic [p2–p5]

Option B: Twentieth century topic [p6–p11]

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 **11** printed pages, **1** blank page and **1** Insert.

Option A: Nineteenth century topic**WHO WAS TO BLAME FOR THE VIOLENCE BETWEEN BRITAIN AND CHINA, 1856–60?**

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

Background Information

Many western powers wanted to trade with China. In the Treaty of Nanking of 1842 Britain gained some concessions but the treaty failed to satisfy British goals of improved trade and diplomatic relations. In an effort to expand their privileges in China, Britain demanded that the Treaty of Nanking be renegotiated. The British demands included opening all of China to British merchant companies and legalising the opium trade.

In October 1856 the Chinese authorities of Canton seized the ship the Arrow and its crew on suspicion of piracy. The British demanded the return of the crew – they claimed the ship had a British registration and that the Chinese were acting illegally. The Chinese argued that the Arrow had no right to fly the British flag. They returned the crew but refused to apologise. On 23 October the British shelled four Chinese forts and then bombarded the city. The Second Opium War had started. There was much criticism of these actions in Britain and on 3 March 1857 Palmerston's government was defeated in Parliament and forced to call a general election.

Who was responsible for the violence between Britain and China?

SOURCE A

In the middle of October 1856, a report came to Sir John Bowring, the Governor of Hong Kong, from Harry Parkes, British Consul in Canton, that expressed his anger against the Imperial Commissioner Yeh Ming-ch'en, who was a fat, ugly, ill-tempered man with a hatred of foreigners. Bowring had often deplored Yeh's tyrannical behaviour in the past. It appeared that the police at Canton had boarded a sailing vessel, the Arrow, and pulled down the British flag and arrested the entire crew. The ship was owned by a Chinese, but had been registered in Hong Kong and had a British captain, so the action of the police was undoubtedly illegal.

Bowring learned that Parkes had moved promptly, strongly protesting to the authorities who blandly replied that they had acted under the suspicion that one of the crew members was the father of a pirate. Later Parkes had written to Yeh requesting the release of the men. In response Yeh offered to return nine of the men. When Bowring read these documents he realised that the opportunity for which he had been waiting might well have come at last. Here now might be his chance to call up the navy to force an entry into Canton, and to establish by force the right of foreign residence there. Five days later Yeh was given an ultimatum. He replied by returning all the members of the crew but his failure to apologise was deemed sufficient grounds to bring the British navy in. On 23 October Canton's forts were bombarded.

From a history book published in 1971.

SOURCE B

We note that you English barbarians have formed the habits of wolves, plundering and seizing things by force. Except for your fierce gunfire and your powerful rockets, what other abilities have you got? If we do not completely exterminate you pigs and dogs, we will not be manly Chinese. We are definitely going to kill you, cut your heads off and burn you to death! Since you beasts do not understand written characters, we use rough, vulgar words to instruct you in simple terms.

From a leaflet distributed in Canton in 1856.

SOURCE C

The affair over the Arrow was trivial; it was no case for deep-seated animosity; yet you have suddenly taken up arms, and for several days you have been firing shells until you have burned dwellings and destroyed people in untold numbers. What offence has been committed by the people of Canton that such a disaster should fall on them?

A declaration to the British attackers by the people of Canton, 1857.

SOURCE D

I ask, what are the grounds for this devastation and warfare which are now being carried out? Our representative in China alleges that a violation of our treaty rights has taken place in regard to this vessel, the Arrow. One of the highest legal authorities in the land has declared that the Chinese Governor is right and that this vessel is not in any respect a British vessel. There are also questions as to whether, when the Arrow was boarded, it had her flag flying and whether her English captain was on board. Parkes says in a letter that he has proof that the captain was on board and that the British flag was flying. Now, it appears that afterwards the captain, in his own statement, states that he was not on board.

Commissioner Yeh wrote to Sir John Bowring in a mild and conciliatory tone saying that he returned all the crew of the Arrow but Consul Parkes made more demands. Yeh's letter proves that under such harrowing circumstances, above all things, he had a desire to conciliate and smooth down the differences which existed.

*From a speech by Richard Cobden during the debate in the British Parliament on 26 February 1857.
Cobden was a member of the opposition and was responsible for calling the debate.*

SOURCE E

The twelve men seized were all taken back several times but Consul Parkes declined to receive them or to read the letter I sent with them. Had he been ready to talk, the affair might have been settled in a single interview. The Consul then made new demands and on 23, 24 and 25 October the city was attacked.

How could a foreign nation do anything so irregular as to sell its flag to China? You have not made a Chinese vessel a British vessel, you have only sold your flag to a Chinese vessel. This appears to your Excellency in accordance with the law; all I can say is that I am not aware of any such law. The fact is that a Chinese vessel has fraudulently assumed a British flag, so why should Consul Parkes have put himself forward as its defender? Simply because he wanted an excuse for making trouble.

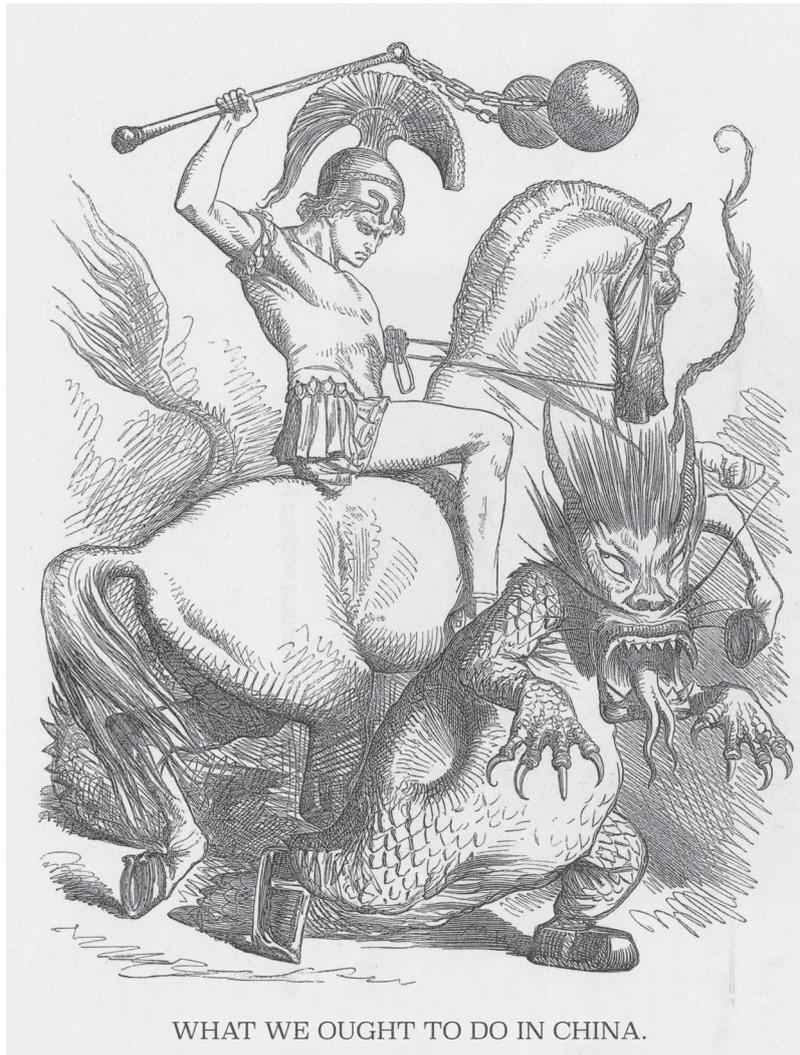
A letter from Yeh to Bowring, 12 November 1856.

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SOURCE F

Yeh is one of the most savage barbarians that ever disgraced a nation, guilty of every crime that could degrade and debase human nature. He is an insolent barbarian who violated the British flag, broke the terms of treaties, offered rewards for the heads of British subjects and planned their destruction by murder, assassination and poison.

The British Prime Minister, Lord Palmerston, speaking at a public meeting during the election campaign in 1857.

SOURCE G

A cartoon published in December 1860 in a British magazine.

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 British and the Chinese? Explain your answer using details of the source. [8]

2 Study Sources B and C.

Does Source B mean that the people of Canton are lying in Source C? Explain your answer using details of the sources and your knowledge. [8]

3 Study Source D.

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

4 Study Sources E and F.

Does Source E prove that Palmerston was lying in Source F? Explain your answer using details of the sources and your knowledge. [7]

5 Study Source G.

Why was this source published in Britain in 1860? 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 China was to blame for the violence between China and Britain? Use the sources to explain your answer. [12]

Option B: Twentieth century topic**WHO WAS TO BLAME FOR THE KOREAN WAR?**

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

Background Information

The Korean War started on 25 June 1950 and lasted until 1953. Who was to blame for this war is a complicated question. Both South and North Korea were blamed for making the initial attack across the border. However, the Soviet Union and China have been blamed for arming, encouraging and supporting the North. Some have blamed the United States for turning a local affair into an international crisis, while others have blamed it for leaving South Korea weak and giving North Korea and the Soviet Union the impression that it would not defend the South. Another point of view is that all the major powers were to blame for using Korea to settle their own disputes.

Who was to blame for the Korean War?

SOURCE A

Covering the period from 15 December 1949 to 4 September 1950.

The invasion of the territory of South Korea by the armed forces of the North Korean authorities, which began on 25 June 1950, was an act of aggression initiated without warning and without provocation, in execution of a carefully prepared plan. This plan of aggression, it is now clear, was an essential part of the policy of the North Korean authorities, the object of which was to secure control over the whole of Korea. This would be achieved by overthrowing South Korea, either by undermining it from within or, should that prove ineffective, by resorting to direct aggression. As the methods used for undermining it from within proved unsuccessful, the North Korean authorities launched an invasion of the South.

The origin of the conflict is to be found in the artificial division of Korea and in the failure, in 1945, of the occupying Powers to reach agreement on the method to be used for giving independence to Korea. This failure was not due to anything inherent in the attitude of the people of Korea themselves, but was a reflection of those wider and more fundamental differences of outlook and policy which have become so marked a feature of the international scene.

From the report of the United Nations' Commission on Korea, 1950.

SOURCE B

On Sunday 25 June, Communist forces attacked South Korea. This attack has made it clear that the international Communist movement is willing to use armed invasion to conquer free nations. We have made it clear that lawless aggression will be met with force. The free nations have learned the fateful lesson of the 1930s that aggression must be met firmly. Appeasement leads only to further aggression and war.

The principal effort to help the United Nations restore peace has been made by the United States. We have sent land, sea, and air forces to assist in these operations because we know that our own national security and the peace of the world are at stake. Under the United Nations a unified command has been established under General Douglas MacArthur.

Only a few countries have failed to support the efforts of the United Nations to stop the fighting. The most important of these is the Soviet Union. We requested the Soviet Government, two days after the fighting started, to use its influence with the North Koreans to have them withdraw. The Soviet Government refused. The Soviet Government says it wants peace, but its attitude towards this act of aggression is in direct contradiction to its statements. We know that it will take a hard, tough fight to drive the Communists back. The invaders have been provided with enough equipment and supplies for a long campaign. They overwhelmed the lightly armed defence forces of South Korea in the first few days.

From a radio broadcast to the American people by President Truman, 19 July 1950.

SOURCE C

The biggest fact about the Korean War is that it could have been avoided. We are fighting this war because the US government failed to stop and turn back Communist ambition before it savagely attacked us. It failed to read the totalitarian mind. I know something of this totalitarian mind. Through World War II, I carried a heavy burden of decision in the struggle against the tyranny threatening us. That war taught us not to appease dictators. The record of failure dates back to 1947 when it was reported to President Truman that the withdrawal of American forces from Korea would result in the occupation of South Korea by Soviet troops or Korean troops trained by the Soviets. This warning was ignored by the US government. By June 1949 the decision to completely withdraw American troops had been made. Then in January 1950, the government announced the 'defence perimeter', advising our enemies that no nations outside this perimeter were guaranteed protection against military attack. These nations included Korea. The first task of a new government will be to review every course of action open to us to bring the war to an end.

Dwight D. Eisenhower speaking in October 1952 during the presidential election campaign of that year. Eisenhower was a candidate in the election.

SOURCE D



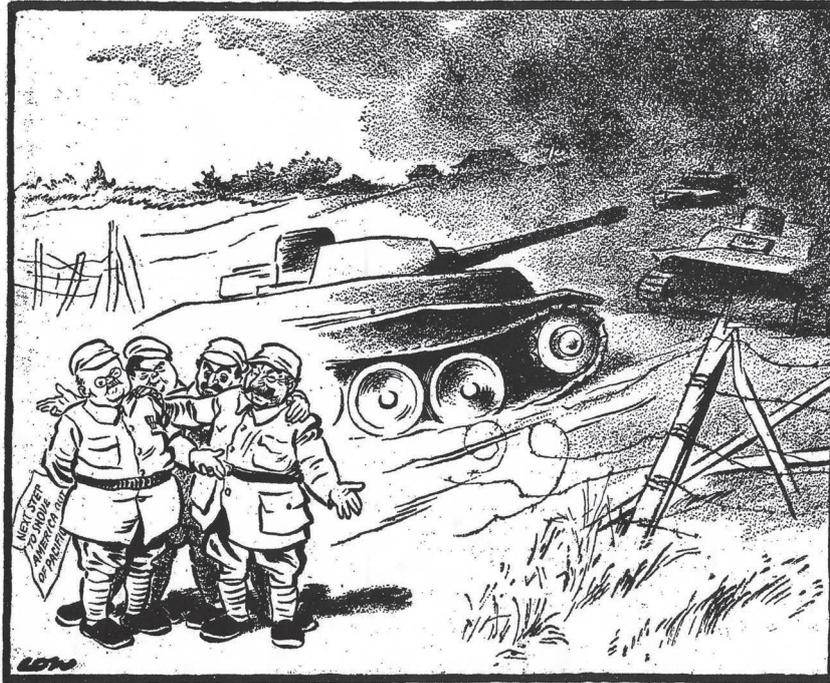
A leaflet distributed in Korea during the war. It shows UN troops being squeezed out of a toothpaste tube and into a cannon where they are fired northward.

SOURCE E



A leaflet distributed in Korea during the war. The figures at the top represent Mao Zedong, Stalin and Kim Il-sung. Kim Il-sung was the Prime Minister of North Korea.

SOURCE F



A cartoon published in Britain, 28 June 1950. Stalin is saying, 'Honest, Mister, There's Nobody Here But Us Koreans.' The writing on the piece of paper on the left reads, 'Next step to shove America out of Pacific'.

SOURCE G

It has not been proved that, in carrying out this aggression on South Korea, the North Koreans have been acting on instructions from Moscow; and it was suggested that there might be advantage in seeking to isolate this incident and to deal with it as an act of aggression committed by the North Koreans on their own initiative. This would have enabled the Soviet Union to withdraw any support which they might have been giving North Korea without loss of prestige. The announcement which the US Government was proposing to make, by linking this up with communist threats in other parts of Asia, would present a major challenge to the Soviet Union, and its reference to Formosa might even provoke China to attack Hong Kong.

A record of a discussion between leading members of the British government, 27 June 1950.

SOURCE H

Top secret

Kim Il-sung informed me that the armaments he had requested during his stay in Moscow had arrived. He said that he had inspected his army and believed it would be ready to fight by the end of June. The head of the North Korean army has planned the offensive and Kim Il-sung has approved these plans. He said he would like to begin military actions against the South at the end of June.

My opinion is the following: since Kim Il-sung is in the mood to launch the campaign at the end of June, we should agree with this deadline.

A telegram from the Soviet Ambassador in North Korea to the Soviet government, 30 May 1950. This telegram was sent in code.

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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.

Why did the United Nations publish this report in 1950? Explain your answer using details of the source and your knowledge. [7]

2 Study Sources B and C.

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

3 Study Sources D and E.

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

4 Study Sources F and G.

How far does Source G support the cartoonist in Source F? Explain your answer using details of the sources and your knowledge. [8]

5 Study Source H.

How useful is this source to a historian studying the Korean War? 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 the Soviet Union was to blame for the Korean War? Use the sources to explain your answer. [12]

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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY

0470/41

Paper 4 Alternative to Coursework

May/June 2019

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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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 important was the Battle of the Marne as a reason for the development of trench warfare in 1914? Explain your answer. [40]
- 2 How significant were British naval operations as a reason for Allied victory in 1918? Explain your answer. [40]

DEPTH STUDY B: GERMANY, 1918–1945

- 3 How important was hyperinflation as a cause of instability in Weimar Germany, 1919-29? Explain your answer. [40]
- 4 How significant was the Treaty of Versailles as a reason for the increasing popularity of the Nazis after 1929? Explain your answer. [40]

DEPTH STUDY C: RUSSIA, 1905–1941

- 5 How important was war as a reason for the collapse of the Tsarist regime in 1917? Explain your answer. [40]
- 6 How significant was Communist ideology as a reason for Stalin abandoning the New Economic Policy (NEP)? Explain your answer. [40]

DEPTH STUDY D: THE USA, 1919–1941

- 7 How important for American women were changes to the US economy during the 1920s? Explain your answer. [40]
- 8 How significant was government spending in ending the Depression in the USA? Explain your answer. [40]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 9 How important were the military tactics of the Chinese Communist Party as a reason for its victory over the Kuomintang by 1949? Explain your answer. [40]
- 10 How significant was Deng Xiaoping in changing life in China? Explain your answer. [40]

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

- 11** How important was Oliver Tambo in the resistance to apartheid? Explain your answer. [40]
- 12** How significant were international developments as a reason for the collapse of white minority rule? Explain your answer. [40]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 13** How important were the actions of the superpowers in the development of the Arab-Israeli conflict, 1948-73? Explain your answer. [40]
- 14** How significant have political divisions within Israel been in the peace process between Israelis and Palestinians? Explain your answer. [40]

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HISTORY

0470/42

Paper 4 Alternative to Coursework

May/June 2019

1 hour

Additional Materials: Answer Booklet/Paper

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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.

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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 British Expeditionary Force (BEF) in halting the German advance in 1914? Explain your answer. [40]
- 2 How significant were the superior resources of the Allies in bringing about the German surrender in 1918? Explain your answer. [40]

DEPTH STUDY B: GERMANY, 1918–1945

- 3 How important was the Dawes Plan in the recovery of Germany, 1923-29? Explain your answer. [40]
- 4 How significant was the Munich Putsch as a reason for the lack of Nazi electoral success by 1928? Explain your answer. [40]

DEPTH STUDY C: RUSSIA, 1905–1941

- 5 How important was Trotsky in Stalin's emergence as leader by 1928? Explain your answer. [40]
- 6 How significant was industrialisation to the development of the Soviet Union after 1928? Explain your answer. [40]

DEPTH STUDY D: THE USA, 1919–1941

- 7 How important were Republican presidents in creating prosperity in the 1920s? Explain your answer. [40]
- 8 How significant were social reforms as an aspect of the New Deal? Explain your answer. [40]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 9 How important to the economic progress of China was the First Five-Year Plan? Explain your answer. [40]
- 10 How significant for China's international relations was the Sino-Soviet dispute? Explain your answer. [40]

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

- 11** How important were restrictions on movement as a feature of the apartheid system after 1948? Explain your answer. [40]
- 12** How significant were international sanctions in the opposition to apartheid after 1960? Explain your answer. [40]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 13** How important was President Nasser in shaping events in the Middle East? Explain your answer. [40]
- 14** How significant have Gaza and the West Bank been as factors in the Arab-Israeli conflict? Explain your answer. [40]

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HISTORY

0470/43

Paper 4 Alternative to Coursework

May/June 2019

1 hour

Additional Materials: Answer Booklet/Paper

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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 introduction of tanks to the fighting on the Western Front? Explain your answer. [40]
- 2 How significant were Russia's military campaigns to the outcome of the war? Explain your answer. [40]

DEPTH STUDY B: GERMANY, 1918–1945

- 3 How important was political extremism in causing Germany's weakness, 1919-23? Explain your answer. [40]
- 4 How significant were policies towards businessmen and industrialists in winning support for the Nazi regime, 1933-39? Explain your answer. [40]

DEPTH STUDY C: RUSSIA, 1905–1941

- 5 How important was Bloody Sunday as a cause of the 1905 Revolution? Explain your answer. [40]
- 6 How significant were the actions of Kerensky in the downfall of the Provisional Government? Explain your answer. [40]

DEPTH STUDY D: THE USA, 1919–1941

- 7 How important was mass entertainment to the lives of Americans in the 1920s? Explain your answer. [40]
- 8 How significant were President Hoover's attempts to deal with the effects of the Depression? Explain your answer. [40]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 9 How important was improving the lives of the peasants to the consolidation of Communist rule by 1960? Explain your answer. [40]
- 10 How significant an issue was Taiwan in Communist China's foreign relations after 1949? Explain your answer. [40]

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

- 11** How important was the maintenance of white supremacy to the development of South Africa before 1948? Explain your answer. [40]
- 12** How significant was Nelson Mandela in bringing about an end to white minority rule? Explain your answer. [40]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 13** How important was the British withdrawal from Palestine as a cause of the war of 1948-49? Explain your answer. [40]
- 14** How significant were the actions of Israel in the Palestinian refugee issue after 1948? Explain your answer. [40]

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Grade thresholds – November 2019

Cambridge IGCSE™ History (0470)

Grade thresholds taken for Syllabus 0470 (History) in the November 2019 examination.

	maximum raw mark available	minimum raw mark required for grade:						
		A	B	C	D	E	F	G
Component 11	60	31	27	21	17	13	9	5
Component 12	60	30	28	26	21	16	11	6
Component 13	60	33	29	24	20	16	12	8
Component 21	50	32	26	21	18	14	11	8
Component 22	50	36	32	27	22	17	13	9
Component 23	50	33	27	22	19	15	11	7
Component 3	40	32	27	23	18	14	11	8
Component 41	40	20	15	11	10	9	7	5
Component 42	40	20	15	11	9	8	6	4
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	110	95	80	65	53	41	31	21
AY	03, 12, 22	109	98	87	76	61	47	35	23
AZ	03, 13, 23	113	98	83	69	57	45	34	23
BX	11, 21, 41	98	83	68	53	44	36	27	18
BY	12, 22, 42	97	86	75	64	52	41	30	19
BZ	13, 23, 43	100	86	72	58	49	40	30	20
CX	11, 21, 83	110	95	80	65	53	41	31	21
CY	12, 22, 83	109	98	87	76	61	47	35	23
CZ	13, 23, 83	113	98	83	69	57	45	34	23



HISTORY

0470/11

Paper 1

October/November 2019

MARK SCHEME

Maximum Mark: 60

Published

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

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

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

PUBLISHED**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.

GENERAL INSTRUCTIONS**Applying the Mark Scheme**

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

Assessment Objectives

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

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

Question	Answer	Marks
1(b)	Why was there support for revolutionary ideas in Hungary in 1848?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. ‘The main reason people supported revolutionary ideas was that they resented Austrian control over Hungary. They wanted to end the system of serfdom which brought hardship to their people and only benefitted Austria. Also, they resented Austrian control of religion and the press. They wanted to have independence for Hungary within the Empire.’	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. ‘The Hungarian people were tired of control by Austria and wanted to control their own lands.’ ‘Kossuth demanded independence for Hungary within the Empire.’ ‘Many Hungarians faced economic hardships.’ ‘They wanted to end the system of serfdom.’ ‘People wanted to end control of religion and press censorship.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘The Hungarians were dissatisfied.’	1
	Level 0 No evidence submitted, or response does not address the question	0

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Question	Answer	Marks
1(c)	'The 1848 revolution brought little change to France.' How far do you agree with this statement? Explain your answer.	10
	<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 revolution in France brought some changes. The revolutionaries overthrew the monarch. Louis Napoleon became President and then Emperor. He set about improving Paris by clearing slums, building sewers and providing piped water. He improved education, the railways and farming.'</p> <p>OR</p> <p>e.g. 'The changes made were not very far reaching. The National Workshops which had provided work for the unemployed were closed in June. Then there was fighting in the streets and many workers were killed.'</p>	4–6
	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point)</p> <p>e.g. 'All men over 21 were given the vote.'</p> <p>'National Workshops were created in Paris, but these only lasted until June.'</p> <p>'The 'June Days' insurrection was suppressed by troops with large loss of life.'</p> <p>'Louis Napoleon was elected the President of the new Republic.'</p> <p>'He started building works to make France great again.'</p> <p>'He sent an army to restore Pope Pius IX to the Vatican.'</p>	2–3

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

PUBLISHED

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

Question	Answer	Marks
2(b)	Why did the Fugitive Slave Laws cause tension between North and South?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The Laws brought the issue home to anti-slavery citizens in the North, as it made them and their institutions responsible for enforcing slavery. Before the passing of the 1850 Act, many in the North had no opinions or feelings on slavery; but now this law seemed to demand their direct assent to the practice of human bondage, and it galvanised Northern sentiments against slavery.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The 1850 Act required that all escaped slaves, upon capture, were to be returned to their masters.’ ‘All officials and citizens of free states had to co-operate in this law.’ ‘Heavy penalties were imposed on anyone helping in the slave’s flight to freedom.’ ‘It denied slaves the right to trial by jury.’ ‘The commissioner was to be paid \$10 if a fugitive was returned to slavery but only \$5 if the fugitive was set free.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Many Northerners did not think the law was fair.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

PUBLISHED

Question	Answer	Marks
2(c)	'The North won the Civil War because of skilful military leadership.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of 'how far' 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 Union had a winning team in Grant and Sherman. Grant is sometimes seen as the war's greatest soldier and was responsible for important victories at Fort Donelson and Vicksburg. He became overall commander of the North's forces in 1864. Sherman was important as he captured Atlanta and took the war much further into Confederate territory than was expected. This had the effect of weakening the Confederacy both logistically and psychologically.' OR e.g. 'Other factors were important. For instance, the will of the Union to succeed was stronger than that of the Confederacy. Civilian morale was high as for many Northerners life went on as usual. The North was never seriously invaded, and many Northerners experienced increased prosperity. Soldiers believed in Lincoln. Confederate confidence was hit by defeats and the loss of life, or injury, for high numbers of troops.'	4–6

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

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

Question	Answer	Marks
3(b)	Why did the Boxer Rising take place?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘One reason for the outbreak of the Boxer rebellion was the attitude of the Western powers towards China. Following the Opium War (1839–1842) China was forced to grant commercial concessions to Britain, opening China to foreign trade. Industries and commerce in China were destroyed by the inflow of cheap foreign goods and many Chinese became addicted to opium. Additionally, the Western powers adopted a ‘gunboat’ policy in dealing with China, using force to get what they wanted. China was being forced to engage in trade which damaged its own economy, and this was bitterly resented.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘After the Opium War (1839–1842) China was made to grant commercial concessions to Britain, opening China to foreign trade.’ ‘Industries and commerce in China were destroyed by the inflow of cheap foreign goods.’ ‘Between 1870 and 1894, the Western powers adopted a ‘gunboat’ policy in dealing with China, using force to get what they wanted.’ ‘The Chinese viewed foreigners as barbarians and rebelled against them.’ ‘The ruling Qing dynasty was weak and was exploited by the West.’ ‘The rulers of China increased taxes.’ ‘There were natural disasters which fuelled anti-foreign feelings.’ ‘These included the flooding of the Yellow River in 1898, followed by the drought of 1900.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They did not like the British.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
3(c)	How different was Belgian imperialism from that of other European countries? Explain your answer.	10
	<p>Level 5 Explains with evaluation of ‘how different’</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. ‘In some ways Belgian imperialism was the same as that used by other European countries. They were keen to exploit the resources of the Congo and started an ivory and then rubber trade. In a similar way, Britain exploited India for its raw materials and developed a rubber industry in Malaya. Local people were not treated well in many of the European colonies and the Indians mutinied against British rule in the 1850s. Missionaries were introduced by the Belgians and this was seen in other European colonies.’</p> <p>OR</p> <p>e.g. ‘In some ways, Belgian rule was different from the way other European countries ruled their colonies. Britain and France used systems of indirect rule. This meant they left the local and traditional rulers in place to rule under colonial power guidance. In the Congo, the Belgians broke the country down into hierarchical administrative divisions and ruled them directly. This policy was called ‘politique indigene’ and all the power lay in the hands of the Belgian authorities.’</p>	4–6

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

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

Question	Answer	Marks
4(b)	Why were ‘Dreadnoughts’ important to relations between Germany and Britain?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The launch of the super-battleship ‘Dreadnought’ in 1906 was important because it led to the naval race between Britain and Germany. The new ship made all previous battleships obsolete. It was faster, bigger and had a much greater firing range than existing battleships. It meant Britain was only one new battleship ahead of Germany. A race developed between the two countries to see who could build the most and this led to increased tension between the two countries.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Dreadnoughts were large battleships.’ ‘They were fast and had better fire-power than any previous battleships.’ ‘Germany and Britain both built these ships.’ ‘They raced to see who could get the most.’ ‘Germany wanted a large navy to challenge Britain’s.’ ‘Germany wanted to protect its Empire.’ ‘The passing of the German Navy Law.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Dreadnoughts were ships.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
4(c)	How far were the Moroccan Crises a threat to peace in Europe? Explain your answer.	10
	<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. ‘There was a threat of war over the 1911 Moroccan Crisis. Germany thought France was about to seize power in Morocco and so sent a gunboat to the Port of Agadir. Britain thought Germany was trying to gain a naval base at Agadir. Tension rose as Britain supported its ally and threatened war if Germany did not withdraw.’</p> <p>OR</p> <p>e.g. ‘Although there was tension over the Moroccan Crises, they weren’t a threat to peace. In 1905, the Kaiser wanted to test the strength of the Entente Cordiale, which had given France a free hand over Morocco. He tried to cause a split as he did not believe Britain would stand by France over Morocco. Although this created tension it was an embarrassing defeat for the Kaiser.’</p> <p>OR</p> <p>e.g. ‘These could include the arms race, the alliance system, problems in the Balkans.’</p>	4–6

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

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

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

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Question	Answer	Marks
5(c)	Which was more important in causing the weakness of the League: its structure or the Great Depression? Explain your answer.	10
	Level 5 Explains with evaluation of ‘which was more important’ 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 structure of the League made it weak from the start. Decisions in the Assembly and the Council had to be taken unanimously. The permanent members of the Council each had a veto. This meant that one permanent member could stop the Council acting even if all other members agreed. Members acted in their own interests, rather than in the best interests of the League.’ OR e.g. ‘The Great Depression had political consequences. Many people lost their jobs and turned to extreme political parties which promised solutions to the economic crisis. The extreme parties, like the Nazis, did not believe in democracy and international co-operation. They cared for themselves and ignored the authority of the League.’	4–6

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

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

Question	Answer	Marks
6(b)	Why was there an increase in militarism in Japan in the 1930s?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Japan was facing economic difficulties in the early 1930s and this led to an increase in militarism. There was a shortage of land for farming and this led to high prices and food shortages. Japan was also overpopulated, and this meant competition for housing and manufactured goods. Both these problems put a strain on Japan. The military wanted to expand Japan’s territory to address these problems and they attempted to gain power. Their policies were popular with many Japanese people as they would help Japan to overcome its economic problems.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘There were economic problems.’ ‘Shortage of land meant not enough food was grown.’ ‘Japan wanted to expand to get raw materials.’ ‘The people respected the military.’ ‘Military policies to expand territory were popular.’ ‘The military gained influence in Japanese politics.’ ‘Martial law was declared after the Prime Minister was assassinated in 1932.’ ‘The new government in 1932 was dominated by military figures.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The army became more popular in Japan.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(c)	How far was Hitler’s determination to defeat communism to blame for the Second World War in Europe? Explain your answer.	10
	Level 5 Explains with evaluation of ‘how far’ 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. ‘Hitler hated the Communists and made it clear that the Soviet Union was his enemy. He believed that the Bolsheviks wanted to take over Germany. Therefore, he was determined to defeat the USSR. He signed the Nazi-Soviet pact with Russia in 1939, but he always intended to fight Russia when he had conquered the West. When Hitler invaded Poland, as agreed in the Pact, the Allies declared war, and this led directly to the Second World War.’ OR e.g. ‘Other factors were also responsible. Hitler wanted to destroy the Treaty of Versailles and the fact that Britain and France did not stop Hitler from re-militarising the Rhineland encouraged him to build up his forces beyond the Versailles limit and to start demanding more territory such as Austria. Each step taken by Hitler, without preventative action by Britain and France, gave him confidence that they would not intervene over Czechoslovakia and Poland.’	4–6

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

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

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Question	Answer	Marks
7(b)	Why was Chinese support for North Korea important?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘China’s support for North Korea was important because it helped North Korea to survive attacks against them and pushed the UN and South Korean forces back to the 38th parallel in January 1951. The UN commanders did not realise how skilful and numerous the Chinese troops were and after initial attacks in October 1950 thought the Chinese troops had retreated. However, this was a tactical move and allowed the Chinese troops to launch devastating attacks against the UN and South Korean forces. This meant they were able to drive UN forces out of North Korea, even capturing Seoul for a time.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The Chinese sent troops to help North Korean forces.’ ‘The UN forces underestimated the strength of the Chinese forces.’ ‘The US Eighth Army was forced to retreat by PVA forces.’ ‘The Chinese pushed the UN forces out of North Korea.’ ‘Almost 3 million troops and civilians were sent by China to help North Korea during the war.’ ‘China looked after N Korean refugees and provided economic aid.’ ‘The UN did not realise the number or strength of the PVA.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The USA supported South Korea.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(c)	How far was the outcome of the Korean War a success for the USA? Explain your answer.	10
	<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. ‘In one sense the Korean War was a success for the USA. It showed that the USA had the will and means to contain Communism. The USA had contributed half of the ground forces, 90% of the air forces and 85% of the naval forces. This ensured that South Korea remained out of Communist hands.’ OR e.g. ‘The war showed that US policy had limitations. The North of Korea remained in Communist hands. The war also highlighted disagreements between American leaders. Hardliners wanted to go beyond containment and push back Communism. They thought Truman had shown weakness in not going for outright victory, arguing that it was worth the risk.’</p>	4–6
	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point)</p> <p>e.g. ‘It showed the US had the will and means to contain Communism.’ ‘South Korea remained out of Communist hands.’ ‘North Korea remained Communist.’ ‘A unified, independent Korea was not achieved.’ ‘Around four million Koreans lost their lives.’ ‘For some US military commanders, the war did not achieve enough.’ ‘The US used the UN to reinforce its containment policy over Korea.’</p>	2–3

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

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

Question	Answer	Marks
8(b)	Why were Gorbachev's reforms important for Eastern Europe?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The Soviet Union's economy was in crisis. Gorbachev decided to save money by cutting back on the arms race and the armed forces. Because of this reform, Gorbachev decided to inform the heads of the communist governments in Eastern Europe that they could no longer expect support from the Red Army.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The economy of the Soviet Union was failing and needed to be reformed.' 'Communist countries were no longer dominated by the USSR.' 'The Red Army could not support East European governments.' 'Gorbachev introduced 'perestroika' and 'glasnost'. 'Gorbachev made links with the West.' 'Groups in Eastern Europe who opposed the communist government were encouraged to rebel.' 'They were free to decide their own future.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The reforms changed the way East European countries were run.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
8(c)	How secure was Soviet control of Eastern Europe from 1960 to 1980? Explain your answer.	10
	<p>Level 5 Explains with evaluation of ‘how secure’</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 Soviet Union was securely in control of Eastern Europe in this period. They were concerned about the number of people leaving East Germany and so built a wall across Berlin to stop this. It stopped the flow of migrants and East Germany remained firmly under communist control. When there was an uprising in Czechoslovakia in 1968, the Soviet government sent in troops and replaced the Czech leader Dubcek. To prevent such uprisings happening in the future the Brezhnev Doctrine was introduced and this dissuaded other Eastern European states from rebelling against Soviet control.’</p> <p>OR</p> <p>e.g. ‘Although the Soviets were in control of Eastern Europe in this period their position was not secure. It was clear that many people did not like communist policies and saw that there were better opportunities for people in the West. The East Germans, Czechs and Poles all rebelled against Soviet control in this period. Although the Soviet government stamped down on these uprisings, it was clear by 1980 that they could not stay in control forever. Solidarity forced the Polish government to make concessions and showed other Eastern European states that it was possible to resist Soviet control.’</p>	4–6

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

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

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Question	Answer	Marks
9(b)	Why was the convoy system introduced?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The convoy system was introduced in June 1917 to stop so many British ships being sunk by German U-boats. A convoy was a group of ships sailing together and protected by fast warships such as armed trawlers or destroyers fitted with depth charges and hydrophones. It proved successful because in over a year only 150 ships were sunk out of 17 000 crossing the Atlantic. Many U-boats were sunk while attacking convoys.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Many merchant ships were sunk by German U-boats.’ ‘Britain was running short of supplies and many lives were lost.’ ‘Many merchant ships sailed together to form a convoy.’ ‘Destroyers and sometimes aircraft escorted convoys.’ ‘Heavily armed Q ships disguised as merchant vessels lured U-boats to the surface.’ ‘Thousands of mines were laid across the North Sea to destroy German U-boats.’ ‘U-boats came to the surface at night and often hit the mines.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘To help reduce losses at sea.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
9(c)	<p>‘The Defence of the Realm Act was the most important action taken by the British government on the Home Front.’ How far do you agree? Explain your answer.</p>	10
	<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. ‘DORA was the most important development because it gave the government unprecedented and wide-ranging powers to control many aspects of people’s daily lives. It allowed the government to seize any land or buildings it needed, and to take over any industries which were important to the war effort. It allowed government to control what the public knew about the war through censorship.’</p> <p>OR</p> <p>e.g. ‘Conscription was the most important action because it had the biggest impact on civilians. By late 1915, the large numbers of volunteers joining the army was not enough and conscription was introduced. This meant men between 18–41 were compulsorily enlisted into the armed forces. Husbands, fathers, sons and brothers had to go and fight, leaving the women folk to keep the family going.’</p>	4–6

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

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

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Question	Answer	Marks
10(b)	Why did the Kaiser abdicate?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The Kaiser abdicated because there were mutinies against him at Kiel and Wilhelmshaven. The sailors had become aware of a plan for the German navy to launch an assault against the British fleet. They knew that armistice talks were already taking place and refused to set sail on 30 October. News of this action spread and within a week there were riots across Germany. With Germany descending into chaos the Kaiser had no choice but to abdicate.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘There was a mutiny at Kiel.’ ‘There were demonstrations against the Kaiser all over Germany.’ ‘The army joined in the protests against the Kaiser.’ ‘There was a general strike in Berlin.’ ‘The Social Democrats called for the Kaiser’s abdication.’ ‘There seemed to be a danger of revolution in Berlin.’ ‘There were many protests and rebellions.’ ‘People were starving.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Kaiser had lost the war.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
10(c)	‘The Battle of Amiens was more important than the Ludendorff Offensive in bringing the war to an end.’ How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of ‘how far’ 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 Battle of Amiens was important because the Allies hit back against the German advance. A combined army burst through the German defences and forced the Germans to retreat. In thick fog, around 400 000 Germans were captured together with around 400 field guns. With losses like this, the German morale was destroyed. They could not possibly fight on as there were no reserves and what remained of Ludendorff’s army was steadily driven back.’ OR e.g. ‘The Ludendorff Offensive was more important because it gave the Allies the opportunity they needed to change the way the war was being fought. The Germans broke out of the heavily fortified Hindenburg Line, and this changed the nature of the war from a war of attrition to a war of movement. This gave the Allies an advantage as they had more men, more tanks and more aircraft. The Allies launched a counter attack and by late September the Germans were in full retreat.’	4–6

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

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

Question	Answer	Marks
11(b)	Why was there left-wing opposition to the German Republic?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. ‘A Communist group, known as the Spartacists, opposed the Weimar Republic because they wanted Germany to be governed like Russia after the October 1917 Revolution. The leaders, Karl Liebknecht and Rosa Luxemburg, argued strongly against Ebert’s plans for a democratic Germany. They wanted Germany ruled by workers’ councils or soviets.’	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. ‘There was chaos after the war in all areas of life.’ ‘The terms of the Treaty were too harsh for the German people.’ ‘The Weimar Republic was a democracy and Germans found it alien.’ ‘Communists wanted Germany run by workers’ councils or soviets.’ ‘The people had lost faith in the Weimar Republic.’ ‘There was unhappiness with the Treaty.’ ‘Left-wing opponents wanted a communist approach.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘The left wing didn’t like the Weimar policies.’	1
Level 0 No evidence submitted or response does not address the question	0	

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Question	Answer	Marks
11(c)	'The Weimar Constitution doomed the Republic to failure.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of 'how far' 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 Constitution introduced proportional representation which led to many elected parties. This meant it was difficult for any party to maintain a workable parliamentary majority. It meant there were frequent changes in the government/many elections and the governments elected were therefore weak. When faced with difficult circumstances, such as during the Depression, they found it difficult to agree on a plan of action.' OR e.g. 'The Weimar Republic was not automatically doomed to failure. It faced severe economic problems. Germany was bankrupt from the war and the French invasion of the Ruhr led to a hyperinflation crisis. However, the Republic survived these challenges with the help of American Loans through the Dawes Plan in 1924 and the reissue of the German currency. From 1924 to 1929 the German economy began to recover, and the republic seemed to be doing well. Everything went wrong when Wall Street collapsed in 1929 and the US recalled their loans. This is what led to the failure of the Weimar Republic.'	4–6

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Question	Answer	Marks
11(c)	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point)</p> <p>e.g. ‘The Constitution was a parliamentary democracy. The German people were not used to this method of government.’ ‘The Constitution introduced proportional representation.’ ‘The Constitution led to many elected parties.’ ‘It was difficult for any party to get a workable parliamentary majority.’ ‘There were frequent changes in the government.’ ‘A succession of coalition governments was inevitable.’ ‘The President could dismiss the Chancellor.’ ‘The President, under Article 48, could suspend civil liberties.’ ‘It was introduced in difficult political, social and economic times.’ ‘They survived the Ruhr crisis and hyperinflation.’ ‘The Depression doomed the Republic.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Constitution made the Weimar Republic weak.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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

Question	Answer	Marks
12(b)	Why were some people unhappy with the changes the Nazis made to the economy in the 1930s?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Many workers were unhappy because the Nazis introduced restrictions so that industry could be controlled and opposition could not be allowed to develop. The unions were banned and so the workers could not express their discontent over pay and conditions. They faced food shortages in the early 1930s and pay did not improve. Some were made to stay in their present employment, even when they could get a better paid job somewhere else. Many workers resented this lack of freedom, especially when their standard of living did not rise.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘There were high food prices and food shortages in the early 1930s.’ ‘The workers’ unions were removed.’ ‘Workers were not allowed to strike for better pay or conditions.’ ‘Wages remained relatively low.’ ‘Some workers were restricted from moving to better paid jobs.’ ‘Many complained that living standards were no better in the late 1930s than they had been in the late 1920s.’ ‘Some farmers complained because Nazi policy favoured farmers who were less efficient.’ ‘Loans were difficult for farmers to get.’ ‘Young people left farms and went to find work in the towns instead.’ ‘Many women were forced out of work.’ ‘Jews were unhappy that their businesses had been attacked.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There were food shortages.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
12(c)	‘The Second World War brought little change to the Nazi economy.’ How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of ‘how far’ 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. ‘To start with there was little change in the German economy. Germany had been preparing for war since the mid-1930s and policies such as autarky, conscription and massive rearmament had been in place for several years. The early part of the war went well for Germany and it took the resources it needed from the countries which it conquered. This meant that although civilians faced some rationing, there was still a supply of consumer goods. Germany forced workers from conquered lands to work in German factories and on farms, so there was not a labour shortage in Germany because of the war.’ OR e.g. ‘As the war progressed, and started to go badly in the East, the economy began to change. Civilians faced greater hardships from 1941 and women were conscripted into the labour force in increasing numbers. In 1942, Albert Speer was put in charge and he focused all his efforts on the armament industries. By 1944 tank and aircraft production had trebled. Allied raids began to damage German factories and raw materials were in short supply.’	4–6

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

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

Question	Answer	Marks
13(b)	Why did the October Manifesto have only a limited impact on the way Russia was ruled?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The October Manifesto only had a limited impact because the Tsar did not take any notice of the Duma. At the first meeting of the Duma in 1906, the Tsar made a short speech which stated that he would uphold the principles of autocracy and carry on as before. When the first Duma was critical of his policies, he simply dismissed them. The same happened to the second. This meant the Duma had no influence to change the way Russia was ruled.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The Tsar introduced the October Manifesto in 1905.’ ‘He did this to stop the uprisings against him.’ ‘An elected Duma was established.’ ‘People were promised free speech.’ ‘The first two Dumas were very critical of the Tsar so he dismissed them.’ ‘The Tsar continued to rule as he pleased.’ ‘The Tsar introduced the Fundamental Laws in 1906.’ ‘In 1907 the Tsar changed the voting rules so that his opponents could not be elected into the Duma.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Tsar carried on ruling Russia.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
13(c)	How far was Tsar Nicholas II responsible for his own downfall? Explain your answer.	10
	<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 Tsar was responsible for his own downfall because he put himself in control of the army in August 1915. The war was not going well and by doing this the Tsar made himself responsible for the failure to win victories. There were serious mutinies in the army. The Tsar was directly responsible for military defeats and the deaths of millions of Russians.’</p> <p>OR</p> <p>e.g. ‘The poor state of the Russian economy was also responsible. By March 1917, food shortages led to widespread looting with thousands of workers participating in violent protests. There was widespread discontent in the countryside. The economy could not support the war effort and troops were being sent to fight with no boots or ammunition.’</p>	4–6
	<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.’ ‘Stolypin’s tough policies made the Tsar unpopular.’ ‘The Petrograd Soviet was re-formed.’ ‘Strikes and food shortages were crippling.’ ‘The army were not equipped for battle.’ ‘The Tsar left Russia in the hands of the Tsarina and Rasputin.’</p>	2–3

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

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

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Question	Answer	Marks
14(b)	Why did Trotsky fail to become leader of the USSR?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Trotsky failed because Stalin was cunning. Stalin tricked Trotsky into missing Lenin’s funeral; this meant that Trotsky appeared to be uncaring. At the funeral Stalin was able to demonstrate that he had been close to Lenin, by appearing as the chief mourner. This meant that Stalin seemed to have had a close relationship with Lenin, while Trotsky appeared uncaring by not bothering to turn up.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Stalin played one group against another.’ ‘Stalin was underestimated by the other contenders for leadership.’ ‘Stalin was General Secretary of the Communist Party.’ ‘Trotsky was tricked by Stalin into missing Lenin’s funeral.’ ‘Lenin’s secret testament was not made public.’ ‘Stalin’s policy of ‘Socialism in One Country’ was popular.’ ‘Trotsky was arrogant.’ ‘Trotsky underestimated Stalin.’ ‘Trotsky’s ideas were not popular.’ ‘Trotsky offended many senior party members.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Trotsky had fewer supporters than Stalin/was unpopular.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(c)	'The show trials were the most effective method of control used by Stalin.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of 'how far' 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. 'Stalin wanted to remove any potential opposition to his rule. The old Bolsheviks, such as Kamenev, Bukharin and Zinoviev, had all worked with Stalin to remove Trotsky's influence, but they now faced the 'show trial' so that they could not possibly rival Stalin. The trials also showed the Soviet people that no-one could oppose Stalin and, if they did, they would receive the ultimate punishment.' OR e.g. 'Propaganda and censorship were the most effective methods of control employed by Stalin. The government controlled the newspapers so only articles which praised Stalin could be published. It was difficult to challenge the given view of what was happening in Russia as there was no access to information. Stalin created a cult of personality around himself and people were encouraged to consider him as a god-like figure who was adored by his people. Newspapers, books, the radio, posters and films all portrayed Stalin in the same way. Many people believed that Stalin was a great hero because of this, and this made them accept his policies unquestioningly.'	4–6

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

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

Question	Answer	Marks
15(b)	Why did prohibition lead to an increase in crime?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. ‘Prohibition led to an increase in crime because people wanted to carry on drinking. To do this they engaged in illegal activities such as drinking in speakeasies. These secret bars were supplied by smugglers who brought alcohol into the country from Canada and Mexico. A whole network of illegal activity sprang up to keep the illegal bars operating.’	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. ‘The American people carried on drinking by going to speakeasies and these were illegal.’ ‘Many of the law enforcers were corrupt.’ ‘The bootleggers continued supplying and selling alcohol by smuggling it over the borders from Canada and Mexico.’ ‘Gangsters controlled the trade through violence.’ ‘Resources used on enforcing Prohibition could be freed up.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘There were more gangsters.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
15(c)	‘Women’s lives improved in the USA in the 1920s.’ How far do you agree with this statement? Explain your answer.	10
	<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. ‘Women’s lives improved in the 1920s as they got the vote in 1920 in all states and this showed they were politically equal to men. More women worked and 10 million were employed by 1929 – a 25% increase. Many were employed in offices and manufacturing and some industries preferred to employ women. This allowed women to be more independent. Socially there were big changes. Dress changed and women wore less restricting clothes made of new fabrics. Young women stopped having chaperones to accompany them in public and some learned to drive. The divorce rate went up, so women were no longer trapped in unhappy marriages.’</p> <p>OR</p> <p>e.g. ‘For many women life did not improve. For instance, in rural areas life changed little for most women and they continued to focus on childcare and managing the home. Even in the urban areas women who worked were paid less than men in the same job. Only a minority benefited from new labour-saving devices, less than 30% owned a washing machine in 1930. Some women disapproved of the habits of the new generation of ‘flappers’ and, in any case, it was only a small group of women who enjoyed social freedom in the 1920s.’</p>	4–6

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

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

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Question	Answer	Marks
16(b)	Why was the Emergency Banking Act important?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Roosevelt’s introduction of the Emergency Banking Act was important because it allowed him to restore public confidence in the banks. The banks whose finances were considered completely hopeless were permanently closed. The remaining banks were promised government grants to help gain public confidence that their money would not be lost again. Roosevelt broadcast to the public, reassuring them that the banks were now safe.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Roosevelt introduced the Emergency Banking Act to deal with the banking crisis.’ ‘The Act forced banks to stay closed for four days/short time.’ ‘The banks whose finances were considered completely hopeless were permanently closed.’ ‘The remaining banks were promised government grants to help gain public confidence.’ ‘These banks re-opened after four days.’ ‘Roosevelt broadcast to the public, reassuring them that the banks were now safe and viable.’ ‘He encouraged them to deposit money in these banks.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Emergency Banking Act was the first thing Roosevelt did on becoming President.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
16(c)	How far did the New Deal cope with the problem of unemployment? Explain your answer.	10
	<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 Deal introduced many measures to reduce unemployment. For instance, the Civilian Conservation Corps provided work for men aged 18–25. Although wages were low this gave employment to over 2 million during the lifetime of the scheme. The Public Works Administration provided millions of jobs in construction and formerly unemployed workers were involved in building schools, roads, hospitals and houses. These two schemes gave work to millions of men, both skilled and unskilled, and show how the New Deal succeeded in providing employment.’</p> <p>OR</p> <p>e.g. ‘The New Deal did not solve unemployment. Although it was reduced during the 1930s from 12 million in 1932, it never fell below 5 million and rose back to 10 million in 1938. Many of Roosevelt’s employment schemes did not provide lasting work. For instance, men were only allowed to be in the CCC for 6 months. Some of the innovations of the New Deal made the situation worse. Increased mechanisation in agriculture increased unemployment in that sector of the economy.’</p>	4–6

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

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

Question	Answer	Marks
17(b)	Why was the Marco Polo Bridge Incident important?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The Marco Polo Bridge Incident was important because it started the Second Sino-Japanese War. A Japanese soldier went missing during a training exercise and the Japanese army suspected that the Chinese had captured him. They tried to force their way into the nearby town but failed. This led to both China and Japan increasing their military presence in the area. This led to increased tension which eventually resulted in a full-scale invasion of China by Japan.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The Marco Polo Bridge was near Wanping.’ ‘Japanese troops were on a training exercise near Wanping.’ ‘They fired shots which caused Chinese to retaliate.’ ‘A Japanese soldier went missing.’ ‘The Japanese army demanded that China should let them search the town.’ ‘Japanese troops tried to force their way into Wanping.’ ‘Both sides increased their military in the area.’ ‘There was an invasion of China by Japan.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It created tension.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
17(c)	‘The Nationalists lost the Civil War because they were unpopular.’ How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of ‘how far’ 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 Nationalists were unpopular because they had brought the economy to the point of collapse. The people in the towns began to turn against them. Property was confiscated, money was taken from people and they were made to enlist in the Nationalist army. When people began to rebel against this the Nationalists reacted with brutality, making them even less popular with both the people who had supported them in China and their foreign allies.’ OR e.g. ‘There were other reasons why the Nationalists lost. The CCP was opportunist and Mao’s leadership was crucial. He turned the CCP forces into an effective modern army and was a highly inspirational leader. He planned military campaigns with great precision and won over the commanders to his ideas.’	4–6

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

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

Question	Answer	Marks
18(b)	Why was the Sino-British Joint Declaration of 1984 important?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘The Declaration was important to Deng because he negotiated with the British and they were forced to agree that Hong Kong’s lease to Britain would not be renewed after 1997. This meant China would regain control of a territory which it had lost over a century earlier and which was now the most prosperous city in Asia.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Hong Kong had been under British control since the 1840s.’ ‘The lease for Hong Kong expired in 1997.’ ‘Hong Kong was very wealthy.’ ‘Deng negotiated with British Prime Minister Thatcher to end the lease.’ ‘Hong Kong would return to Chinese rule.’ ‘The economy would continue to operate on capitalist lines.’ ‘Hong Kong was to become a Special Administrative Region.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘China regained land.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(c)	<p>How far was Taiwan the main reason for tension between China and the USA up to 1970? 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 USA continued to support Chiang Kai-shek’s Taiwan after the civil war ended in 1949. They supplied Taiwan with diplomatic and financial support until 1971 and insisted that it would not recognise China. This made the relationship between China and the USA very tense as the US refused to recognise Mao as the true leader of China. The US blocked China’s membership of the UN in favour of Taiwan.’</p> <p>OR</p> <p>e.g. ‘There were other reasons for tension. China had fought against US troops (under the flag of the United Nations) in the Korean War and had suffered high casualties. Although the war ended in a stalemate, Mao became convinced that it was only a matter of time before the US tried to destroy Chinese communism. This made diplomatic relations between the two impossible.’</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point)</p> <p>e.g. ‘There was constant shelling between the two.’ ‘The Nationalists made it clear they hoped to regain control of the mainland.’ ‘The Nationalists were supported by the USA.’ ‘Chiang was keeping communist China out of the United Nations.’ ‘The Korean War made relations difficult.’ ‘The USA refused to recognise Mao as leader of China.’</p>	<p>10</p> <p>10</p> <p>7–9</p> <p>4–6</p> <p>2–3</p>

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

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

Question	Answer	Marks
19(b)	Why did some white South Africans oppose apartheid?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Many white South Africans thought that apartheid laws were unfair and placed an unjust burden on black women. For instance, white women such as Helen Joseph joined the Federation of South African Women. They protested against the Pass Laws in Pretoria in 1956. Others helped non-white women deal with Section 10 laws which the government used to control migration to the cities.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The Federation of South African Women opposed apartheid and was led by black and white South Africans.’ ‘They thought the Pass Laws were unfair.’ ‘They marched to the Union buildings in Pretoria to protest.’ ‘The Black Sash was formed to protest against the National Party’s plans ‘to end Coloured voting rights.’’ ‘They offered help to non-whites living in cities.’ ‘They objected to the Section 10 laws which broke up marriages.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They thought apartheid was unfair.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
19(c)	How far did the African National Congress (ANC) grow stronger in the 1960s? Explain your answer.	10
	<p>Level 5 Explains with evaluation of ‘how far’ 10</p> <p>As Level 4 plus evaluation.</p>	
	<p>Level 4 Explanation of both sides 7–9</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 4–6</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The ANC did not grow stronger in the 1960s as it was banned in 1960 by Verwoerd. Oliver Tambo, the leader of the organisation, was forced into exile in the UK. Mandela and Sisulu were incarcerated after the Rivonia Trial. The group struggled to survive and had very little money or international support.’</p> <p>OR</p> <p>e.g. ‘Although banned, the ANC continued to gain support during the 1960s. While in exile abroad, Tambo set up ANC offices in foreign countries and helped to mobilise foreign opinion against apartheid. Eventually there were 27 such offices. Tambo became President of the ANC in 1967. While the ANC did appear to be crushed within South Africa during the 1960s, Tambo’s work abroad was highly significant for raising the issue of apartheid and winning foreign support for sanctions.’</p>	
	<p>Level 2 Identifies AND/OR describes 2–3</p> <p>(One mark for each point)</p> <p>e.g. ‘The ANC was banned in 1960 by Verwoerd.’ ‘Oliver Tambo, the leader of the organisation, was forced into exile in the UK.’ ‘The group struggled to survive and had very little money or international support.’ ‘After the Rivonia Trial, Mandela and Sisulu were locked up.’ ‘Tambo set up ANC offices in foreign countries.’ ‘He won international support for the ending of apartheid.’</p>	

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

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

Question	Answer	Marks
20(b)	Why did many black workers go on strike in the 1970s?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. ‘The workers went on strike because they were facing deteriorating conditions. There was a worldwide economic crisis in 1973 and this meant that workers faced wage cuts, longer hours and worsening conditions. They went on strike because of this and in Natal 200 000 workers were involved.’	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. ‘There was a worldwide economic crisis.’ ‘They were protesting about wage cuts.’ ‘They were being asked to work longer hours.’ ‘200 000 workers in Natal went on strike.’ ‘Workers in Natal were mainly Zulu and they were united in their demands.’ ‘The Zulus were powerful because of their ethnic loyalty.’ ‘There was a rise in union activity.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘They were unhappy with their pay.’	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
20(c)	'International sanctions were more important than internal opposition in ending apartheid.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of 'how far' 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. 'International sanctions played a part. In 1986 the American Congress voted to ban imports of iron, steel, coal, textiles and uranium from South Africa, while the European Community banned imports of South African iron, steel, gold and coins. These sanctions led to a large increase in white unemployment in South Africa and economic growth suffered. This could not continue without South Africa suffering disastrous effects.' OR e.g. 'During the mid '80s the government of South Africa came under increased pressure from internal opponents. The trade unions and the resistance movements increased their activities against the government with members of the ANC returning in secret to help local resistance. They began to attack military and police installations. The UDF began to co-ordinate protests. It had the single aim of abolishing apartheid and became linked with the ANC.'	4–6

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

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

Question	Answer	Marks
21(b)	Why did oil become important in the Arab-Israeli conflict?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Oil became important because the Arab states started to use oil as a weapon against the US for their support of Israel. After the Yom Kippur war, Saudi Arabia increased its oil prices by 70%. Exports to countries which supported Israel were restricted. When the US increased aid to Israel, the Saudis and OPEC introduced an embargo on oil supplies to the US. The price of oil in the US rose by over 300% in a year. This damaged the economy in the US as the cost of imports rose and there was inflation and unemployment.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘More of the world’s oil was being produced in the Middle East.’ ‘The US was more dependent on oil from the Middle East.’ ‘After the Six-Day War, Libya increased its oil prices and nationalised Western assets. This had a negative impact on the USA.’ ‘The Arab states used oil as a weapon.’ ‘After the Yom Kippur war, Saudi Arabia increased its oil prices by 70%.’ ‘Exports to countries which supported Israel were restricted.’ ‘When the US increased aid to Israel, the Saudis and OPEC introduced an embargo on oil supplies to the US.’ ‘The price of oil in the US rose by over 300% in a year.’ ‘This damaged the economy in the US.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Arab states produced oil.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
21(c)	'The Yom Kippur War was not a victory for Israel.' How far do you agree with this statement? Explain your answer.	10
	<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. 'Although the war showed Israel to be militarily superior, it also highlighted several problems. The Arabs surprised the Israelis with their attack on the day of Yom Kippur and this suggested Israeli defences were weak. Over 90 000 Egyptian soldiers and 850 tanks crossed the Suez Canal on the first day, destroying 300 Israeli tanks and regaining part of Sinai. Israel recognised that lasting security would depend on a diplomatic solution. The attack restored lost Arab pride, by showing that they could work together, fighting with courage and determination under skilled leaders.'</p> <p>OR</p> <p>e.g. 'Although the Arabs made some gains, the war was a military victory for the Israelis. The Israelis crossed the Suez Canal, captured some of the Arab SAM bases and began to move on the Egyptian capital, Cairo. The Egyptian forces found themselves stranded on the Sinai side of the Canal. The Egyptian and Syrian forces lost over 16 000 men, almost 8 times more losses than they inflicted on Israel.'</p>	4–6

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

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

Question	Answer	Marks
22(b)	Why has Jerusalem been a major problem for the peace process?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. ‘Jerusalem has been a major problem for the peace process as both Palestinians and Jews want it to be the capital of their state and regard it as their own territory. The city has great religious importance for Muslims as Muhammed ascended to heaven from there and the Dome of the Rock mosque was founded on the site. The city also has immense significance for Jews as it is their holiest city and considered to be the spiritual home of all Jews.’	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. ‘Jerusalem is an important religious centre for Muslims.’ ‘Jerusalem is important to Christians and Jews.’ ‘Both sides fought to get control of Jerusalem in the 1948–49 war.’ ‘Both sides wanted Jerusalem as the capital of their state.’ ‘The Israelis took over eastern Jerusalem after the 1967 war, even though it was dominated by Palestinians.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘It is an important place for both sides.’	1
Level 0 No evidence submitted or response does not address the question	0	

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Question	Answer	Marks
22(c)	‘Divisions between Israeli politicians are the main reason for the failure to reach a comprehensive peace agreement between Israel and the Palestinians.’ How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of ‘how far’ 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. ‘Divisions between Israeli politicians have caused difficulties for reaching a comprehensive peace agreement. Labour and Likud, Israel’s major political parties, took opposing views on how Palestine and the Palestinians should be treated. For instance, Likud disagreed with Rabin’s concessions in the Middle East Peace Accords and supported continued Jewish expansion in the occupied territories. Their opposition was illustrated when Rabin was assassinated by Yigal Amir, an Israeli student.’ OR e.g. ‘Other factors, such as divisions between Palestinian groups, have also slowed down the peace process. Whereas Arafat was willing to work with the US and Rabin to create the Palestinian Authority, other groups such as Hamas have rejected peace with Israel under any terms. They argued that, as Israel refused to accept the Palestinians’ right to an independent state, the destruction of Israel would be the only way for the Palestinians to enjoy peace.’	4–6

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



HISTORY

0470/12

Paper 1

October/November 2019

MARK SCHEME

Maximum Mark: 60

Published

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

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

Cambridge International will not enter into discussions about these mark schemes.

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PUBLISHED**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.

PUBLISHED**GENERAL INSTRUCTIONS****Applying the Mark Scheme**

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

Assessment Objectives

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

PUBLISHED
SECTION A

Question	Answer	Marks
1(a)	What was the role of the National Workshops in France in 1848?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘They gave jobs to unemployed workers.’ ‘They were to provide financial support for the unemployed.’ ‘Most of the jobs provided were pointless manual tasks which were designed to keep people busy.’ ‘Workers in the National Workshops were paid two francs a day.’ ‘They were centralised, state owned manufacturing establishments where workers would be guaranteed work.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(b)	Why was there support for revolutionary ideas in Prussia by 1848?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason Four marks for one explanation, five marks for full explanation. e.g. ‘The 1848 Revolution in France inspired people in other countries to demand change. Many wanted to rid themselves of oppression, and so demanded liberal reforms. Therefore in many German states there was a demand for various freedoms, such as the freedom of speech and the press.’	4–5
	Level 2 Identifies AND/OR describes reasons One mark for each identification/description. e.g. ‘There was a demand for a parliament.’ ‘Some wanted unity among states.’ ‘Workers wanted better conditions.’ ‘There was a demand for various freedoms.’ ‘It was a reaction to the uprisings in France.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘People were unhappy.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(c)	'The 1848 revolution was unsuccessful in Hungary.' How far do you agree with this statement? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Austrians were not powerful enough and so gained assistance from Russia to put down the rebellion. Because of this, the Hungarians had to surrender in August 1848. Many Hungarians were dealt with brutally. The Imperial Government cancelled many of the earlier reforms, making German the official language and ruling Hungary directly from Vienna.'</p> <p>OR</p> <p>e.g. 'In the long term, the brief period of Magyar rule was not in vain. By 1867, Magyar was the official language of Hungary, the Diet had regained much of its old importance and the March Laws had been accepted. Hungary was now an equal partner with Austria.'</p>	4–6

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

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

Question	Answer	Marks
2(b)	Why was the Schleswig-Holstein issue important for German unification?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘When Schleswig-Holstein was handed over to be ruled jointly by Austria and Prussia, they could not agree, and the territories were split. Many believe that Bismarck deliberately refused to rule them jointly so that it would be easier to pick a quarrel with Austria.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘The Schleswig-Holstein problem was the excuse for war.’ ‘The Prussian Army wanted to try out its military reforms.’ ‘Bismarck’s diplomatic skills isolated Austria.’ ‘Bismarck picked a quarrel with Austria.’ ‘It was an opportunity for Bismarck to expand his territory.’ ‘It was the chance for Bismarck to show dominance over Austria.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It led to disagreements.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(c)	'Bismarck caused the Franco-Prussian War.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of 'how far' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Bismarck had a careful plan to bring the Germanic states together by persuasion and force. He used foreign policy to achieve this by defeating Austria to gain Schleswig-Holstein. To gain the southern states required a war against France. When the Spanish Succession crisis arose, he manipulated the report of the meeting between France and Prussia to provoke the French into declaring war.' OR e.g. 'The Franco-Prussian War happened because Napoleon III saw an opportunity to restore his declining popularity in France. His military advisers had informed him that the French army was superior to the Prussian army and a French victory would be the outcome in a war.'	4–6

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

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

Question	Answer	Marks
3(b)	Why did the French use a policy of assimilation in their colonies?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The purpose of the theory of assimilation was to turn African natives into “French” men by educating them in the language and French culture and hence become French citizens or equals. It was thought that this would make them loyal to France and they would pay taxes to France and fight for France in return for citizens’ rights.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘The concept was based on the idea of spreading French culture in the colonies.’ ‘Natives of these colonies were considered French citizens if the culture and customs of France were adopted.’ ‘This also meant they would have the rights and duties of French citizens.’ ‘The French thought this would make people in the colonies loyal to France.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The French wanted control.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(c)	How far was European imperialism in Africa motivated by a desire for prestige? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘European countries wanted to take over parts of Africa to increase their prestige. If they had more extensive colonies than their rivals in Europe, this enhanced their power and made them seem more important than other countries. This led to European countries “scrambling” for African territory in the late nineteenth century.’</p> <p>OR</p> <p>e.g. ‘Some countries wanted to develop their empires for economic reasons. Colonies could contribute raw materials and food products, many of them unavailable in western Europe, such as bananas, palm oil, rubber and tea. The colonies also provided outlets for manufactured goods, free of import tariff restrictions.’</p>	4–6

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

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

Question	Answer	Marks
4(b)	Why was Archduke Franz Ferdinand assassinated?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The Black Hand Gang led a campaign of violence against Austria resulting in the assassination. It was hoped that the assassination would persuade the Austrians to relinquish part of Bosnia, where 3 million Serbs lived, so that a greater Serbia could be created.’</p> <p>OR</p> <p>e.g. ‘There is a theory that “Austrian authorities” wanted the assassination so that the Austrian army could invade Serbia. There was very little security and the assassins had been allowed to cross the border from Serbia to Bosnia.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘To draw attention to the Serbian nationalist cause.’ ‘To encourage the creation of a greater Serbia.’ ‘It was the result of a campaign of violence.’ ‘It was the result of tension from the Balkan Wars.’ ‘The assassination was a “set up” by the Austrian army.’ ‘There was very little security.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was to get publicity.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(c)	'The main threat to peace in Europe in the years before 1914 was the naval race.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of 'how far' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Germany entered the arms race building up a navy to challenge British supremacy. There was a race to see who could build the largest battleships. Germany's army was already powerful and Britain feared German world domination if it had the strongest navy. This caused tension between the two countries.' OR e.g. 'The Alliance system was a major cause of war as it created two armed camps, the Triple Alliance and the Triple Entente. A dispute between one of the members of each camp could well involve other members as they were expected to support each other. A dispute between two countries could easily turn into a war between the two alliances.'	4–6

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

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

Question	Answer	Marks
5(b)	Why did the Treaty of Versailles cause economic problems in Germany up to 1923?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The Treaty of Versailles imposed reparations on Germany, which caused great economic problems. Germany had not taxed the German people to pay for the war, but was relying on receiving money by imposing huge penalties on the opposing countries to cover the cost. Unfortunately for Germany, it lost the war and now not only had to cover the cost of the war itself but also pay reparations to the victors in the war.’</p> <p>OR</p> <p>e.g. ‘The Treaty forced Germany to pay reparations to the Allies. The reparations bill was announced in April 1921. It was set at £6600 million, to be paid in annual instalments. This was 2% of Germany’s output. The Germans protested that this was an intolerable strain on the economy which was weak after the war.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘Disarmament led to unemployment.’ ‘The government printed worthless money.’ ‘The reparations imposed on Germany affected the economy.’ ‘They were deprived of important industrial areas.’ ‘It led to hyperinflation.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Germans had no money.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(c)	'None of the Big Three achieved their aims in the Paris peace talks.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of 'how far' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Clemenceau achieved his aims to an extent. France had seen most of the fighting in Western Europe, suffering severe damage to land, industry and homes. They also had the highest casualty rate. Clemenceau wanted revenge, and his tenacity ensured that he gained revenge. Germany was forced to accept the full blame for the war and, because of this, to pay high reparations. Germany's armed forces were also greatly reduced.' OR e.g. 'Wilson did not achieve his aim of ensuring lasting peace. He thought the Germans should not have signed the treaty. He felt that the terms imposed on Germany such as land losses, reparations and war guilt were just too much. He feared that Germany's harsh treatment would result in further conflict as they would be determined at some point in the future to exact revenge for the way in which they had been treated.'	4–6

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

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

Question	Answer	Marks
6(b)	Why did the League of Nations fail to prevent Italy's occupation of Abyssinia?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. 'Britain and France wanted Mussolini's friendship because they saw him as a potential ally against Germany. As a result, they were not prepared to take effective action. As a result, Britain and France allowed the Suez Canal to remain open. If it had been closed, the Italian supplies would not have got through to Abyssinia.'</p> <p>OR</p> <p>e.g. 'The League dithered over imposing sanctions. It did not include oil in the sanctions which meant that Italy could continue to move men and weapons to Abyssinia. The situation was exacerbated when American oil producers stepped up their exports of oil to Italy.'</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. 'Its most powerful members were not prepared to act.'</p> <p>'Oil was not included in the sanctions.'</p> <p>'Sanctions did not work.'</p> <p>'Britain and France wanted Italy on their side.'</p> <p>'The League did not take decisive action.'</p> <p>'Members were not willing to risk war with Italy.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They were too slow to act.'</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(c)	'The main reason the Disarmament Conference failed was the withdrawal of Germany.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of 'how far' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The withdrawal of Germany meant the Disarmament Conference was bound to fail. Germany claimed that because the great powers wouldn't reduce their armaments to the level imposed on Germany after the Treaty of Versailles, then they no longer needed to be bound by the agreement which limited weapons. Hitler had just come to power in Germany and used this as an excuse to leave the Conference and start on his rearmament programme.' OR e.g. 'Germany leaving was not the only reason for the failure of the Disarmament Conference. Even before Germany left there was very little agreement between the powers about whether weapons should be banned or restricted. There were arguments about whether planes and aerial bombardment should be banned. The French wanted to arm the League of Nations to prevent war. No one wanted to leave themselves vulnerable to attack.'	4–6

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

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

Question	Answer	Marks
7(b)	Why were the Vietcong able to withstand attacks by US forces?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The Vietcong were able to withstand attack because they relied on guerrilla tactics which were very effective in the jungle. They involved hiding in the jungle and making surprise attacks, setting booby-traps or planting explosives. Due to this method the US soldiers never saw or knew who the enemy was.’</p> <p>OR</p> <p>e.g. ‘The Vietcong were able to withstand American attacks because they had an extensive network of underground tunnels and bunkers, so they could keep well hidden from American soldiers. The tunnels included storage, hospitals and kitchens to prepare food. That meant they were able to hide for a long time and avoid detection.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘The USA did not develop an effective response to the guerrilla tactics used by the Vietcong.’ ‘The Vietcong bases were well hidden.’ ‘The Vietcong used the Ho Chi Minh Trail.’ ‘The Vietcong won the support of the local people.’ ‘The Vietcong had support from China and the Soviet Union.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Vietcong were too strong.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(c)	'The main reason why the US public turned against the Vietnam War was television coverage.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of 'how far' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Television coverage had a significant impact. This was the first televised war and American people were horrified at the barbaric nature of American attacks, an example being My Lai. Coverage showed children being burned by napalm and people in villages massacred. American people were sickened by these atrocities and began to protest against the war.' OR e.g. 'American opinion began to turn against the war because of the huge cost. There were nearly 500 000 troops in Vietnam and America was spending between \$20 and \$30 billion a year, yet the Vietcong were not defeated. In fact, they were still able to launch surprise attacks like the Tet Offensive. In 1967, "Life Magazine" calculated it cost \$400 000 for each Vietcong guerrilla killed. This huge spending meant cutbacks in spending on social reform and this encouraged people to turn against the war.'	4–6

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

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

Question	Answer	Marks
8(b)	Why was the Brezhnev Doctrine introduced?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The Doctrine was introduced because of the Prague Spring which took place in Czechoslovakia in 1968. The new leader Dubček wanted to introduce reforms and the USSR was concerned that this would weaken their control and that other countries would follow the Czech lead. Therefore, Brezhnev introduced the Doctrine to warn other countries in the Eastern bloc that actions like those in Czechoslovakia would not be tolerated.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘It called on the Soviet Union to intervene directly in countries where socialist rule was under threat.’ ‘The Doctrine was a response to the Prague Spring.’ ‘Czechoslovakia’s new leader, Dubček, wanted to reform the country and the USSR used this policy to stop him.’ ‘It was introduced to justify the Soviet occupation of Czechoslovakia.’ ‘It was to stop other countries rebelling against Soviet control.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Brezhnev Doctrine was introduced to deal with problems.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(c)	How secure was Soviet control of Eastern Europe from 1948 to 1961? Explain your answer.	10
	<p>Level 5 Explains with evaluation of ‘how secure’</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Soviet control was secure because the countries of Eastern Europe all had communist governments which were controlled by the USSR. If there were uprisings against the Communists, the USSR would send in troops to stop the trouble, as happened in Hungary in 1956, when thousands of Soviet troops and tanks moved into Budapest. In the fighting that followed about 3000 Hungarians were killed. It was clear that anyone who opposed Soviet control would suffer the same fate.’</p> <p>OR</p> <p>e.g. ‘Soviet control was not secure. This can be seen by the movement against Soviet control, for instance in Hungary. Nagy’s government planned to hold free elections and to leave the Warsaw Pact. Hungary also wanted the total withdrawal of Soviet troops. If Soviet control had been secure this would not have happened.’</p>	4–6

Question	Answer	Marks
8(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The Berlin Wall was built in 1961.’ ‘There were strikes and demonstrations against Soviet-backed economic policies and the lack of freedom.’ ‘There was an uprising in Hungary in 1956.’ ‘Yugoslavia refused to become part of the Soviet bloc.’ ‘Khrushchev sent tanks into Budapest to stop the uprising.’ ‘There were uprisings in Poland in 1956 and worker’s councils were established as a result.’ ‘People left East Germany because of the communist regime and economic problems.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Soviet control was secure as they had a large army.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

PUBLISHED**SECTION B**

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

Question	Answer	Marks
9 (b)	Why was the Schlieffen Plan important to Germany?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The Schlieffen Plan was important because it was designed to avoid fighting war on two fronts. Germany wanted to avoid fighting France in the west and Russia in the east at the same time. Therefore, the plan aimed to defeat France within 6 weeks.’</p> <p>OR</p> <p>e.g. ‘The Plan was important because it was based on invading France through Belgium and Luxemburg. These countries were neutral, and Germany gambled that Britain would not stand by the Treaty of London which it had signed with Belgium in 1836. The plan intended that Germany would not be opposed.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘It was a plan designed to deal with the problem of fighting a war on two fronts.’ ‘The aim was to concentrate over a million troops in the west.’ ‘The French would be defeated within 6 weeks.’ ‘It assumed Britain would not honour the Treaty of London.’ ‘With the defeat of France, large numbers of troops would move eastwards to tackle the Russians who were expected to mobilise slowly.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was Germany’s war plan.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
9(c)	‘The German retreat at the Battle of the Marne was the most important reason for the development of stalemate on the Western Front.’ How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of ‘how far’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The Battle of the Marne was important because the Germans had to pull 100 000 troops out of the army advancing on Paris because the Russians had mobilised far more quickly than was expected. The German Commander decided he could not follow the Schlieffen Plan and marched straight towards Paris. The German troops were underfed and exhausted. The combined British and French forces at the Marne stopped their advance and this meant the Germans could not capture Paris.’ OR e.g. ‘The First Battle of Ypres was important because it stopped the Germans from outflanking the Allies through the “race to the sea”. It meant Britain and France kept control of Calais, Dunkirk and Boulogne, which meant that they could be kept supplied with equipment and reinforcements. This meant both sides were evenly matched and a quick victory for either side was not likely.’	4–6

Question	Answer	Marks
9(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</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>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Other battles were just as important in the development of stalemate.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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

Question	Answer	Marks
10(b)	Why was conscription introduced?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘Conscription was introduced in Britain in January 1916 for all single men aged 18–41. This was because the supply of volunteer troops had dried up. The news of campaigns such as Gallipoli and Ypres having such high casualty rates had discouraged men from volunteering for the armed services. Therefore, the government made military service compulsory.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘There weren’t enough people to fight.’ ‘Heavy casualties put off civilians.’ ‘Many people were injured or had been killed in battles such as Mons and Gallipoli.’ ‘Men no longer wanted to volunteer to fight.’ ‘War wasn’t seen as exciting anymore.’ ‘The government needed more soldiers to try and achieve a breakthrough on the Western Front.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘More men were needed.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

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

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

Question	Answer	Marks
11(a)	Describe the problems facing German civilians at the end of the First World War.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘People were starving.’ ‘600 000 women were left widowed.’ ‘2 million children lost their fathers.’ ‘National income had fallen to one-third of that in 1913.’ ‘Industrial production was two-thirds what it had been in 1913.’ ‘There was a “flu epidemic”.’ ‘Over 300 000 civilians died in 1918 of either starvation or hypothermia.’ ‘Food supplies were so low that people ate turnips; these were usually fed to cattle.’ ‘Sawdust was put into bread as there wasn’t enough flour.’ ‘Milk supplies were halved compared with 1913.’ ‘Butter production was around two-thirds that of 1913.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
11(b)	Why was there right-wing opposition to the German Republic?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The right wing opposed the Weimar Republic because it had agreed to the Treaty of Versailles. Many of the right wing didn’t really believe that Germany had been defeated and thought the army had been stabbed in the back by the Social Democrats. They saw the treaty as a humiliation for Germany and were angry that the Republic had accepted its terms.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘The right wing wanted a strong army in Germany.’ ‘They hated the Treaty of Versailles.’ ‘The right wing had grown powerful during the Kaiser’s rule.’ ‘They wanted Germany to have a strong empire and be industrially powerful.’ ‘They disliked the Communists and Social Democrats.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Right-wing supporters did not like Republic policies.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
11(c)	How far was Stresemann’s leadership the most important reason for the survival of the Weimar Republic in the 1920s? Explain your answer.	10
	Level 5 Explains with evaluation of ‘how far’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘Stresemann was most important in the survival of the Weimar Republic because he helped overcome the economic problems that Germany was facing. He tackled the hyperinflation crisis in 1923 and negotiated the Dawes Plan with the USA in 1924 to help Germany repay her reparations bill. This allowed the German economy to recover and without that the Republic may have been doomed.’ OR e.g. ‘There were other reasons for the survival of the Weimar Republic. One of them was that foreign powers were keen to see Germany reintegrated into European and world affairs. Germany signed the Locarno Treaties, guaranteeing not to try to change Germany’s western borders with France and Belgium, and then in 1926 was allowed to join the League of Nations. The actions of foreign powers ensured the survival of the Weimar Republic as Germany now felt more secure.’	4–6

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

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

Question	Answer	Marks
12(b)	Why was the New Plan for the economy introduced by Schacht in 1934?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The New Plan was introduced because Germany was experiencing a balance of trade deficit. This meant that Germany was importing more than it was exporting and was running out of gold and foreign currency reserves. These were important as they allowed Germany to buy the raw materials they needed from abroad for rearmament. Therefore, it was important to control trade to ensure that Germany could afford its rearmament plans.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘Germany’s reserves of gold were running low.’ ‘Germany was importing more than it was exporting (there was a balance of trade deficit).’ ‘The New Plan would allow Germany to control imports.’ ‘The New Plan allowed Germany to rearm.’ ‘Schacht negotiated treaties with Balkan states to ensure a flow of raw materials.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was introduced to improve the economy.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(c)	‘There was little opposition within Germany to the Nazi regime.’ How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of ‘how far’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘In some ways there was little opposition because large numbers of Germans supported Hitler. He promised to take revenge for the Treaty of Versailles and make Germany great again. These promises were very popular as most Germans had hated the treaty. He also took steps to decrease unemployment in Germany and this was also very popular.’ OR e.g. ‘There was opposition to the Nazi regime in Germany. Many young people resented the restraints the Nazi regime placed upon them, and resisted Nazi control of their lives. For example, the Edelweiss Pirates changed the lyrics of songs to mock Germany and taunted and sometimes attacked members of the Hitler Youth. In Cologne Edelweiss Pirates helped to shelter army deserters and escaped prisoners.’	4–6

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

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

Question	Answer	Marks
13(b)	Why were Bolshevik promises of ‘Bread, Peace and Land’ important during 1917?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘Bolshevik promises were important in 1917 because they addressed the needs of the people in Russia. For instance, they promised peace. By 1917 it was clear that Russia was losing the war and large numbers of troops had started to desert the army. They were angry with the Provisional government for failing to bring the war to an end and were attracted to the idea that the Bolsheviks would bring it to an end if they achieved power.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘Russia was losing the war and many soldiers deserted.’ ‘The Bolsheviks promised people they would have enough food.’ ‘There were food shortages in Russia.’ ‘Many workers were on strike.’ ‘The peasants were angry that they had not been given land before.’ ‘Some soldiers returned home and took over land in their villages.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They promised what people wanted.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
13(c)	‘Trotsky was more important than Lenin in the success of the Bolsheviks in October 1917.’ How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of ‘how far’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘Lenin was most important for Bolshevik success. He realised immediately after the collapse of the Kornilov revolt that the time for action had come. The Bolsheviks had the support of many workers and control of the Soviet. Lenin knew this was a real opportunity to seize power, and he did not relax his pressure on the Party Central Committee until his proposals were accepted.’ OR e.g. ‘Trotsky was important because the planning of the insurrection was his responsibility. He seemed to be everywhere: issuing orders to the Military Revolutionary Committee, presiding over the Soviet, addressing the soldiers’ and workers’ meetings. He was able to stir up the pro-Bolshevik forces to convince them of the rightness of their cause.’	4–6

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

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

Question	Answer	Marks
14(b)	Why did Stalin launch the Second Five-Year Plan?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The Second Five-Year Plan was introduced because there were some weaknesses in the first plan. It had focused exclusively on heavy industry and this meant some important areas were neglected. For instance, the First Five-Year Plan had built huge steel works and industrial complexes but the communication networks between them and the cities were very slow. This meant labour and goods could not move as easily as required. Therefore, the second plan aimed to improve railway networks to address this.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘The First Five-Year Plan was declared to have achieved its targets a year early.’ ‘The plan included the development of heavy industry.’ ‘The Second Five-Year Plan had more focus on communications.’ ‘The plan addressed some weaknesses in the First Five-Year Plan.’ ‘The Second Five-Year Plan was less chaotic and better organised than the first.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The first plan had finished.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(c)	‘The Russian people supported Stalin’s policies for modernising the Soviet economy.’ How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of ‘how far’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘Many people supported Stalin’s policies for modernising Russia and were proud of Russia’s economic development. Some workers such as Stakhanov became famous as “Heroes of Socialist Labour” for carrying out feats of great productivity. The state rewarded people who met their targets with consumer goods, bonuses or new apartments. Unemployment was virtually non-existent.’ OR e.g. ‘Some did not support Stalin’s policies for modernisation. This was most notable in the countryside. When collectivisation was introduced the farmers killed their animals rather than have them requisitioned by the state. Millions died in the famine which followed and thousands of the kulaks were deported to Kazakhstan as a punishment for resisting government policy.’	4–6

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

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

Question	Answer	Marks
15(b)	Why did the car industry grow rapidly in the 1920s?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The car industry benefited from new methods of production. Henry Ford pioneered the moving assembly line in Detroit. This production line meant that workers only focused on one aspect of making a car and this sped up production. By 1927 the Model T Ford was coming off the assembly line at the rate of one every ten seconds.’</p> <p>OR</p> <p>e.g. ‘The system of hire purchase meant that more people could afford a car as they could pay for it in instalments. This meant that people other than the very wealthy could buy cars and so the demand for cars increased. This led to Ford producing more cars to meet the demand.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘Henry Ford pioneered the moving assembly line in Detroit.’ ‘The Model T Ford was coming off the assembly line at the rate of one every ten seconds in 1927.’ ‘In traditional manufacture, a worker would carry out a whole range of tasks in making a car, but with the assembly line it brought the work to the worker.’ ‘Advertising meant more cars were sold.’ ‘Credit was available.’ ‘The raw materials (rubber and steel) were in plentiful supply in the US.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘More cars were produced.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
15(c)	'It is surprising that so many people in 1920s America lived below the poverty line.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of 'how far' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'It is not surprising that many people lived below the poverty line. Farmers were overproducing because of improved mechanisation and fertilisers, but the demand fell because Europe was no longer importing so much American grain. As a result, farmers' income fell and some went out of business. They could not compete with cheap imports of Canadian wheat and this meant they suffered hardship.' OR e.g. 'I am surprised that people lived below the poverty line as the 1920s was a period of great growth and prosperity in the US. The new industries which produced consumer goods, such as cars and fridges, needed workers and so there must have been plenty of employment opportunities.'	4–6

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

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

Question	Answer	Marks
16(b)	Why did the Republicans oppose the New Deal?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘Republicans opposed Roosevelt’s New Deal because he was a Democrat. Many of them still believed in “rugged individualism” and they thought that “prosperity was just around the corner”. They believed that Americans should sort out their own problems and that Roosevelt was interfering too much in the American way of life.’</p> <p>OR</p> <p>e.g. ‘Many Republicans objected strongly to the New Deal because they thought it gave too much power to central government and interfered too much in business. They particularly disliked the NRA as they thought it was telling them how to run their businesses. Others objected that state rights were being taken away by the introduction of centralised policies.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘Republicans did not like state interference.’ ‘Republicans did not like Roosevelt because he was a Democrat.’ ‘They thought the New Deal was too interventionist.’ ‘They thought the NRA was unconstitutional.’ ‘They thought the New Deal gave too much power to the President.’ ‘They thought it took power away from the states.’ ‘The business community (many were Republican) resented interference in the economy.’ ‘The wealthy complained about higher taxes to finance the New Deal.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They didn’t like the New Deal’s ideas.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(c)	‘The Second New Deal created a fairer society.’ How far do you agree with this statement? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The Second New Deal aimed to make the US a more equal society. It did this by improving workers’ rights. The Wagner Act meant employers were forced to accept unions in their companies. This allowed workers to negotiate pay and conditions and it was made illegal to sack workers for being part of a union. This protected the rights of the workers and ensured they were fairly treated.’ OR e.g. ‘Some people were not helped by the Second New Deal and so it did not create a more equal society. For instance, the Social Security Act introduced pensions and unemployment insurance. However, domestic workers were not included in the scheme. Many of these were black women and so the Second New Deal discriminated against these workers.’</p>	4–6

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

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

Question	Answer	Marks
17(b)	Why was the Xian incident important?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The Xian incident was important because Chiang Kai-shek was forced to recognise the CCP as a legitimate party as a result. He was handed over to CCP forces after a mutiny amongst his own troops. However, Zhou Enlai released him on the basis that he would cease all attempts to persecute the CCP and recognise them as a legitimate political party. This was a great propaganda victory for the CCP.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘There was a mutiny during a visit by Chiang to Xian.’ ‘He was handed over to CCP troops by his own men.’ ‘Zhou Enlai promised to spare his life if he stopped persecuting Communists.’ ‘Chiang promised to lead a new united front against the Japanese.’ ‘The CCP was recognised as a legitimate party.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Xian incident led to changes.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
17(c)	‘The Communists won the Civil War because of the strength of the People’s Liberation Army.’ How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of ‘how far’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The PLA was very important in the Communist victory. They had changed from being rural guerrilla fighters in 1945 to a skilled and well-disciplined force by 1949. Their commanders were very loyal to Mao and he made key strategic decisions. Even though the PLA was heavily outnumbered by GMD forces, they pushed forward from their bases in the north and dominated central and Southern China by the autumn of 1949.’ OR e.g. ‘The Communists won the Civil War because the Nationalists became increasingly unpopular. They had brought the economy to the point of collapse and inflation was incredibly high. The people in the towns began to turn against them. Property was confiscated, money was taken from people and they were made to enlist in the Nationalist army. When people began to rebel against this the Nationalists reacted with brutality, making them even less popular with both the people who had supported them in China and their foreign allies.’	4–6

Question	Answer	Marks
17(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The Nationalists were corrupt.’ ‘The PLA was efficient.’ ‘Guerrilla warfare was used effectively.’ ‘The Communists had good leaders.’ ‘The Communists were more popular.’ ‘The Nationalists caused severe economic problems.’ ‘Mao was an effective leader.’ ‘The Nationalists were brutal and this lost them support.’ ‘The Nationalists made strategic errors.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The PLA helped to win the Civil War, but there were also other reasons.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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

Question	Answer	Marks
18(b)	Why was there protest in China in the late 1980s?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘There was protest in China because there was discontent about the state of the economy. There had been a downturn in agricultural and industrial production. The subsidy system was ended and this meant that those who lived in towns were now exposed to much higher prices. Because of inflation, the real wages of the workers had dropped. Living standards had been rising in China and now they seemed to be getting worse. This led to discontent and protest.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘Prices were rising.’ ‘Production was falling.’ ‘The cost of living had increased.’ ‘Towns were overcrowded.’ ‘Living standards were decreasing.’ ‘There were concerns about employment opportunities.’ ‘There were complaints about a lack of democracy.’ ‘There were complaints about government corruption.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘People were unhappy.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(c)	'Deng Xiaoping became leader of China because he had the support of the military.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of 'how far' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Deng had the support of the PLA and this helped him during the power struggle which followed Mao's death. Because he had so much support he did not have to challenge Mao's successor (Hua Guofeng) directly. Deng put himself under the protection of General Xu who campaigned to have Deng reinstated into the Politburo. Such powerful friends with control over some of the wealthiest areas of China and important political contacts meant he was reinstated in 1977, becoming leader of China in 1978.' OR e.g. 'There were other reasons for Deng's success. He was a talented politician and had a wide range of experience in economic and foreign policy. He was responsible for having brought the famine to an end in the 1960s and this was one factor which meant he was popular within the CCP. He was already well respected by foreign powers and was well known throughout China.'	4–6

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

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

Question	Answer	Marks
19(b)	Why did the mining industry increase segregation?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘Mining increased segregation because of the migrant labour system which was introduced by the mine owners to ensure they had cheap labour in the mines. The miners were treated badly, paid low wages and housed in compounds with limited facilities. To stop them running away from the awful conditions, they were given passbooks. The police could stop them and demand to see their pass at any time. This meant they were no longer free to work and live as they pleased.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘The migrant labour system was introduced.’ ‘Wages were low and conditions were terrible.’ ‘Miners were away from their families for months at a time.’ ‘Miners were prevented from leaving by a pass system.’ ‘They could be stopped by the police to show their pass.’ ‘There were no unions to protect the miners.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The miners were treated badly.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
19(c)	‘The National Party secured the support of white South Africans because of its economic policies.’ How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of ‘how far’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The National Party won support for its economic policies. White farmers resented the policy of keeping food prices low which had been introduced during WWII. The National Party promised to supply them with cheap labour. Although the non-white South Africans would be removed to reserves, the industrialists were promised that some would be allowed, under strict controls, to work in industry, again supplying the industrialists with cheap labour.’ OR e.g. ‘The National Party policy towards the position of the non-whites was what made them popular with white South Africans. Based on the Sauer Report, the policy advocated total segregation. The Afrikaner community had originally set up the National Party and now it expected it to apply the policy of apartheid. This had considerable support from the white population.’	4–6

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

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

Question	Answer	Marks
20(b)	Why did international sanctions fail in the 1970s?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The economic sanctions which were introduced by foreign powers were half-hearted because the world economy depended on South Africa for a broad range of essential minerals such as gold, platinum, chromium and vanadium. In addition, South Africa was also a major producer of diamonds, asbestos, coal, copper, iron, nickel and zinc. Stopping trade with South Africa would have damaged the economies of many countries and so the sanctions were not fully applied.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘Comprehensive trade sanctions were not imposed.’ ‘The world economy depended on South Africa for minerals.’ ‘There was much Western and Japanese investment in South Africa.’ ‘Surrounding countries depended on South Africa’s economy.’ ‘Many Western powers considered anti-apartheid groups as having communist links.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘International sanctions failed as countries were worried sanctions could affect them badly.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

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

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

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

Question	Answer	Marks
21(b)	Why did the British withdraw from Palestine in 1948?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘One of the reasons the British left was violence against them. At the end of the war, Britain was under great pressure to change its policy and allow in survivors of the holocaust. They refused and this brought about violent protest. The Irgun deliberately attacked and killed British soldiers, including an explosion at the King David Hotel. The violence from the Irgun was intended to persuade the British to leave.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘They withdrew because of the cost.’ ‘There was much violence.’ ‘Because of its view of Zionism.’ ‘The pressure from the Irgun.’ ‘Because of the guerrilla campaign.’ ‘Because of pressure from the US.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They were not liked.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
21(c)	‘The war of 1948–49 created more problems for Israel than it solved.’ How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of ‘how far’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The war created a refugee problem that still exists today. 700 000 Palestinian Arabs fled from Israel to live in the West Bank (controlled by Jordan) and in Gaza (controlled by Egypt). The UN created UNWRA to assist the refugees who were not welcomed by some Arab states. From here, the refugees raided Israel across the border which continued the violence.’ OR e.g. ‘The war allowed Israel to survive as a new nation. They were able to acquire new land around Jerusalem and Lower Galilee beyond the UN Partition Plan. The Israelis ended up with about three-quarters of Palestine plus part of Jerusalem. All of this helped to make Israel more secure as a nation and enabled them to fight off further Arab attacks.’	4–6

Question	Answer	Marks
21(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The war changed nothing as there were four more wars in the next 25 years.’ ‘The Israelis occupied land granted by the UN to the Arabs.’ ‘Israel refused to hand back land it occupied during the war.’ ‘The Arabs refused to accept the state of Israel existed even though they lost the war.’ ‘There was no peace treaty, only a truce.’ ‘The war created a major refugee problem.’ ‘Border clashes continued after the war.’ ‘The Israelis winning proved their independence.’ ‘The Israelis survived their first great test as a nation.’ ‘Israel received international recognition including by both the USA and the USSR.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The war didn’t solve anything.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

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

Question	Answer	Marks
22(b)	Why did the scale of the Palestinian refugee problem continue to grow in the 1950s and 1960s?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The Six Day War in 1967 made things worse. During the war, Israel tripled in size, taking over the Golan Heights, East Jerusalem, the West Bank and Gaza. There were over 1 million Palestinians living in these areas and many fled to the UN refugee camps. Once Israel had taken over the lands it was impossible for the Palestinians who had lived there to return.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘They were encouraged to go to refugee camps by their leaders.’ ‘Israel developed as a strong force taking more land.’ ‘In 1950 the UN established refugee camps across the Arab States. Many thought they would be safer there.’ ‘The 1967 war made things worse as refugees fled from Sinai, the West Bank, Jerusalem and Gaza.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Palestinians fled because of the fighting.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(c)	How successful was Yasser Arafat in bringing about international support for the Palestinians? Explain your answer.	10
	<p>Level 5 Explains with evaluation of ‘how successful’</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Arafat was successful in getting international support for the Palestinians. From late 1988, he agreed in secret talks with the USA that the state of Israel had the right to exist. He renounced terrorism and spoke of a two-state solution. In the Oslo Accords in 1993, Arafat reaffirmed the right of Israel to exist and established Palestinian authority over much of the daily life in Gaza and the West Bank. These actions showed that he was reasonable and willing to make concessions, winning support from the international community.’</p> <p>OR</p> <p>e.g. ‘Getting international support was not just down to Arafat. Other people were also important in winning support for the Palestinians. For instance, President Clinton built on the work done by Carter to bring peace to the Middle East. He worked behind the scenes to bring Israeli and PLO representatives together to try to formulate a plan for peace.’</p>	4–6

Question	Answer	Marks
22(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Arafat recognised Israel.’ ‘Arafat spoke at the UN about the plight of the Palestinians.’ ‘Clinton followed Carter’s interest in peace.’ ‘Arafat annoyed his supporters in the Arab world with terror tactics.’ ‘Arafat changed tack and rejected terrorism.’ ‘Rabin helped bring about international support.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘He won international support.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0



HISTORY

0470/13

Paper 1

October/November 2019

MARK SCHEME

Maximum Mark: 60

Published

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

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

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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.

GENERAL INSTRUCTIONS**Applying the Mark Scheme**

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

Assessment Objectives

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

SECTION A

Question	Answer	Marks
1(a)	What were the April Laws (March Laws) in Hungary in 1848?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail 1–4</p> <p>e.g. ‘Laws pushed forward by the dominating liberals.’ ‘They made the Hungarian Government responsible to the Hungarian Diet in Budapest and not the Imperial Government in Vienna.’ ‘They abolished serfdom.’ ‘They introduced religious freedom and abolished press censorship.’ ‘There was equality for all in the eyes of the law.’ ‘The National Guard was formed to defend Hungary’s freedom.’</p>	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(b)	Why was there support for revolutionary ideas in France in 1848?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason Four marks for one explanation, five marks for full explanation. e.g. ‘Many were unhappy that the government had done nothing to end the economic depression following the recession in 1846–47. Large numbers of people were unemployed and many thought that the government was corrupt. As a result, they called for greater freedoms, including the right to vote.’	4–5
	Level 2 Identifies AND/OR describes reasons One mark for each identification/description. e.g. ‘The government was not doing enough to help people.’ ‘There was increased taxation.’ ‘The government of Louis-Philippe refused to carry out reforms.’ ‘A major recession in 1846–47 added to popular unrest.’ ‘Some liberal ideas spread among workers and some wanted the power to control their own small businesses.’ ‘People wanted political reform as they saw the government as corrupt.’ ‘Some wanted the right to vote.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘Because people were unhappy.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(c)	‘The 1848 revolutions brought little change to Germany.’ How far do you agree with this statement? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Revolutions spread across Germany. Liberals and nationalists met to draft a new constitution but failed. Prussian attempts to become leader of a united Germany were quashed by Austria.’ OR e.g. ‘There was some change because of the 1848 revolutions in Germany. Reforms were introduced in some parts of the country. The German governments agreed to create three constituent assemblies at Berlin, Vienna, and Frankfurt by which democratic constitutions were to be drafted for Prussia, Austria, and Germany. Although the Frankfurt Parliament was closed in 1849, it had begun a series of debates about the way German states were ruled and the rights which should be given to the people. The Constitution of 1850 for Prussia remained.’</p>	4–6

Question	Answer	Marks
1(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Frederick William IV of Prussia introduced some liberal reforms.’ ‘They were not successful because demands were initially agreed to and then power was regained.’ ‘The Frankfurt Parliament failed.’ ‘There were many divisions in the Frankfurt Parliament.’ ‘The liberals wanted to draft a constitution.’ ‘The radicals wanted a law-making parliament.’ ‘It needed to decide whether Germany should include Austria.’ ‘Frederick William IV turned down the crown as German Emperor.’ ‘Austria was able to reassert its influence.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The revolutionaries were not well organised.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
2(a)	What was agreed by the Treaty of Prague, 1866?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The treaty acknowledged Prussia’s position as the major power in northern Germany.’ ‘The Duchies of Schleswig and Holstein, the Kingdom of Hanover, Electoral Hesse, the Duchy of Nassau and the city of Frankfurt were taken by Prussia.’ ‘A new North German Confederation was formed, with Prussian leadership. Its members included Saxony.’ ‘Austria agreed to abandon any authority in southern Germany.’ ‘Austria paid a war indemnity.’ ‘In Italy the Austrians agreed to give up Venetia but were left free to defend the South Tyrol.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(b)	Why was the Spanish Succession crisis important for German unification?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘Bismarck wanted an opportunity to fight the French to reduce the power of France in Europe. Napoleon wanted to secure the candidature for the Spanish throne and this gave Bismarck his opportunity. The French ambassador to Prussia asked the King of Prussia to guarantee that no member of the Hohenzollern family would in the future be put up as a candidate for the Spanish throne. When Bismarck received a report about this he decided to edit the despatch, making it seem that the King was abrupt in his refusal and the French were more demanding than they had been. When he released it to the French and Prussian press, the French demanded war, giving Bismarck the opportunity he was looking for.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘The Spanish throne had been empty since 1868.’ ‘It was offered to German Prince Leopold.’ ‘He was related to the King of Prussia but did not want the Spanish crown.’ ‘The French ambassador to Prussia asked the King of Prussia to guarantee that no member of the Hohenzollern family would in the future be put up as a candidate for the Spanish throne.’ ‘Bismarck received a report from the King’s secretary.’ ‘He decided to edit the despatch making it seem that the King was abrupt in his refusal and Benedetti was more demanding.’ ‘He released it to the French and Prussian press.’ ‘The French demanded war.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There was a dispute about who should be the King of Spain.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(c)	'Bismarck caused the war with Austria in 1866.' How far do you agree with this statement? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'When Schleswig-Holstein was handed over to be ruled jointly by Austria and Prussia, they could not agree and the territories were split. Some think Bismarck deliberately agreed to this so that it would be easier to pick a quarrel with Austria. Bismarck managed to get a promise of French neutrality and relied on British and Russian neutrality. With this control, he picked a war with Austria.'</p> <p>OR</p> <p>e.g. 'If 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. Austria was also responsible for the war.'</p>	4–6

Question	Answer	Marks
2(c)	<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.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Bismarck made careful preparations.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
3(a)	What was the Freedmen's Bureau?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Freedmen's Bureau was the popular name for the US Bureau of Refugees, Freedmen, and Abandoned Lands.' 'It was established by Congress to provide practical aid to newly freed black Americans.' 'It was led by Major General Oliver O Howard.' 'The Bureau built hospitals and gave medical assistance to more than 1 000 000 freedmen.' 'Rations were distributed to impoverished black people as well as white people.' 'Its greatest accomplishments were in education.' 'More than 1000 schools were built and over \$400 000 spent to establish teacher-training institutions.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(b)	Why was the US Constitution changed in the 1860s?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The 14th Amendment was passed in April 1866, partly because of the 13th Amendment. Ending slavery was not popular in the southern states and many introduced “black codes” to keep the freed slaves as second-class citizens. The new amendment was made to ensure that the right to freedom given by the 13th Amendment could not be taken away by a future government. The 14th Amendment was the Civil Rights Act and it gave all citizens equality before the law. Federal government also reserved the power to intervene if an individual state tried to pass laws to restrict the legal rights of freed slaves.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘The 13th Amendment ended slavery.’ ‘Lincoln announced his intention to end slavery in September 1862.’ ‘On 1 January 1863 Lincoln proclaimed that ending slavery was now a war aim.’ ‘The Senate passed the amendment in 1864 but it failed to get the necessary majority in the House.’ ‘The change was approved in January 1865 and added to the Constitution in December 1865.’ ‘The 14th Amendment was passed in April 1866.’ ‘The 14th Amendment was the Civil Rights Act.’ ‘All citizens were given equality before the law.’ ‘The 15th Amendment was introduced in 1869 but not ratified until 1870.’ ‘This made it illegal to deny the right to vote based on colour or race.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The law was changed.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(c)	'The South lost the Civil War because its economy was weak.' How far do you agree with this statement? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Confederacy only had 11 states compared to the North's 25 states. This inevitably meant the South had fewer men to fight with and fewer resources. The North had the advantage industrially. It had the factories to mass produce weapons and supplies. The North had a sizeable navy which could be used to blockade the Southern states.'</p> <p>OR</p> <p>e.g. 'It could be argued that the North had better military leadership. The Union had a winning team in Grant and Sherman. Grant is sometimes seen as the war's greatest soldier and was responsible for important victories at Fort Donelson and Vicksburg. He became overall commander of the North's forces in 1864. Sherman was important as he captured Atlanta and took the war much further into Confederate territory than was expected. This had the effect of weakening the Confederacy both logistically and psychologically.'</p>	4–6

Question	Answer	Marks
3(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘There were more states in the North.’ ‘The North had more men and bigger armies.’ ‘The North had a navy.’ ‘The North had manufacturing industry.’ ‘The South had less able commanders.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The North was more powerful than the South.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
4(a)	Describe the French policy of assimilation.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The concept was based on the idea of spreading French culture to the colonies.’ ‘Natives of these colonies were considered French citizens if the culture and customs of France were adopted.’ ‘This also meant they would have the rights and duties of French citizens.’ ‘The French set up four communes in Senegal based on this idea.’ ‘Slavery was abolished and the four communes were given voting rights.’ ‘The residents of the four communes were referred to as the “originaires”.’ ‘Blaise Diagne was the first black deputy in the French assembly.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(b)	Why did the Opium Wars take place?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘A trade dispute between the British and the Chinese Qing Dynasty was the cause of the Opium Wars. British merchants were growing rich trading in Chinese goods, such as silk and tea. However, the Chinese would not buy British products in return. They would only sell their goods in exchange for silver, and as a result large amounts of silver were leaving Britain. To stop this, the East India Company and other British merchants began to smuggle Indian opium into China illegally, for payment in silver. This was then used to buy tea and other goods. By 1839, opium sales to China paid for the entire tea trade. The Chinese wanted to stop the trade as there were millions of addicts in the country. In May 1839 they forced the British to hand over the stocks of opium for destruction. This outraged the British and was the incident that sparked conflict.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘There was a trade dispute between the British and the Chinese Qing Dynasty.’ ‘British merchants were growing rich trading in Chinese goods, such as silk and tea.’ ‘The Chinese would not buy British products in return.’ ‘They would only sell their goods in exchange for silver, and as a result large amounts of silver were leaving Britain.’ ‘The East India Company and other British merchants began to smuggle Indian opium into China illegally, for which they demanded payment in silver.’ ‘This was then used to buy tea and other goods.’ ‘The Chinese wanted to stop the trade as there were millions of addicts in the country.’ ‘In May 1839 they forced the British to hand over the stocks of opium for destruction.’ ‘The British were outraged and this sparked conflict.’</p>	2–3

Question	Answer	Marks
4(b)	Level 1 General answer lacking specific contextual knowledge e.g. 'There was an illegal trade going on.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(c)	‘The Indian Mutiny broke out because of the introduction of the greased cartridges.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The Mutiny broke out among the “sepoys” in the Bengalese army of the East India Company. The sepoys believed they were issued with bullets greased with cow or pig fat. This offended both the Hindu and Muslim religions. The sepoys had to bite the ends of the cartridges and they mutinied against this.’ OR e.g. ‘There was opposition and unrest brought about by the reforms Lord Dalhousie was trying to introduce. They were being introduced too quickly and they ignored many Eastern customs and religious practices. This apparently dismissive approach to Indian customs contributed to resentment against the British.’	4–6

Question	Answer	Marks
4(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The British were trying to bring in reforms.’ ‘The views of Indians were ignored.’ ‘Religion was an issue.’ ‘The cartridges for the guns were thought to be greased with cow or pig fat.’ ‘Hindus and Muslims believe it is wrong to eat cow or pig fat.’ ‘When they had to bite the tops off the cartridges they refused.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Indians disliked being ruled by the British.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
5(a)	What territories in Europe did Germany lose in the Treaty of Versailles?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Alsace Lorraine was given to France.' 'Eupen, Malmedy and Moresnet were given to Belgium.' 'North Schleswig was given to Denmark.' 'West Prussia, Posen and some of Upper Silesia went to Poland.' 'The Saar Basin was put under the control of the League of Nations.' 'Memel was given to Lithuania.' 'Danzig became a free city.' 'Hultschin became part of Czechoslovakia.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(b)	Why did the Treaty of Sèvres cause political problems in Turkey?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The treaty caused political problems because the Turks thought they had been too harshly treated. They lost land to Greece, Yugoslavia, Italy and territories in the Middle East were given over as mandates held by Britain and France. Turkey’s tax system, finances and budget were also to be controlled by the Allies. This treatment humiliated and angered the Turks. The nationalist movement grew in strength because of the discontent the treaty raised, and Mustafa Kemal led troops into Smyrna, forcing the Greeks to withdraw and the treaty to be redrawn.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘Turkey was forced to accept the independence of the Kingdom of Hejaz and Armenia.’ ‘Turkey lost lands in the Middle East to Britain and France.’ ‘Land was lost to Greece and Italy.’ ‘The Dardanelles became an international waterway.’ ‘The nationalist movement grew stronger.’ ‘Kemal challenged the treaty.’ ‘Greece was forced to give up Smyrna.’ ‘The Allies interfered in Turkey’s financial affairs.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Turkey lost land and the people were unhappy about this.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(c)	'The Treaty of Versailles was unjust.' How far do you agree with this statement? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Germany thought that the "war guilt" clause was particularly unjust as they were not the only ones to blame for the war. Because they were forced to accept blame, they had to pay for all the damage. They thought that the reparations bill was so high that it would destroy them and thought that this was revenge rather than a just peace.'</p> <p>OR</p> <p>e.g. 'Germany was operating double standards. Its call for fairer treatment did not fit with the harsh manner it treated Russia in the Treaty of Brest-Litovsk. In any event, the Treaty did not weaken Germany as much as they complained it might. By 1925, German steel production was twice that of Britain.'</p>	4–6

Question	Answer	Marks
5(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Germany thought it was a dictated peace.’ ‘They thought the reparations were harsh.’ ‘It left their armed forces depleted.’ ‘The Allies thought Germany treated Russia worse.’ ‘The Allies said Germany had agreed to the terms of the Armistice.’ ‘The Allies believed Germany would have imposed a harsh treaty if they had won.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Germans didn’t like the treaty.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
6(a)	Describe Hitler's policy towards Czechoslovakia in 1938–39.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Hitler wanted to bring the Germans who lived in the Sudetenland into the Reich.' 'Hitler encouraged the German-speaking Czechs to protest against the government.' 'In May 1938 Hitler considered seizing Czechoslovakia.' 'In March 1939 he invaded the whole of Czechoslovakia.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(b)	Why was there an increase in militarism in Italy under Mussolini?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘One reason for the increase in militarism was that Mussolini adopted aggressive policies. He wanted to make Italy great again, especially after their poor treatment at the end of WWI. This was popular with Italians.’</p> <p>OR</p> <p>e.g. ‘To carry out his policy required rearmament, and this increased job opportunities. This was also popular, particularly in the Depression when unemployment was high. This encouraged him to make policy even more aggressive, eventually invading Abyssinia in 1936.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘Aggression was a response to the Depression.’ ‘Mussolini invaded Abyssinia.’ ‘Italy sent troops to support the Nationalists in the Spanish Civil War.’ ‘Italy signed the Rome-Berlin Axis.’ ‘Italy joined the Anti-Comintern Pact.’ ‘The Pact of Steel was signed with Germany.’ ‘Italy rearmed.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Italians liked Mussolini’s policies.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(c)	How far was Hitler’s determination to overturn the Treaty of Versailles to blame for war in 1939? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Hitler’s policy wasn’t the only thing to blame for the outbreak of war. Chamberlain and Daladier assumed that if they followed appeasement it would reduce the chances of war. They gave in to Hitler’s demands. This encouraged Hitler to demand more. It showed them as weak – giving in to a bully.’ OR e.g. ‘It was Hitler’s determination to overturn Versailles which caused the war. He destroyed the Treaty by re-arming and introducing conscription. He then re-occupied the Rhineland which was also against the Treaty. He went on to reunite with Austria and to try to unite all German-speaking people.’</p>	4–6

Question	Answer	Marks
6(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Hitler wanted Germany to be strong and to unite all German-speaking people who had been separated after the Treaty.’ ‘He wanted Anschluss with Austria, forbidden under the Treaty.’ ‘Hitler wanted to militarise the Rhineland.’ ‘Hitler wanted lebensraum.’ ‘The Allies miscalculated and thought they could appease Hitler’s demands.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Hitler hated the Treaty of Versailles.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
7(a)	What changed in the US-Soviet relationship between the Yalta and Potsdam Conferences?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Truman replaced Roosevelt as President of the USA.’ ‘Truman was inexperienced in foreign policy and distrusted Stalin.’ ‘Stalin did not stick to the promise he made at Yalta.’ ‘Churchill was replaced during the Conference by Attlee.’ ‘Attlee’s main concern was to establish the welfare state in Britain.’ ‘The USA had developed an atomic weapon.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(b)	Why was Germany split in two in 1949?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason Four marks for one explanation, five marks for full explanation. e.g. ‘At Potsdam, there was a fundamental disagreement between Stalin and Truman over how to treat Germany. Stalin wanted to cripple Germany to protect the USSR against future threats and huge reparations for the damage done to the USSR. Truman was against this as he did not want to repeat the mistakes made in the Treaty of Versailles.’	4–5
	Level 2 Identifies AND/OR describes reasons One mark for each identification/description. e.g. ‘The Allies could not decide about how to treat Germany.’ ‘Stalin wanted to cripple Germany, so it could not attack Russia again.’ ‘Each of the Allies had a zone of control in Berlin.’ ‘The US wanted to strengthen Germany.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘Germany was divided into East and West.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(c)	How far was the Cold War caused by the USSR’s need for security? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The USSR wanted to keep Germany weak and to build a buffer zone between the USSR and the West to avoid any future attack. The Red Army made sure the governments in the Eastern European states were communist controlled. The USA interpreted this as the start of communism being spread around the world, but Stalin argued that it was simply for security.’ OR e.g. ‘Stalin did not simply want security from the Eastern European states. The Russian economy had been ruined by war and he wanted reparations from Germany.’ OR e.g. ‘The USA’s response to Stalin’s actions was also to blame for the Cold War. The Truman Doctrine offered support to any free people struggling to avoid communism. The Marshall Plan was set up to help the vulnerable European economy suffering from the after effects of war. Stalin saw this as aggressive and refused to allow Soviet bloc countries to accept aid. He thought the real purpose was for the USA to build up their power in Europe and benefit their own economy.’</p>	4–6

Question	Answer	Marks
7(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Stalin wanted to avoid future attack by the West.’ ‘He built a buffer zone of Eastern European states.’ ‘The Soviet Union and USA had different ideologies.’ ‘The Soviet Union and the USA did not trust each other.’ ‘Stalin wanted to spread communism.’ ‘Eastern Europe became communist controlled.’ ‘Stalin set up Cominform and Comecon.’ ‘Stalin wanted reparations for WWII.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The USSR and USA were both to blame.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
8(a)	Describe how Kennedy dealt with the Cuban Missile Crisis.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'He decided to blockade the island.' 'Kennedy announced the discovery of Soviet missiles on Cuba to the American public on 22 October.' 'He stated that any missile launched from Cuba would be treated as an attack on the USA.' 'He had air force and ground troops prepared for an attack on Cuba on 23 October 1962.' 'He raised military readiness to DEFCON2 on 25 October.' 'On 27 October he decided to delay an attack on Cuba and accepted the terms of a letter sent to him by Khrushchev the day before.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(b)	Why did the USA want to overthrow Castro?	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 USA wanted to overthrow Castro because it saw the Cuban Revolution as a threat. Castro’s policies reduced American influence in Cuba. American companies had dominated much of the Cuban economy, but Castro nationalised many industries and this took power and money away from American business.’	4–5
	Level 2 Identifies AND/OR describes reasons One mark for each identification/description. e.g. ‘The USA had supported Batista.’ ‘Castro was a Communist.’ ‘Castro took over American owned businesses in Cuba.’ ‘The USA was concerned about the spread of communist ideas close to its shores.’ ‘Land owned by American companies was given to Cubans.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘The USA disliked Castro.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(c)	How successful was the outcome of the Cuban Missile Crisis for Khrushchev? Explain your answer.	10
	<p>Level 5 Explains with evaluation of ‘how successful’</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The outcome of the Cuban Missile Crisis could be considered a success for Khrushchev because he got the USA to withdraw its nuclear missiles from Turkey. He was able to portray himself as a responsible leader who had saved the world from a nuclear holocaust as he had contacted Kennedy with proposals to end the dispute. Keeping Cuba safe from US intervention could also be seen as a success; the USSR had supported a communist government very close to the borders of the USA and was interested in using it as a jumping off point for the expansion of communism in Central and South America.’</p> <p>OR</p> <p>e.g. ‘The outcome could also be considered a limited success for Khrushchev. He had to keep the withdrawal of the missiles in Turkey a secret and so was unable to use this for propaganda purposes. Also, he had been forced to back down and withdraw the missiles from Cuba and this was infuriating for Soviet military leaders, particularly as the US insisted on counting the missiles, which they found humiliating. Annoyance in the USSR at the way Khrushchev had apparently backed down was a contributing factor to his removal from power in 1964.’</p>	4–6

Question	Answer	Marks
8(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Khrushchev had to withdraw the missiles from Cuba.’ ‘Soviet military leaders were angry at the terms of the withdrawal.’ ‘Khrushchev claimed he had saved the world from nuclear war.’ ‘The US removed missiles in Turkey.’ ‘This removal of US missiles was not publicised.’ ‘Khrushchev was criticised in the USSR for backing down.’ ‘Castro was angry and felt he had been abandoned by Khrushchev.’ ‘Khrushchev had stopped US intervention in Cuba.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Khrushchev withdrew the missiles.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

SECTION B

Question	Answer	Marks
9(a)	What was an artillery bombardment?	4
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. ‘Enemy lines were shelled.’ ‘Heavy guns were used.’ ‘The firing took place from behind the Allies’ trench lines.’ ‘The enemy trenches were bombarded with shells, sometimes for days or weeks at a time.’ ‘The bombardment was meant to make attacking enemy trenches easier.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
9(b)	Why was attacking across ‘no man’s land’ so difficult?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘Attacking across no man’s land was difficult because the enemy hadn’t been killed in the bombardment. Instead of being dead, as the British soldiers were told they would be, the German army were in deep dugouts, safe from the British shelling which preceded the attacks. They had time to man their machine gun positions while the British troops went over the top. No man’s land was covered in mud, shell holes and barbed wire. This meant the troops could only make slow progress, allowing the German army to fire at them easily.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘The enemy had not been killed.’ ‘The land was difficult to cross with shell holes and barbed wire.’ ‘Often the soldiers were told to walk.’ ‘The British soldiers were carrying heavy equipment – 66 lbs of kit.’ ‘The German dugouts were deep and safe from bombing.’ ‘The Germans were waiting with machine guns.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘No man’s land was the land between the trenches.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
9(c)	‘The Battle of the Somme served no useful purpose.’ How far do you agree with this statement? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The Battle of the Somme did serve a useful purpose. 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.’</p> <p>OR</p> <p>e.g. ‘In many ways the Battle of the Somme seemed like an awful loss of life for very small gains. When the Somme campaign was called off, the British had taken a strip of land 25 km long and 6 km wide. This cost the lives of 20 000 British troops on the first day of the battle alone, with another 40 000 being injured at the same time. New technology was used in the shape of tanks but they broke down and were ineffective.’</p>	4–6

Question	Answer	Marks
9(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>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 Petain.’ ‘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.’ ‘German losses would have an impact later in the war.’ ‘The British attempted a new tactic by using tanks.’ ‘There were massive casualties on both sides.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There were many casualties.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
10(a)	What were the ‘Pals Battalions’?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Pals Battalions were made up of friends who joined up together.’ ‘They were volunteers.’ ‘Men would join at football matches.’ ‘They were put into the same units in the army.’ ‘It was thought they would fight better if they were with their pals.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
10(b)	Why was the Defence of the Realm Act passed?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘DORA allowed the government unprecedented control of many aspects of people’s daily lives so that the country could focus on the war effort. The government was allowed to seize any land or buildings it needed, and to take over any industries which were important to the war effort. It was also allowed to control what the public knew about the war through censorship. This meant that sensitive information was not published and people’s morale was kept up.’</p>	4–5

Question	Answer	Marks
10(b)	<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.’ ‘It meant the government did not have to keep going to Parliament to pass individual acts for changes in the law.’ ‘It meant the government had control of all docks and railways.’ ‘The coal mines were nationalised to support the war effort.’ ‘Strikes were declared illegal in vital industries such as mining.’ ‘Miners, farmers and machine-tool operators were not allowed to join the Army because their skills were needed for the war effort.’ ‘The “Direction of Labour” meant a man could be directed to do a certain job which was vital for the war effort.’ ‘Under DORA, the government could take over land and turn it into farm production.’ ‘The government brought in air raid precautions.’ ‘Censorship of the press was brought in.’ ‘Only good news was published to keep up civilian morale.’ ‘Sensitive information had to be stopped from leaking out to the enemy.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘DORA affected daily life for everyone in Britain.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
10(c)	‘German civilians suffered more than British civilians during the war.’ 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. ‘Great Britain, being an island, was especially vulnerable to blockade as it had to import large amounts of food and other raw materials from other countries. This meant British civilians suffered a great deal. The German campaign of unrestricted warfare had a devastating effect and resulted in the introduction of rationing. By late 1915, the number of volunteers joining the army was not enough and conscription was introduced. This meant men between 18 and 41 were compulsorily enlisted into the armed forces. Men had to go and fight, leaving the women folk to keep the family going.’ OR e.g. ‘German civilians suffered more, especially towards the end of the war. The British blockade of German ports meant that food supplies were very short and in February 1917 German rations were cut by more than half to only 1000 calories a day. There were food riots across Germany. The potato crop failed in 1916 and people were driven to eating turnips (cattle fodder) instead. By the end of the war, the German population was facing starvation.’	4–6

Question	Answer	Marks
10(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. Britain: ‘There were food shortages because shipping was being sunk.’ ‘Food rationing was introduced.’ ‘Shortages could affect health and morale.’ ‘There was some bombing of civilians by German ships and Zeppelins.’ ‘Conscription was introduced to recruit enough manpower to fight the war.’ ‘Women had to work in munitions and on the land to keep the country going.’</p> <p>e.g. Germany: ‘The blockade of German ports cut food imports.’ ‘Civilian rations were cut in February 1917.’ ‘People were forced to eat cattle fodder and synthetic products.’ ‘Germany already had conscription in 1914 and 3.8 million reserves were called up at the start of the war.’ ‘Women and young people had to fill the jobs left by the men, many of them working in the munitions industries.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Both sides suffered.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
11(a)	Describe Hitler's actions against the Communists in 1933.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Communists were blamed for the Reichstag Fire.' 'Hitler exploited this to encourage fear of communism.' 'The KDP (Communist Party) were repressed.' 'Communists could be arrested and held without trial.' 'Communists were intimidated by the Nazis in the March elections and their meetings were broken up by the SA.' 'The Communists were the main target of the Nazis in the March elections and their slogan was "the Battle against Marxism".' 'The KDP was banned.' 'Communists were rounded up and put into prison camps.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
11(b)	Why did Hitler turn against the SA in 1934?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason Four marks for one explanation, five marks for full explanation. e.g. ‘Röhm wanted a second revolution to ensure socialist policies were put into practice, including taking wealth from the rich. Many leading industrialists felt that the SA programme was too close to communism. Hitler decided to get rid of the SA because he needed the support of the industrialists.’	4–5
	Level 2 Identifies AND/OR describes reasons One mark for each identification/description. e.g. ‘Röhm was a challenge to Hitler.’ ‘Röhm’s views were too left wing.’ ‘The SA was violent.’ ‘Hitler was worried he would lose support.’ ‘He no longer needed the SA.’ ‘Röhm wanted to take control of the army.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘To get rid of opposition.’	1
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
11(c)	'The Depression was the most important reason why Hitler was able to come to power in 1933.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Depression was a very important reason why the Nazis came to power. In the late 1920s the Nazis had performed poorly in the elections. However, once the Depression set in they won wide support with their promises of work. Over 6 million Germans were unemployed and they wanted a party which would give them jobs again. Therefore, they voted Nazi and by July 1932 they had secured 37.3% of the national vote, compared to only 2.6% in May 1928.' OR e.g. 'The most important reason the Nazis came to power was because of political manoeuvring in the Reichstag. 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 but wanted to gain from his popularity.'	4–6

Question	Answer	Marks
11(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘People wanted work and the Nazis promised jobs.’ ‘The Nazis had answers for the effects of the Depression.’ ‘Goebbels led a very effective propaganda machine.’ ‘The Nazis were seen as defending the state against communism.’ ‘Industrialists financed the Nazis to prevent the communists taking power.’ ‘Von Papen and von Schleicher could not form stable governments.’ ‘Von Papen convinced Hindenburg he would be able to control Hitler.’ ‘The Nazis were the largest party in the Reichstag by 1932.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There were many reasons for Hitler’s rise to power.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
12(a)	How did war change life for women in Nazi Germany?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Life became harder as rationing for food and clothes was introduced.’ ‘There was a labour shortage, so some women went back to work.’ ‘Hitler refused to introduce conscription for women in 1939.’ ‘In 1943 women had to register for “state-allocated work”.’ ‘Women worked in the German armed forces.’ ‘As many men were fighting, women had to run the home and keep their families going without support.’ ‘By the end of the war many women were involved in civil defence, for instance, in Berlin against the Russian invasion.’ ‘Allied bombing meant over 3 million homes were destroyed so women and children were made homeless.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(b)	Why did the war lead to the Final Solution?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘The war radicalised the Nazis’ policies against the Jews and plans for deportation to the East turned into mass murder instead. When the Soviet Union was invaded, the Einsatzgruppen followed the army into Russia, rounding up and murdering any Jews they encountered. As it became clear the war would not be won easily in the East, Nazi officials looked for a more efficient method of dealing with the Jews. As a result, death camps were built in the occupied territories, especially Poland, where the Nazis thought they could get away with murdering the Jews in secret.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘The Nazis built death camps in the occupied territories.’ ‘Jews were rounded up and killed in large numbers in the invasion of the USSR.’ ‘In Poland, the Jews were forced into poor ghettos where living conditions meant that disease was rife, killing many.’ ‘The Wannsee Conference was held in 1942.’ ‘The decision was taken to eliminate all the Jews in Europe.’ ‘The plan to deport the Jews failed and so another solution was found.’ ‘The war was going badly for Germany.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Many Jews died in the Final Solution.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(c)	How successful was Germany's conversion to a war economy? Explain your answer.	10
	<p>Level 5 Explains with evaluation of 'how succesful'</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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'On the one hand the war economy was very effective, especially after 1942. Between 1941 and 1944, ammunition production, tank production and arms production all rose to unprecedented levels. Capturing so much land in the early months of the war allowed Germany access to raw materials and to forced labour, and this enabled them to make up for shortages of labour and supplies in Germany.'</p> <p>OR</p> <p>e.g. 'In some ways the war economy was not effective. For instance, women weren't conscripted until 1943. Hitler refused to conscript women in 1939, believing that they should stay at home and look after their families. This meant that Germany failed to make the best use of the labour supply they already had.'</p>	4–6

Question	Answer	Marks
12(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘There were shortages of food and raw materials.’ ‘Clothing was rationed.’ ‘The occupied territories provided raw material and forced labour.’ ‘Women were not conscripted until 1943.’ ‘Production of armaments rose rapidly, especially after 1942.’ ‘Speer was put in charge of the economy in 1942.’ ‘Around 25% of workers in German factories were slaves or forced labourers.’ ‘Some argue the German economy was not well organised at the start of the war.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The German economy changed when the war started.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
13(a)	What was Trotsky's role in the October Revolution?	4
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Trotsky was President of the Petrograd Soviet.' 'He was responsible for the MRC.' 'Trotsky planned the uprising in October 1917.' 'He gained military support for the uprising.' 'He created detailed plans for military operations to seize power.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
13(b)	Why did War Communism cause opposition?	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. ‘War Communism caused opposition because peasants had to hand over their surplus food to the government so that the Bolshevik Army could be fed. Many peasants did not support the Bolsheviks and so did not see why their food should be taken away.’ OR e.g. ‘War Communism caused opposition because it led to a famine in Russia. The peasants were forced by the Cheka to hand over their grain and this didn’t leave them with enough to eat.’	
	Level 2 Identifies AND/OR describes reasons 2–3 One mark for each identification/description. e.g. ‘The whole economic life of the country came to be directed by the state.’ ‘It nationalised industry and controlled the production and distribution of goods.’ ‘It nationalised the banks.’ ‘It required strict discipline for workers.’ ‘Peasants had to hand over surplus food to the government.’ ‘It attempted to redistribute wealth among Russian people.’ ‘A result of War Communism was famine.’	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. ‘People disliked the policy.’	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
13(c)	'Poor leadership was the main reason for the failure of the White armies in the Civil War.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Whites were weak because of poor leadership. They had no single overall commander, and the leaders of the various White armies had different aims and ambitions. The White generals did not trust each other and so did not coordinate their attacks. They could not be successful with such disunity.' OR e.g. 'The failure of the Whites was due more to the strengths of the Reds. The Reds controlled the main cities of Moscow and Petrograd with their factories, which meant that the Red troops could be kept supplied with equipment and ammunition. The Reds' control of the railways ensured that military supplies, food and men could be transported easily.'	4–6

Question	Answer	Marks
13(c)	<p>Level 2 Identifies AND/OR describes</p> <p>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 geographically separated so they were unable to coordinate their campaigns.’ ‘The White generals did not trust each other.’ ‘There was indiscipline and corruption in the White armies.’ ‘Trotsky produced a first-rate fighting force, the Red Army.’ ‘The Reds used War Communism to meet the needs of war.’ ‘The Bolsheviks held the central area, including Moscow and Petrograd.’ ‘Britain and France withdrew their support from the White armies.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The White armies were defeated in the Civil War.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
14(a)	What changed for ethnic minorities under Stalin’s rule?	4
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. ‘National identities were discouraged in the USSR.’ ‘Russification was introduced.’ ‘People had to learn Russian.’ ‘1.5 million people from ethnic groups were deported.’ ‘There were purges of non-Russians from the political elite; Finns, Estonians and Latvians were removed.’	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(b)	Why did many women benefit from Stalin’s policies?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason Four marks for one explanation, five marks for full explanation. e.g. ‘Women benefitted from Stalin’s policies because there were more opportunities for work within the Soviet Union. The Five-Year Plans meant there were many more jobs available in industry. Policies such as providing childcare meant that children were cared for during working hours and this enabled many women to carry on working.’	4–5
	Level 2 Identifies AND/OR describes reasons One mark for each identification/description. e.g. ‘The First Five-Year Plan showed that there was a shortage of workers.’ ‘More women were encouraged into industry.’ ‘Thousands of crèches and day care centres were established so mothers could work.’ ‘By 1937, 40% of industrial workers were women.’ ‘Women were encouraged into the health services as doctors and nurses.’ ‘By 1937, 72% of health service workers were women.’ ‘In the eyes of the law women were equal with men.’ ‘In the early years of the revolution, abortion and divorce were made easy to obtain.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘More women got jobs.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(c)	‘Stalin achieved his economic aims.’ How far do you agree with this statement? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Stalin achieved many of his economic aims. For instance, he wanted to rival the economies of the USA and other capitalist countries and by 1939, the USSR was the world’s second largest industrial power. The Five-Year Plans saw massive increases in output for Russian industry, particularly in coal and steel production. Huge new industrial complexes were constructed such as the steel works at Magnitogorsk, new towns were built and spectacular infrastructure projects such as the Moscow Underground were built.’</p> <p>OR</p> <p>e.g. ‘One of Stalin’s economic aims was to increase food production so that he could feed the new towns and cities and sell grain abroad so that he could buy industrial equipment. The introduction of collectivisation created an immense famine and millions died. Eventually output began to recover, although the number of farm animals did not reach pre-collectivisation levels until 1940. The human cost of the policy was immense, and Stalin was forced to allow farmers on the kolkhoz their own plots of land.’</p>	4–6

Question	Answer	Marks
14(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The USSR became the world’s second largest industrial power.’ ‘The USSR could survive a world war.’ ‘Spectacular advances were achieved in industrial output.’ ‘Strict targets and factory discipline existed.’ ‘Food was in short supply and overcrowding remained.’ ‘Collectivisation caused a massive famine.’ ‘Food production dropped in the early 1930s.’ ‘Economic growth started slowing down in the mid-1930s and the economy became dependent on slave labour in the gulags.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The economy grew under Stalin.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
15(a)	Describe the methods used to encourage Americans to buy more in the 1920s.	4
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. ‘Mass marketing was introduced.’ ‘Adverts for products were played on the radio and in cinemas and appeared on billboards and in newspapers.’ ‘Mail order schemes were started.’ ‘Hire purchase schemes were set up so people could pay by instalments.’	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
15(b)	Why did government tariffs contribute to the boom?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason Four marks for one explanation, five marks for full explanation. e.g. ‘Government tariffs contributed to the boom because they made imported goods more expensive to buy. For instance, the 1922 Fordney-McCumber tariff made imported food expensive. This meant that people bought American produced food instead because it was cheaper. This made demand increase and therefore drove up production.’	4–5
	Level 2 Identifies AND/OR describes reasons One mark for each identification/description. e.g. ‘The Fordney-McCumber tariff was introduced in 1922.’ ‘Tariffs made imports more expensive.’ ‘Tariffs encouraged people to buy American products.’ ‘Demand for American products rose.’ ‘As demand rose, American companies began to produce more.’ ‘American companies began to expand and employed more people.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘They made production go up.’	1
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
15(c)	'All sectors of the US economy were included in the prosperity of the 1920s.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Some sectors prospered in the 1920s. For instance, new industries such as car manufacturing benefited from new production methods like the assembly line. America's raw materials were used to make steel and glass which were then used by the car industry, so the production of these materials also increased. There was a boom in new consumer goods such as fridges and radios.' OR e.g. 'Some sectors didn't do so well in the 1920s. Farming was badly affected as farmers were unable to sell their excess produce to the European market. Overproduction drove prices down and this meant farmers suffered hardship in the 1920s with many failing to pay their mortgages and having to leave their farms.'	4–6

Question	Answer	Marks
15(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Car manufacturing boomed.’ ‘Raw material production for steel and glass increased.’ ‘The chemical industry boomed.’ ‘Old industries such as coal did not benefit.’ ‘Traditional textiles, such as cotton, went into decline.’ ‘Farming suffered from overproduction.’ ‘Cheap imports of Canadian wheat were damaging for American farmers.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The American economy improved in the 1920s.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
16(a)	Describe the actions of speculators on the stock market prior to the crash.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Americans bought shares on the stock market to make a profit.’ ‘As more shares were bought, share prices kept rising.’ ‘People bought shares on credit expecting to sell them for a profit.’ ‘Speculators did not intend to keep their shares but bought them to sell them to someone else at a higher price.’ ‘Speculators did not have to pay the full value of the shares. They could buy “on the margin” by putting down 10% of the cash needed to buy shares and borrowing the rest.’ ‘It was risky buying on the margin as the money could be lent by a bank using securities such as your house.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(b)	Why did the Wall Street Crash lead to 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. ‘The Wall Street Crash led to unemployment because the banks were struggling to stay afloat. Many people had withdrawn their cash from the banks. Because of this, banks did not have enough money to loan to businesses and so they called in the existing loans which they had already made. This meant that businesses had no money to keep running and they were forced to lay off the workers.’	4–5
	Level 2 Identifies AND/OR describes reasons One mark for each identification/description. e.g. ‘The banks lost money and could not support businesses with loans.’ ‘Some businesses could not pay back their loans and went bankrupt.’ ‘People tried to save their money and so stopped buying goods.’ ‘Demand for products fell.’ ‘Businesses started to lose money.’ ‘Workers had their hours cut or were laid off.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘People lost their jobs.’	1
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
16(c)	'Hoover was more important for the outcome of the 1932 election than Roosevelt.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Hoover lost support before the 1932 election. He had created an image of being heartless and uncaring by refusing the war veterans, known as the Bonus Marchers, their war bonus early and having them evicted from their camps in Washington.' OR e.g. 'When compared to Hoover, Roosevelt seemed to promise a more optimistic future/Roosevelt's promise of a New Deal gave people hope and the feeling he was on their side. He promised government schemes for new jobs, measures to revive industry and agriculture, relief for the poor and unemployed.'	4–6

Question	Answer	Marks
16(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Hoover failed to deal with the Depression.’ ‘Hoover lost popularity over his handling of the Bonus Marchers.’ ‘Hoover offered a little but it was too late.’ ‘Roosevelt promised relief for the people.’ ‘People knew Roosevelt’s record.’ ‘Roosevelt gave hope to the unemployed.’ ‘Roosevelt offered a “New Deal”.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Roosevelt won the election.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
17(a)	What were the ‘backyard furnaces’?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘They were built to make steel.’ ‘Mao believed making steel would turn China into a successful industrial country.’ ‘People were encouraged to set up small kilns to make steel at home, in their gardens or yards.’ ‘Millions of people took part.’ ‘It became a national movement.’ ‘Mao said that people would “learn by doing” and the steel quality would get better the more they did.’ ‘The smoke from the furnaces was reported to block out the midday sun.’ ‘Much of the steel produced was worthless.’ ‘People melted down their cooking pots, pans and bikes in the drive to make steel.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
17(b)	Why was there a famine in China by the end of the 1950s?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘One reason China faced a famine was that the PRC took the advice of a Russian agriculturalist named Lysenko. He advised that China should use different methods to grow their crops. Mao adopted these policies and insisted they be applied whatever the crop and in every region. The advice was not suitable and instead of increasing rice production sixteen-fold as promised, crops failed and starvation followed.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘Crops failed.’ ‘The farming skill and knowledge of the peasants was ignored.’ ‘Farming was directed centrally.’ ‘Peasants were not allowed to move from one commune to another.’ ‘Peasants were no longer allowed to grow their own food.’ ‘Lysenko’s ideas were applied and these were disastrous for crop yields.’ “Sparrowcide” resulted in crops being destroyed by insects.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The people had no food.’</p>	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
17(c)	How far had Mao’s policies improved the position of women in China by the mid-1960s? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The position of women in Chinese society improved a great deal under Mao because women began to be treated equally to men. The Marriage Reform Law in 1950 banned forced marriages and women (and men) who had previously been forced to marry could divorce. Men were no longer allowed to have more than one wife and it became easier to obtain a divorce. Women were also allowed to own property and land for the first time.’</p> <p>OR</p> <p>e.g. ‘Although there were some changes, China remained a male dominated society and there was still prejudice against women. This was particularly true in rural areas where women’s roles were still strictly controlled. Even Soong Qingling, one of the first women to hold a high position within the PRC, complained that her male colleagues did not treat her equally. Male children continued to be celebrated, while girls were thought of as a drain of resources.’</p>	4–6

Question	Answer	Marks
17(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The Marriage Reform Law in 1950 banned forced marriages.’ ‘Divorce was made easier to obtain.’ ‘Women could own property.’ ‘Foot binding was forbidden.’ ‘Women had equal opportunities in education.’ ‘Women were encouraged to work and become involved in politics.’ ‘Male children were preferred.’ ‘Attitudes were slow to change.’ ‘Women suffered most in the famine.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Women got more freedom.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
18(a)	Describe Mao's relationship with Stalin.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'In 1950 Mao and Stalin signed a Treaty of Friendship.' 'The USSR sent advisers to China to help modernise industry.' 'Stalin made loans to China and a 30-year military alliance was agreed.' 'Mao criticised the Soviet model of communism and this irritated Stalin.' 'Stalin treated Mao as inferior.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(b)	Why were relations with Tibet important to Communist China?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason Four marks for one explanation, five marks for full explanation. e.g. ‘Tibet was important to China because it had come under increasing Indian influence in the 1940s and China wanted to remove this threat on their border. They also wanted to end the influence of Buddhism in the region as this was contrary to their own beliefs. By doing this they would also remove the influence of the Dalai Lama. In 1950, Chinese troops invaded Tibet. The Tibetan leader, the Dalai Lama, asked the UN for help, but none came.’	4–5
	Level 2 Identifies AND/OR describes reasons One mark for each identification/description. e.g. ‘In 1950, Chinese troops invaded Tibet. The Tibetan leader, the Dalai Lama, asked the UN for help, but none came.’ ‘By 1951, the Chinese were in control of Tibet and turned it into a Chinese province.’ ‘In 1958, there was a rebellion and the Tibetans declared their independence. The Chinese responded by crushing it.’ ‘In 1959, the Dalai Lama went into exile in India after objecting to the spread of communism.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘Tibet disagreed with China’s policies.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(c)	How far was Mao to blame for the deterioration in relations with the USSR after 1956? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘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 and that he was more true to the original ideas. Therefore, he challenged Khrushchev for the leadership of the world communist movement by claiming that China was the leader of Communism.’</p> <p>OR</p> <p>e.g. ‘Khrushchev was also to blame. He developed more friendly relations with the West and was suggesting that the USSR and the capitalist West could follow peaceful co-existence. When China wanted Soviet support in border disputes with India, Khrushchev would not send assistance; in fact he helped India instead.’</p>	4–6

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.’ ‘Khrushchev was friendlier to the West.’ ‘Mao thought the USSR was not in touch with the people.’ ‘The Soviet Union would not help China militarily.’ ‘There were armed clashes between Soviet and Chinese troops.’ ‘China tested its own atomic bomb.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They did not like each other.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
19(a)	What was the Freedom Charter?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The Freedom Charter was drawn up in June 1955.’ ‘It was agreed by the ANC and other opposition groups at Kliptown, near Johannesburg.’ ‘The Charter set out aims for South Africa free of segregation.’ The aims included: ‘An end to apartheid.’ ‘Equal voting rights.’ ‘Redistribution of land.’ ‘Freedom of speech, worship and assembly.’ ‘The abolition of Pass Laws.’ ‘The right to a fair trial.’ ‘Free and equal access to education.’ ‘Equal pay for equal work.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
19(b)	Why was the Bantu Education Act important?	6
	Level 4 Explains TWO reasons	6
	<p>Level 3 Explains ONE reason</p> <p>Four marks for one explanation, five marks for full explanation.</p> <p>e.g. ‘Black children had to pay for their education in schools which were poorly equipped. 30% had no electricity and 25% had no running water. They had few textbooks and only one third of teachers were trained. Meanwhile, education was free for white children and schools and teaching were of a higher standard. This emphasised the social gap between white and non-white students and increased a sense of inferiority among non-white students.’</p> <p>OR</p> <p>e.g. ‘Because the education offered was poor in terms of teaching and curriculum, it was even harder for non-white students to make progress. As their education was limited it was even harder for them to gain employment.’</p>	4–5
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>e.g. ‘It meant separate schools for black and white students.’ ‘Black education was not free.’ ‘The white people had better schools and more money was spent on them.’ ‘Many non-white schools had no power and no running water.’ ‘It produced poor quality education for black people.’ ‘Schools for black students offered a restricted curriculum.’ ‘Teachers in the Bantu schools were less well qualified and had fewer resources.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Schools were separated.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
19(c)	How far did Verwoerd’s homelands policy succeed? Explain your answer.	10
	<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 to 6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The homelands policy was designed to meet Verwoerd’s vision of an all-white South Africa. To some extent it succeeded as it created eight Bantustans, based on the original African homelands. The formation of the Bantustans provided a way for the government to eject from white areas all black people who were not needed for the functioning of the economy. This meant that South Africa itself would become white dominated which was Verwoerd’s aim. 1.1 million non-whites were removed from farming areas and 1.6 million relocated from urban areas to the Bantustans.’</p> <p>OR</p> <p>e.g. ‘However, the policy did not work as Verwoerd intended. There was very little work in the Bantustans and large numbers of the people supposedly registered to the Bantustans continued to live in squatter camps outside the cities. By 1980, only just over half of those who should have lived in Bantustans did so. Verwoerd also intended that the international community would recognise the “Homelands” as independent states and not part of South Africa, but no country in the world did this.’</p>	4–6

Question	Answer	Marks
19(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The policy was designed to meet Verwoerd’s vision of an all-white South Africa.’ ‘It created eight Bantustans or Homelands. The Bantustans were based on the original African homelands (reserves).’ ‘They were intended to be the homelands for all black people.’ ‘They were supposed to become self-governing and self-supporting, but this did not happen.’ ‘The policy provided a way for the government to eject from white areas all black people who were not needed for the functioning of the economy.’ ‘Large numbers of people were removed from farm and urban areas.’ ‘Black people continued to live in squatter camps outside the cities.’ ‘By 1980, only just over half of those who should have lived in Bantustans did so.’ ‘The international community refused to recognise them as independent states.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Homelands were created within South Africa.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
20(a)	What changes did de Klerk make to National Party policy?	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘He said apartheid would be reformed.’ ‘He legalised the ANC and PAC.’ ‘He suspended capital punishment.’ ‘He released prisoners who had been jailed for non-violent offences including Walter Sisulu.’ ‘He released Nelson Mandela unconditionally.’ ‘Anti-apartheid demonstrations were allowed to go ahead.’ ‘He declared the intention to write a new constitution for South Africa which would give equal rights to all South Africans.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
20(b)	Why did the African National Congress (ANC) win the 1994 election?	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 ANC won the 1994 election because, for the first time in South Africa, there was equal voting. This had been agreed in November 1993 and meant that non-white South Africans were able to vote for the first time in their lives in April 1994. Many of these people saw the ANC as the party which best represented their interests and which offered a new way forward for an equal South Africa.’	4–5
	Level 2 Identifies AND/OR describes reasons One mark for each identification/description. e.g. ‘The ANC got 62.5% of the vote.’ ‘There was a one-person-one-vote system.’ ‘16 million black South Africans were able to vote for the first time.’ ‘People wanted Mandela to be President and he was head of the ANC.’ ‘The ANC promised development for South Africa and shared prosperity.’ ‘People were tired of the violence and discrimination and wanted a new start.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘They were more popular.’	1
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
20(c)	'South Africa was close to civil war in the early 1990s.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'South Africa was close to civil war in the early 1990s. Political violence escalated and over 3000 people were killed as a result between 1990 and 1994. De Klerk struggled to keep control over the security forces and they took the law into their own hands, for instance, shooting protestors near Johannesburg in March 1990. Mandela suspected that a 'Third Force' was causing trouble between the ANC and Inkatha, and it was later proved that the security forces had been involved in deliberately causing violence to push the peace process off course.' OR e.g. 'Despite the violence, the peace process continued in the early 1990s and a referendum showed that most of the white population supported the peace process. An interim constitution was agreed and plans made for elections and a Government of National Unity to take over in 1994. Despite tension between Inkatha and the ANC, Mandela persuaded Buthelezi to take part in the elections in 1994. Although there was violence right up to the elections, it did not stop them from taking place.'	4–6

Question	Answer	Marks
20(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Political violence escalated and over 3000 people were killed.’ ‘De Klerk struggled to keep control over the security forces.’ ‘Protestors near Johannesburg were shot by security forces in March 1990.’ ‘Mandela suspected that a ‘Third Force’ was causing trouble between the ANC and Inkatha.’ ‘A referendum showed that most of the white population supported the peace process.’ ‘An interim constitution was agreed.’ ‘It was agreed the Government of National Unity would take over.’ ‘Mandela persuaded Buthelezi to take part in the elections.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There was a great deal of violence.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
21(a)	Describe the objections of the Arabs to the UNO Partition Plan.	4
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. ‘The Arab state would be divided.’ ‘The Jewish state would be larger.’ ‘Many Arabs would be based within the Jewish state.’ ‘The Palestinians would receive poor farming land.’ ‘They had already rejected the idea in the 1930s.’ ‘The Jews were only 30% of the population but would be given 56% of the land.’	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
21(b)	Why did Jewish nationalists resort to violence against the British from 1946 to 1948?	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 Jewish nationalists attacked British military and infrastructure targets in a bid to weaken their control over Palestine. Patrol boats were attacked and planes were destroyed. All but one of the road and rail bridges which linked Palestine to its neighbours were destroyed.’	4–5
	Level 2 Identifies AND/OR describes reasons One mark for each identification/description. e.g. ‘They attacked the King David Hotel which was a British administration base in Palestine.’ ‘Over 90 people were killed in the attack.’ ‘The British had been trying to crack down on suspected Jewish terrorists.’ ‘They tried to weaken the infrastructure so the British would not be able to control the area.’ ‘Bridges and railroads were attacked.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘They wanted to drive the British out.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
21(c)	'The Israelis won the 1948–49 war because of international support.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'The US and USSR supported the UN Partition Plan; this translated into US diplomatic backing for the new state of Israel and an arms embargo, while the USSR persuaded Czechoslovakia to send tanks and planes.' OR e.g. 'The Arab side lacked organisation and an effective co-ordinated strategy because the leaders of Syria, Egypt and Jordan argued amongst themselves for land and glory.'	4–6

Question	Answer	Marks
21(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The Jews had the support of the US.’ ‘They had tanks from Czechoslovakia.’ ‘The Jews were fighting for their homeland and were very determined to win.’ ‘Experience of fighting in WWII and against the British meant the Israeli army was highly skilled.’ ‘The Arabs were badly organised.’ ‘Arab leaders were not united in their aims and each tended to fight for their own interests.’ ‘Arab efforts in the war were not co-ordinated.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There were many reasons for Israeli success.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
22(a)	Describe the aims of Hamas.	4
	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Hamas was formed in 1987.’ ‘It aimed to remove Israel from the occupied territories (Gaza, West Bank and Golan Heights).’ ‘It wanted to create a united Palestinian homeland.’ ‘It rejected peace with Israel because they did not recognise the Palestinian state.’ ‘It aimed to establish Palestine as an Islamic state.’ ‘It wanted the refugees to be allowed to return.’</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(b)	Why was Lebanon important in the Arab-Israeli conflict?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason Four marks for one explanation, five marks for full explanation. e.g. ‘Lebanon has been important because it is a territory which borders Israel and, until 1982, was very important for the PLO. The PLO established bases there in the 1970s and launched attacks on Israel. The Lebanese government was very unstable and was unable to prevent violence breaking out between Lebanese and PLO forces. Border attacks and the attempted assassination of the Israeli ambassador in London prompted Israeli invasions of Lebanon in 1978 and 1982.’	4–5
	Level 2 Identifies AND/OR describes reasons One mark for each identification/description. e.g. ‘Lebanon is on the Israeli border.’ ‘The PLO established bases there in the 1970s.’ ‘A civil war broke out between the PLO and the Lebanese army.’ ‘Attacks on Israel were carried out from Lebanon.’ ‘In 1978 Israel invaded Lebanon.’ ‘The UN and US persuaded Israel to withdraw.’ ‘Israel attacked again in 1982.’ ‘The PLO moved out of Lebanon.’ ‘Many civilians were killed in the siege of Beirut, damaging Israel’s reputation and winning international support for Lebanon.’ ‘UN peacekeepers were deployed.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘Lebanon is a border state between Israel and the Middle East.’	1
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
22(c)	'Rivalry between Palestinian groups has been the main reason for the failure to secure peace with Israel.' 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 to 6 marks More detailed explanation of one issue to be given two marks. e.g. 'Rivalry between Palestinian groups has been important in the failure to secure peace. The PLO has been the dominant group arguing for a Palestinian homeland. However, they began to lose support after 1982 and although Yasser Arafat was influential in bringing about the Palestine Authority, other groups disagreed with his methods. For instance, Hamas carried out attacks against Israel which meant they strengthened their control over the occupied territories, making peace a distant prospect.' OR e.g. 'Israeli politicians are also divided and this has made finding a peaceful solution difficult. Likud and the Labor Party dominate Israeli politics and have very different views. Likud want to create a 'Greater Israel' and be dominant over the West Bank. Labor believe that Israel would be more secure if a peaceful agreement was reached with the Palestinians. Peace talks in the 1990s achieved some success because Labor was in power.'	4–6

Question	Answer	Marks
22(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘The PLO has been the dominant group.’ ‘They began to lose support after 1982.’ ‘Yasser Arafat was partly responsible for the Oslo Accords which led to the Palestine Authority.’ ‘ Hamas do not agree with the approach of the PLO.’ ‘ Hamas carried out attacks against Israel.’ ‘ Israeli politicians are divided.’ ‘ Likud want to create a ‘Greater Israel’.’ ‘ Labor want a peaceful agreement with the Palestinians.’ ‘ Peace talks in the 1990s achieved some success because Labor was in power.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Politicians on both sides are divided.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0



HISTORY

0470/21

Paper 2

October/November 2019

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.

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

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.

Nineteenth 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 argues he was significant to Italian unification / he was a successful figure, while in B he was not	7
	Level 4 Agreement and disagreement of detail or sub-messages	6
	Level 3 Agreement or disagreement of detail or sub-messages	3–5
	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. Why did Mazzini publish Source D in 1861? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Contextual explanation of why he is keen to rebut Source C in 1861 in particular	8
	Level 5 Contextual explanation of why he wants to rebut Source C	7
	Level 4 Explains that D was published to rebut Source C – no context, answers limited to content of sources	5–6
	Level 3 Answers limited to Source D – but a reason for publication is given OR Explains the context of 1861 as the reason but no reference to C	3–4
	Level 2 Misreadings of the source(s) or a valid answer that fails to address why published	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 Source E. Do you trust Garibaldi's account? Explain your answer using details of the source and your knowledge.	8	
	Level 6 Cross-references to other sources or to contextual knowledge to evaluate Garibaldi's claims about himself or Mazzini		7–8
	Level 5 Answers limited to Source E – saying whether they trust Garibaldi about himself or Mazzini based on recognition of purpose		5–6
	Level 4 Identifies what in E can be trusted or not about Garibaldi or Mazzini		4
	Level 3 Undeveloped use of provenance		3
	Level 2 Analyses source without stating if Garibaldi is trusted		2
	Level 1 Unsupported assertions		1
	Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Marks	
4	Study Sources F and G. Does Source G make Source F surprising? Explain your answer using details of the sources and your knowledge.	8	
	Level 5 Compares the sources and evaluates one of them		7–8
	Level 4 Answers based on disagreements		5–6
	Level 3 Answers based on use of F but no valid use of G		3–4
	Level 2 Answers based on undeveloped provenance or identifies what surprised by but no explanation or analyses the source appropriately but fails to state whether surprised		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 Source H. How useful is Source H as evidence about Mazzini? Explain your answer using details of the source and your knowledge.	7	
	Level 6 Answers that explain significance of him being honoured so many years later and what this tells us		6–7
	Level 5 It is useful – it shows he was important because he is on a stamp.		5
	Level 4 Useful because of the impression it gives of Mazzini		4
	Level 3 Rejects the source because of what it does not tell us Must say what is missing.		3
	Level 2 Not useful because it is just a stamp		2
	Level 1 Unsupported assertions/Describes the stamp		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 Mazzini helped Italian unification? 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. ✓: A, (B), C, G, H ✗: B, C, D, E, 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		

Twentieth 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 They both think Iraq had a good case but B has less sympathy for what Iraq actually did		7
	Level 4 Agreement and disagreement of detail or sub-messages		6
	Level 3 Agreement or disagreement of detail or sub-messages		3–5
	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. How far does Source D prove Saddam's claims in Source C? 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 Evaluates C but no valid use of D		7
	Level 4 Both types of Level 3		5–6
	Level 3 Answers based on agreements or disagreements Disagreements are either C says to make Iraq live in famine, D says to protect frontier or royal family OR C claims Iraq is being threatened while D says Kuwait is being protected		3–4
	Level 2 Answers based on undeveloped provenance		2
	Level 1 Writes about the sources but no valid response		1
	Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Marks
3	Study Source E. How useful is this source to a historian studying the crisis over Kuwait? Explain your answer using details of the source and your knowledge.	8
	Level 6 Answers based on developed evaluation in context to accept the source	8
	Level 5 Argues that Source E is useful as evidence that the US was at least partly responsible for Iraq invading OR that the source is useful for helping us understand why Saddam misunderstood American intentions	7
	Level 4 Answers that check whether Source E is factually correct e.g. the US did later support Kuwait	5–6
	Level 3 Explains how the source is useful for what it tells us about the crisis OR Explains how it is not useful because of something relevant that is not mentioned in the source e.g. the provenance tells us something has been left out of the source	3–4
	Level 2 Answers based on undeveloped use of provenance	2
	Level 1 Unsupported assertions/copies or paraphrases the source	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4	Study Source F. Why did President Bush make this speech on 8 August 1990? Explain your answer using details of the source and your knowledge.	8
	Level 5 Explains a valid purpose for making the speech Do not allow – to persuade people to join the multi-national force or the US army.	7–8
	Level 4 Explains message of Source F as a reason for the speech Only award 6 marks if gets to justification.	5–6
	Level 3 Context given as the reason but no use of content of source (Note: The context may be mentioned in the source but it is expressed in answers as a contextual reason.)	3–4
	Level 2 Context or message given but not given as a reason	2
	Level 1 Unsupported assertions/or copies or paraphrases source with no purpose	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 the messages of these two cartoons? Explain your answer using details of the sources and your knowledge.	7	
	Level 5 Comparison of big message G blames Saddam for wanting the oil, H blames Bush for wanting the oil.		7
	Level 4 Compares sub-messages e.g. They agree that the crisis was over oil, G criticises the UN while H criticises Bush.		5–6
	Level 3 Interprets one or both cartoons – no comparison		3–4
	Level 2 Misinterpretation(s) or explains what the cartoons are about		2
	Level 1 Describes cartoons – no interpretations		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 Iraq was to blame for the crisis over Kuwait? 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. ✓: A, B, D, E, F, G ✗: A, B, C, D, E, H		
	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

October/November 2019

MARK SCHEME

Maximum Mark: 50

Published

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GENERIC MARKING PRINCIPLE 6:

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Nineteenth 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 i.e. that Garibaldi is the most important figure in Italian Unification in Source A, whilst Cavour is the most important in Source B.	7
	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 Level 2 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. Why was this source published in June 1860? Explain your answer using details of the source and your knowledge.	8
	Level 7 Reason based on purpose in context of late June 1860 i.e. Garibaldi's invasion of the mainland from Sicily	8
	Level 6 Reason based on the purpose of the cartoon (Must have intended impact on audience.)	7
	Level 5 Reason based on the Big Message i.e. that Garibaldi's liberation of Sicily and defeat of Ferdinand is a good thing	6
	Level 4 Reason based on valid sub-message(s)	4–5
	Level 3 Reason given based on context	3
	Level 2 Interprets cartoon or describes the context – but not used as a reason for publication	2
	Level 1 Surface descriptions of 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 D and E. How far does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.	8
	Level 7 Comparison of content for surprised or not surprised, plus evaluates either source to reach conclusion	8
	Level 6 Surprised or not, explained by evaluation of Source E i.e. no reference to Source D	7
	Level 5 Comparison of content to explain surprised AND Not surprised	6
	Level 4 Comparison of content to explain surprised OR Not surprised	4–5
	Level 3 Generalised valid reasons for surprised or not	3
	Level 2 Identifies what is/is not surprising in Source E, but no explanation	2
	Level 1 Writes about sources, no valid point on surprise	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4	Study Sources F and G. How similar are the opinions of these two cartoonists about the unification of Italy? Explain your answer using details of the sources and your knowledge.	8
	Level 5 Comparison of Big Message i.e. In Source F Garibaldi is the most important figure in Italian unification, but in Source G Garibaldi and Cavour have equal importance/are equal partners	7–8
	Level 4 Comparison of sub-message(s)	4–6
	Level 3 Valid interpretation, but no valid comparison of message	3
	Level 2 Misinterpretations	2
	Level 1 Describes surface features, no interpretation	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5	Study Source H. How useful is this source to a historian studying the process of Italian unification? Explain your answer using details of the source and your knowledge.	7
	Level 6 Useful because it is from Naples – explains what can therefore be inferred about discontent in the South	7
	Level 5 Not useful because unreliable – explained through evaluation of its Neapolitan origin	6
	Level 4 Useful because reliable – uses cross-reference to explain	5
	Level 3 Useful for the information provided by Source H	3–4
	Level 2 Answers based on undeveloped use of provenance	2
	Level 1 Unsupported assertions or answers that fail to address utility	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 Italian unification was brought about by Piedmont?	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 mark 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), B, E, F, G, H ✗: A, (B), C, D, F, G	
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	

Twentieth 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 i.e. In Source A the revolution has not been defeated/there's still hope, but in Source B it has been defeated (In A the two wings of the revolution can get along, in B the reactionaries crush the liberals)	7
	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 Level 2 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. How similar are the messages of these two cartoons? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Comparison of critical messages about the Shah in relation to events of 1978–1979 i.e. L5 plus that it was a good idea to get rid of the Shah	8
	Level 5 Comparison of critical message(s) about the Shah	6–7
	Level 4 Comparison of sub-message(s)	4–5
	Level 3 Valid interpretation of one/both cartoons – but no valid comparison	3
	Level 2 Misinterpretations	2
	Level 1 Describes surface features – no interpretation	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 7 Comparison of content for surprised OR Not surprised Plus evaluates either source to reach conclusion	8
	Level 6 Surprised or not, explained by evaluation of Source F i.e. no reference to Source E	7
	Level 5 Comparison of content to explain surprised AND Not surprised	6
	Level 4 Comparison of content to explain surprised OR Not surprised	4–5
	Level 3 Generalised valid reason(s) for surprised/not surprised	3
	Level 2 Identifies what is/is not surprising, but no explanation of why	2
	Level 1 Writes about sources, no valid point on surprise	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4	Study Source G. Why did Khomeini make this speech late in 1979? Explain your answer using details of the source and your knowledge.	8
	Level 7 Reason(s) based on purpose in the specific context of late 1979	8
	Level 6 Reason(s) based on the purpose of the speech i.e. must have intended impact on audience	7
	Level 5 Reason based on the Big Message i.e. to tell people that it was Islam that created the Revolution	5–6
	Level 4 Reason(s) based on valid sub-message(s)	4
	Level 3 Reason based on context i.e. because of events of the Revolution and its aftermath	3
	Level 2 Plausible context or interpretation of source, but no reason given	2
	Level 1 Surface descriptions of the source, no reason given	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5	Study Source H. Do you believe this source? Explain your answer using details of the source and your knowledge.	7
	Level 6 Evaluates Source H based on purpose in context	7
	Level 5 Cross-references to show that Source H cannot be believed	5–6
	Level 4 Cross-references to show that Source H can be believed	4
	Level 3 No, because source content is so negative that you can't believe it	3
	Level 2 Undeveloped use of provenance	2
	Level 1 Unsupported assertions OR Level 1 Analyses source without stating if H is believed	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 Khomeini was important to the Iranian Revolution? 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. ✓: A, B, F, G, H ✗: (B), C, D, E	
	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

0470/23

Paper 2

October/November 2019

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GENERIC MARKING PRINCIPLE 4:

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GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

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Nineteenth century topic

Question	Answer	Marks
1	Study Sources A and B. How far do these two sources give similar impressions of Cavour? Explain your answer using details of the sources.	6
	Level 5 Builds on L4 – reaches an overall judgement about Cavour – significant figure in unification in A, but in B far more insignificant	6
	Level 4 Disagreement of impressions	5
	Level 3 Agreement of impressions	4
	Level 2 Agreement or disagreement of surface detail	2–3
	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. How far does Source C make Source D surprising? Explain your answer using details of the sources and your knowledge.	8
	Level 5 L4 plus compares similarity of provenance to express surprise	7–8
	Level 4 Answers based on disagreements	5–6
	Level 3 Answers based on agreements	3–4
	Level 2 Identifies what is surprising in D but no explanation or analyses sources appropriately but no statement about surprise	2
	Level 1 Surface descriptions of the source(s) OR assertions that do not compare the sources	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks	
3	Study Sources E and F. How far do these two cartoonists agree? Explain your answer using details of the sources and your knowledge.	8	
	Level 5 Explains differences of big messages		7–8
	Level 4 Explains differences/similarities of sub-messages		5–6
	Level 3 Answers based on surface details/subject of cartoons		3–4
	Level 2 Answers based on 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	
4	Study Source G. How far do you believe Source G? Explain your answer using details of the source and your knowledge.	8	
	Level 5 Uses knowledge/sources to check overall claims of G		7–8
	Level 4 Uses knowledge/other sources to check parts of G		5–6
	Level 3 Answers based on tone/language		4
	Level 2 Answers based on undeveloped provenance		2–3
	Level 1 Unsupported assertions		1
	Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Marks	
5	Study Source H. Why did Garibaldi make this speech in April 1861? Explain your answer using details of the source and your knowledge.	8	
	Level 5 Explains the purpose of the speech		7–8
	Level 4 Explains the big message		5–6
	Level 3 Explains context only – fails to explain message or purpose of source OR Explains a valid sub-message		3–4
	Level 2 Misreadings of the source OR Describes the context or content – 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
6	<p>Study all the sources. How far do these sources provide convincing evidence that Piedmont led the events in 1859–60 that ended in unification? Use the sources to explain your answer.</p> <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 a ✓ in the margin for each source use in support of the statement and a ✗ for each source use rejecting the statement.</p> <p>✓ – A, B, C, F, G ✗ – B, D, E, (G), H</p> <p>Level 2 Uses sources to support or reject the statement 4–6</p> <p>Level 1 No valid source use 1–3</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	12

Twentieth 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 is positive about Khomeini, while B is more critical	7
	Level 4 Agreement and disagreement of detail or sub-messages	6
	Level 3 Agreement or disagreement of detail or sub-messages	3–5
	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 Sources C and D. How far would Bakhtiar (Source D) have agreed with Source C? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Uses content of sources and contextual knowledge to explain why he would have disagreed	8
	Level 5 Level 3 and Level 4	7
	Level 4 Explains why he would have disagreed based on differences between the two sources	6
	Level 3 Explains why he might have agreed based on agreements between the sources	4–5
	Level 2 Answers based on 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	
3	Study Source E. How useful is this source as evidence about the Iranian Revolution? Explain your answer using details of the source and your knowledge.	8	
	Level 6 Uses content and provenance to explain how the source is useful, e.g. what does the fact that this being said 19 years later tell us about the Revolution? Award 7 marks if focus is on Khomeini		7–8
	Level 5 Cross-references/evaluates to demonstrate reliability/unreliability. This must be used to reach a judgement about usefulness. Award 5 marks if focus is on Khomeini		5–6
	Level 4 Explains what we can learn from the content of the source		4
	Level 3 Answers based on undeveloped use of provenance		3
	Level 2 Simply copies or paraphrases the source/no statement about if useful or not		2
	Level 1 Unsupported assertions		1
	Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Marks	
4	Study Source F. What is the message of this source? Explain your answer using details of the source and your knowledge.	8	
	Level 4 Big message – change of regime/leadership will not help Iran or its people		7–8
	Level 3 Part of big message – Khomeini and the Shah are as bad as each other. 4 marks for minimal statement that they are as bad as each other		4–6
	Level 2 Explains valid-sub-messages, e.g. the Shah was brutal, Iran was a violent place, nothing will change, they are both bad		2–3
	Level 1 Surface descriptions/literal readings of cartoon		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.	7	
	Level 5 Contextual explanation of why surprised/not surprised by overall point of view of Source G		6–7
	Level 4 Explains surprise or lack of surprise about isolated features of the source		4–5
	Level 3 Answers based on undeveloped provenance/answers based on everyday empathy		3
	Level 2 Identifies what is surprising/not surprising but no explanation OR provides valid reasons but never actually says if surprised or not		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	Study all the sources. How far do these sources provide convincing evidence that Khomeini had the same aims as the Iranian people? 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.		
	✓ – A, (B), C, D, E ✗ – B, D, F, G		
	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

0470/41

Paper 4 Alternative to Coursework

October/November 2019

MARK SCHEME

Maximum Mark: 40

Published

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GENERIC MARKING PRINCIPLE 6:

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Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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
	<p>Level 2</p> <p>Candidates:</p> <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 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. <p>Level 1</p> <p>Candidates:</p> <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. <p>Level 0</p> <p>Candidates: Submit no evidence or do not address the question.</p>	<p>[9–16]</p> <p>[1–8]</p> <p>[0]</p>

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 were trenches in determining the nature of war on the Western Front? Explain your answer.</p> <p>YES 1000 kms of trenches by 1915; barbed wire made crossing no-man's land risky; high casualties; led to defensive, static warfare; created stalemate; use of artillery and machine guns to defend trenches; trench conditions produced low morale, disease, trench foot, etc.</p> <p>NO More important – lack of tactics by military leaders to break stalemate; new technology reinforced stalemate – machine guns, artillery, barbed wire, aircraft, tanks; huge number of soldiers; Home Front production of munitions; alliance system, etc.</p>	40

Question	Answer	Marks
2	<p>How significant were the actions of German leaders as a reason for the armistice in 1918? Explain your answer.</p> <p>YES Ludendorff Offensive and Operation Michael a failure; loss of safety of Hindenburg Line; military dictatorship – split on ending the war; Kaiser left in the background – war dominated by Hindenburg and Ludendorff; saw armistice as only option by late 1918; Reichstag calls for political reform, etc.</p> <p>NO War weariness; food and fuel shortages due to British blockade of German ports; Allied strength – US entry into war by 1917; Kiel Mutiny and German Revolution in October 1918, etc.</p>	40

Question	Answer	Marks
3	<p>How important were the territorial terms of the Treaty of Versailles as a cause of problems in early Weimar Germany? Explain your answer.</p> <p>YES Loss of 13% of German land and all overseas colonies; loss of German speakers to France, Belgium, Denmark and Poland; loss of industry and natural resources; outraged nationalists in Germany; loss of border defences; France, the old enemy, gained Alsace-Lorraine, etc.</p> <p>NO More important – reparations led to Ruhr invasion and hyperinflation in 1923; war guilt clause; military restrictions; Weimar constitution – proportional representation; political extremism of left and right, etc.</p>	40

Question	Answer	Marks
4	<p>How significant were the SA and SS in securing Nazi power by 1934? Explain your answer.</p> <p>YES SA helped Nazi electoral success – fought communists; gave sense of discipline, loyalty and strength through propaganda; SA used to arrest communists after Reichstag Fire in 1933; became auxiliary police; SS used to murder SA leaders including Rohm in Night of Long Knives; established concentration camps with SA in 1933; took over Gestapo in 1934, etc.</p> <p>NO More significant – the Enabling Act, 1933; Reichstag Fire; anti-communism; actions of Hindenburg; banning of political parties and trade unions; concordat with Catholic Church; Army oath and death of Hindenburg, etc.</p>	40

Question	Answer	Marks
5	<p>How important were economic problems in causing disturbances in Russia up to 1917? Explain your answer.</p> <p>YES Peasant land issue – peasants demanded land from nobility leading to riots and land grabbing; working conditions in factories and mills – low wages and long hours – led to growth in revolutionary parties like Bolsheviks and Socialist Revolutionaries; shortages in wartime – food and fuel; inflation, etc.</p> <p>NO More important – Tsarist autocracy and repression; use of Okhrana; Stolypin's repression – necktie; 1904–1905 Russo-Japanese War; Bloody Sunday; calls for constitutional reforms by liberals in 1905 Revolution; World War I and military defeats; Tsar's personal command of army, 1915, etc.</p>	40

Question	Answer	Marks
6	<p>How significant was defence as a reason for Stalin's economic policies, 1928–41? Explain your answer.</p> <p>YES Stalin saw threat of Germany and European fascism in 1930s; Soviet Union not ready for defence purposes; needed steel, oil and chemical production to increase massively; threat of capitalist West; Civil War saw US, France and British threats to USSR, etc.</p> <p>NO More significant – need for food production increase to pay for industrialisation; Stalin's personal accomplishment to establish dictatorship; dekulakisation; ending NEP; socialism in one country, etc.</p>	40

Question	Answer	Marks
7	<p>How important was the motor industry as a cause of the economic boom in the 1920s? Explain your answer.</p> <p>YES Henry Ford's assembly line increased production and lowered cost of cars; higher wages for workers; huge numbers employed; led to growth of other industries – rubber, glass, cement, road building, steel, motels; allowed people to visit cities – cinema; radios in cars; growth of suburbs boosted construction industry, etc.</p> <p>NO More important – mass advertising; confidence and speculation; plentiful natural resources in USA; World War I; new inventions and products; electrification, availability of credit (hire-purchase); Republican policies, etc.</p>	40

Question	Answer	Marks
8	<p>How significant was the loss of foreign markets as a cause of the Depression in the USA? Explain your answer.</p> <p>YES Post-war European recovery led to loss of markets; farmers competed against Canadian grain which was cheaper; US tariffs led to foreign tariffs on US goods; led to overproduction in industry and further overproduction in agriculture, etc.</p> <p>NO More significant – overspeculation and overconfidence in share prices led to Wall Street Crash; overproduction and saturation of domestic markets; inequality of income in USA – 42% below poverty line; lack of government intervention – laissez-faire, etc.</p>	40

Question	Answer	Marks
9	<p>How important was the failure of the Nationalists to appeal to the peasants in bringing about Communist victory in 1949? Explain your answer.</p> <p>YES Nationalist Government seen as corrupt by many, especially peasants; US loans seen as unpatriotic; misspent loans and hoarded weapons and supplies; poor treatment of peasants by KMT; fought the CCP more than the Japanese during World War II; KMT troops deserted to CCP forces; failure to deal with CCP guerrilla tactics, etc.</p> <p>NO CCP tactics superior – guerrilla warfare; CCP gained support of peasants; Yen-an Settlement – spread Maoist ideology; loss of Civil War; Maoism stressed importance of peasants as revolutionary class, etc.</p>	40

Question	Answer	Marks
10	<p>How significant was the Cultural Revolution to the development of Communist rule in China? Explain your answer.</p> <p>YES Cultural Revolution led to arrest of political and intellectual opponents of Communism and Mao; Mao able to remove opponents in Party; re-established Mao's authority after Great Leap Forward; Red Guard used to close down schools, universities and arrest teachers; created fear and chaos; Mao's Little Red Book, etc.</p> <p>NO More significant – Agrarian Reform – cooperatives and collective farms brought peasants under Communist control; communes indoctrinated at local level in schools and on the streets; propaganda; censorship; Hundred Flowers Campaign; re-education camps; secret police and PLA enforced CCP authority, etc.</p>	40

Question	Answer	Marks
11	<p>How important were the Pass Laws in maintaining segregation in South Africa before 1948? Explain your answer.</p> <p>YES Pass Laws established before 1948; all black people over 16 required to carry passes; limitations on freedom of movement; had to be given to police on demand; allowed authorities to arrest black people and maintain minority rule; allowed government to move black people on from towns as soon as their work was complete; could result in deportation, etc.</p> <p>NO More important – political system barred black people from voting; sexual relations between races illegal from 1927; land ownership – many black people sharecroppers; had worst land – just 7% given to black population; could not buy or rent land outside of reservations; poorer housing and low paid jobs; white conscription during World War II, etc.</p>	40

12	<p>How significant were the security forces in allowing Nationalist governments to maintain the system of apartheid? Explain your answer.</p> <p>YES Suppression of Communism Act; Public Safety Act in the 1950s; BOSS and SSC formed in 1960s; General Law; Terrorism Act increased authorities' powers to arrest and detain suspects; use of force to suppress anti-apartheid movement; Sharpeville Massacre and Soweto Riots; censorship increased by SABC, etc.</p> <p>NO More significant – Rivonia and Treason Trials; Separate Representation of Voters Amendment Act of 1968 completed the abolition of non-white political representation; Pass Laws; Group Areas Act, etc.</p>	40
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Question	Answer	Marks
13	<p>How important was Israeli aggression as a cause of conflict, 1956–73? Explain your answer.</p> <p>YES An armed Israel took advantage of situation in 1956; secret plan to invade Egypt across Sinai to claim land; paratroopers used; continued to rearm and modernise thanks to US, French and British help; Israeli pre-emptive strike against Egypt in 1967 Six Day War; Israeli air force gained air superiority, etc.</p> <p>NO More important – roles of Britain and France in 1956; Nasser in 1956 and 1967; creation of PLO; PLO raids into Israel; superpower involvement; 1973 – Sadat’s surprise attack across the Suez Canal; Syria and Baath Party; Arab nationalism, etc.</p>	40

Question	Answer	Marks
14	<p>How significant was Fatah in determining the nature of Palestinian-Israeli relations to 2005? Explain your answer.</p> <p>YES Al-Fatah formed in 1959 to launch guerrilla raids into Israel; joined with other groups to form PLO in 1964; dedicated to return of Palestine to Arabs; promoted use of force; gained followers in refugee camps in Lebanon, Jordan and Syria; 1965 first terror attack by Al-Fatah in Israel; 1965–1967 – Fatah bomb attacks on Israeli villages and railroads, etc.</p> <p>NO More significant – future PLO under Arafat promoted peace process; Israeli governments – Labor Party and Likud had differing aims at times; Israeli aggression; UN role in peace keeping; US intervention – Kissinger; Camp David talks; Oslo Accords; growth of Hamas, etc.</p>	40



HISTORY

0470/42

Paper 4 Alternative to Coursework

October/November 2019

MARK SCHEME

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Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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. 		

Question	Answer	Marks
	<ul style="list-style-type: none"> • Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but 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. <p>Level 1</p> <p>Candidates:</p> <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. <p>Level 0</p> <p>Candidates: Submit no evidence or do not address the question.</p>	<p>[1–8]</p> <p>[0]</p>

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 First Battle of Ypres as a cause of trench warfare? Explain your answer.</p> <p>YES First Battle of Ypres resulted in neither side gaining the advantage; both sides reinforced trenches and dug in; led to race to the sea and trench network across France and Belgium; stalemate – end of mobile warfare, etc.</p> <p>NO More important – failure of Schlieffen plan led to war on two fronts, splitting German forces; Belgian resistance; BEF intervention; new technology – machine guns and artillery made warfare more defensive in nature, etc.</p>	40

Question	Answer	Marks
2	<p>How significant was declining support for the war as a reason for Germany's surrender in 1918? Explain your answer.</p> <p>YES Naval blockade of Germany led to war weariness in Germany; food and fuel shortages created civil unrest and calls from Reichstag to end war; huge casualties and lack of new recruits; soldiers tired and underfed; Kiel Mutiny and German Revolution in 1918, etc.</p> <p>NO More significant – US entry into war in 1917; 1 million troops by March 1918; failure of Ludendorff Offensive meant Germans left safety of Hindenburg Line; Allied tactics and technology superior, etc.</p>	40

Question	Answer	Marks
3	<p>How important was the 25-Point Programme in the development of the Nazi Party to 1934? Explain your answer.</p> <p>YES 25-Point Programme set out Nazi agenda and policies; committed Nazis to anti-Semitism, reversing Treaty of Versailles, rearmament and creation of Lebensraum; Hitler basically kept to this programme when in power with some adjustments to socialist aspects; SA remained committed to socialist aspects of Nazi programme, etc.</p> <p>NO More important – Hitler as leader; Hitler's skills as orator; Rohm and organisation of SA; Goebbels and propaganda; Munich Putsch and Hitler's imprisonment – changing of tactics; Mein Kampf, etc.</p>	40

Question	Answer	Marks
4	<p>How significant was Himmler in establishing the Nazi dictatorship? Explain your answer.</p> <p>YES Himmler Head of SS; ran concentration camps for Nazis; 1934 absorbed Gestapo; SD created as intelligence service of the SS; 1936 Himmler given control over all the German police forces; RSHA formed in 1936 – state within a state; used to murder SA leaders including Rohm in Night of the Long Knives in 1934, etc.</p> <p>NO More significant – propaganda of Goebbels; censorship and media; people's radio; Nazi control of education and curriculum; Hitler Youth; control of workers' organisations such as DAF and RAD; banning of political parties and trade unions; Enabling Act, 1933, etc.</p>	40

Question	Answer	Marks
5	<p>How important was the Kornilov Affair as a reason for Bolshevik success in November 1917? Explain your answer.</p> <p>YES Kornilov was Commander-in-chief of Russian military, appointed by Kerensky; attempted to shut down Provisional Government and reestablish authoritarian rule; Kerensky forced to release Bolshevik leaders and arm Red Guards of Soviet; Bolsheviks seen as saviours of Revolution, etc.</p> <p>NO More important – Lenin's return in April 1917; April Theses – Peace, Bread, Land, All power to the Soviets; Trotsky's control of Petrograd Soviet in late 1917; use of PRC and Red Guard; support of Kronstadt sailors and Petrograd Garrison; continuation of war unpopular; food and fuel shortages; inflation; land issue, etc.</p>	40

Question	Answer	Marks
6	<p>How significant was control of the media in maintaining Stalin's dictatorship? Explain your answer.</p> <p>YES Stalin controlled all media; censorship; Cult of Personality; street names and statues of Stalin created; photos doctored; fake history written, etc.</p> <p>NO More significant – use of purges in the 1930s; NVKD terror; use of gulags; show trials; removal of Old Bolsheviks; Five Year Plans; collectivisation; dekulakisation, etc.</p>	40

Question	Answer	Marks
7	<p>How important were the problems of older industries in the US economy of the 1920s? Explain your answer.</p> <p>YES Mining and cotton industries had low wages; consumption dropped due to new fuel sources like oil and new textiles like rayon; low investment in old industries led to many workers living below poverty line, etc.</p> <p>NO More important – farming overproducing; loss of overseas markets due to competition from Canada; tariffs on overseas goods caused foreign countries to put up tariffs on US goods; speculation led to inflated share prices; saturation of markets led to loss in confidence; Wall Street Crash, etc.</p>	40

Question	Answer	Marks
8	<p>How significant was the fear of communism as a factor shaping the nature of US society in the 1920s? Explain your answer.</p> <p>YES Red Scare – eastern immigrants feared to have brought communism/ anarchism with them to the USA; strikes and riots in 1919; Palmer Raids; immigration laws in 1920 and 1925 reducing non-white immigration; Sacco and Vanzetti trial, etc.</p> <p>NO More significant – racial intolerance; KKK; segregation and Jim Crow Laws; religious fundamentalism – Monkey Trial; Prohibition; gangsterism; role of women; new leisure activities – cinema, radio; motor car, etc.</p>	40

Question	Answer	Marks
9	<p>How important was the redistribution of land in changing life in China in the 1950s and 1960s? Explain your answer.</p> <p>YES 1950 Agrarian Reform Law; cooperatives and collective farms gave land to peasants from landlords; 1 million landlords executed in People's Courts; increased production of food to pay for industrialisation; 95% of peasants in collectives by 1956, etc.</p> <p>NO More important – Five Year Plan led to industrialisation; growth of urban areas and railway links; social reforms – education, health and reforms to the role of women; Great Leap Forward; Cultural Revolution, etc.</p>	40

Question	Answer	Marks
10	<p>How significant was repression in maintaining Communist rule in China? Explain your answer.</p> <p>YES Mao used secret police to remove opposition; reeducation camps to enforce Maoist ideology; PLA; labour camps; Red Guard used after Cultural Revolution to remove intelligentsia and political opposition, etc.</p> <p>NO More significant – propaganda and censorship of media; education; use of communes; industrialisation; Hundred Flowers Campaign; Five Year Plan success, etc.</p>	40

Question	Answer	Marks
11	<p>How important was the ANC in the opposition to apartheid? Explain your answer.</p> <p>YES ANC Youth League proposed Programme of Action in 1949; Defiance Campaign and Freedom Charter; Mandela and Tambo; creation of MK led to acts of terrorism; ANC crucial part of ending apartheid in 1980s and 1990s, etc.</p> <p>NO More important – PAC; national campaign against Pass Laws; Sharpeville Massacre; Black Sash; Steve Biko and Black Consciousness; role of Anglican Church and Tutu; international condemnation; sports' sanctions, etc.</p>	40

Question	Answer	Marks
12	<p>How significant were the actions of Vorster to the maintenance of white minority rule from 1961? Explain your answer.</p> <p>YES Vorster PM since 1966; Minister of Justice prior to this; increased security measures in SA; BOSS and SSC established; Terrorism Act, 1967 meant terrorists could receive death penalty; Internal Security Act, 1976; increased propaganda and censorship, etc.</p> <p>NO More significant – in 1948 government introduced apartheid legislation – Group Areas Act, Pass Laws, Bantu Education Act; Suppression of Communism Act, 1950; Public Safety Act, 1953; Rivonia and Treason Trials; General Laws Amendment Act, 1963, etc.</p>	40

Question	Answer	Marks
13	<p>How important was the Partition Plan as a cause of the 1948–49 War? Explain your answer.</p> <p>YES Partition originally conceived by British in 1937 – led to outrage by Jews in Palestine when no mention in White Paper in 1939; UN Partition Plan in 1947 – creation of two independent states; Jews did not like the fact Jerusalem would not be theirs; 45% of new Jewish state would be Arabs; land was not grouped together; Arabs disliked all of Plan; British did not like removal of their influence in Palestine, etc.</p> <p>NO More important – British withdrawal from Palestine in 1948; Jewish resistance movements armed and trained by British in WWII; Zionism and Arab nationalism strong; Pan Arab League; failure of UN; role of the USA in support of Israel, etc.</p>	40

Question	Answer	Marks
14	<p>How significant a role did the United Nations play in the Arab-Israeli conflict after 1973? Explain your answer.</p> <p>YES UN role in 1973 and 1982 conflicts; followed Israeli expansion in 1956 and 1967 wars; Israel defied UN resolution 242 in 1967; UN sent to Egypt 1973 as peacekeeper; 1978 role in Israeli withdrawal from Lebanon; UN role after Israel invaded Lebanon in 1982, etc.</p> <p>NO More significant – Arab actions – Egypt; creation of PLO; alliance of Syria and Egypt; US acting unilaterally; superpower interference in Middle East; differing focus of UN General Assembly and Security Council; divided approach, etc.</p>	40



HISTORY

0470/43

Paper 4 Alternative to Coursework

October/November 2019

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **9** 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.

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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]
<p>Candidates:</p> <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. 		

Question	Answer	Marks
	<ul style="list-style-type: none"> • Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but 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. <p>Level 1</p> <p>Candidates:</p> <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. <p>Level 0</p> <p>Candidates: Submit no evidence or do not address the question.</p>	<p>[1–8]</p> <p>[0]</p>

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 ‘race to the sea’ as a reason why the war did not come to a rapid end? Explain your answer.</p> <p>YES Race to the sea created 1000 kms of trenches; led to a stalemate; Battle of Ypres no clear winner and led to static warfare and end of mobile warfare, etc.</p> <p>NO More important – failure of Schlieffen Plan; war on two fronts; Belgian and BEF resistance; new technology – machine guns and artillery, etc.</p>	40

Question	Answer	Marks
2	<p>How significant were the tactics of the Allies as a reason for Germany’s defeat in 1918? Explain your answer.</p> <p>YES Use of creeping barrage to support infantry advances; combined warfare tactics – tanks; mobile warfare; lessons learned from Somme, etc.</p> <p>NO More significant – huge German losses after Somme and Passchendaele; superior technology of Allies; failure of Operation Michael; impact of naval blockade; German Revolution; US entry into the war, fresh troops, etc.</p>	40

Question	Answer	Marks
3	<p>How important were young people in the opposition to Nazi rule, 1933–45? Explain your answer.</p> <p>YES Edelweiss Pirates helped resistance movements against the Nazis; assassinated Gestapo leader; distributed anti-Nazi pamphlets; White Rose movement; Swing Movement; Navajos, etc.</p> <p>NO More important – Church opposition – Galen, Niemoller; army resistance – July Bomb Plot; Kreisau Circle; underground trade unions and Communist Party; Hitler Youth, schools, etc.</p>	40

Question	Answer	Marks
4	<p>How significant were policies towards farmers in winning support for the Nazi regime? Explain your answer.</p> <p>YES Price guarantees for their produce; reduced debts; protection for their estate; Blood and Soil; Reich Entailed Farm Law, etc.</p> <p>NO More significant – policies towards workers – Beauty of Labour; Strength Through Joy; National Labour Service – created jobs; industrialists – trade unions banned; rearmament; Public Works, Youth, Propaganda, etc.</p>	40

Question	Answer	Marks
5	<p>How important were the Dumas to the survival of the Tsarist regime up to March 1917? Explain your answer.</p> <p>YES Created by October Manifesto; placated liberals and businessmen; allowed limited democracy and constitutional monarchy; could advise Tsar on issues, etc.</p> <p>NO More important – repression using the Army and the Okhrana; labour camps; Stolypin's reforms – land bank; Stolypin's neck-tie; Fundamental Laws established autocracy; Orthodox Church; WW1 unites Russia, etc.</p>	40

Question	Answer	Marks
6	<p>How significant was the New Economic Policy (NEP) in allowing Stalin to gain control of the USSR by 1928? Explain your answer.</p> <p>YES NEP was used by Stalin to play enemies from left and right against each other; unpopular with left who saw it as a betrayal of socialism; many communists saw it as too capitalistic and allowed growth in middle-class Nepmen; Socialism in One Country, etc.</p> <p>NO More significant – Trotsky's arrogance; luck; Lenin's death and funeral; Last Testament; political manoeuvrings; Stalin's position as General Secretary, etc.</p>	40

Question	Answer	Marks
7	<p>How important was the Ku Klux Klan as a cause of intolerance in US society in the 1920s? Explain your answer.</p> <p>YES Membership grew to 5million by 1925; <i>Birth of a Nation</i> spread inaccurate history; KKK intimidated black Americans and others; anti-communist, anti-Catholic and anti-Semitic; infiltrated state government and authorities, etc.</p> <p>NO KKK membership dropped after scandal in 1925; more important – Red Scare; Sacco and Vanzetti case; Monkey Trial and religious fundamentalism; Prohibition, etc.</p>	40

Question	Answer	Marks
8	<p>How significant was overconfidence as a cause of the Wall Street Crash in 1929? Explain your answer.</p> <p>YES Speculators gambled and artificially pushed prices of shares up; banks and investors took part in speculation; people bought shares on the margin, etc.</p> <p>NO More significant – inequality of income – 42% of Americans below poverty line; overproduction; saturation of domestic markets; lack of overseas markets due to tariffs; lack of regulation, etc.</p>	40

Question	Answer	Marks
9	<p>How important was the Second World War in causing the unpopularity of the Kuomintang (KMT)? Explain your answer.</p> <p>YES Second World War saw CCP become party of patriots; Nationalist government corrupt and misused US funds; CCP gained peasant support; used guerrilla tactics against Japanese, then KMT, etc.</p> <p>NO KMT leadership disliked by peasants; Maoist ideology popular with peasants; Yen-an Settlement helped indoctrinate many; superior CCP leadership; Civil War, etc.</p>	40

Question	Answer	Marks
10	<p>How significant was the Soviet Union to the economic development of China in the 1950s and 1960s? Explain your answer.</p> <p>YES USSR and China signed Sino-Soviet Treaty of Friendship and Alliance 1950, \$300 million low-interest loan; USSR supported China in adopting Soviet model of central planning, with focus on heavy industry; Soviet technical aid in 156 industries in China's first Five Year Plan; 520 million roubles in loans; experts from Russia sent to advise on Five Year Plans and Collectivisation, etc.</p> <p>NO Agrarian Reform Law 1950 began land redistribution; Co-operative Farms 1953; Collective farms 1955; 1953 Five Year Plans increased industrial production; relations with USSR deteriorated under Khrushchev and he withdrew experts leaving projects unfinished.</p>	40

Question	Answer	Marks
11	<p>How important was the desire to maintain white supremacy in causing the election victory of the National Party in 1948? Explain your answer.</p> <p>YES Many white people concerned about black migration to white areas; black population demanding more during WWII when needed in manufacturing industries (munitions); Dutch Reformed Church propagated white supremacy, particularly Afrikaner nationalism, etc.</p> <p>NO Afrikaner nationalism and Broederband – controlled newspapers and media; weakness of Jan Smuts and United Party – seen as out of touch; threat of Charter of United Nations and human rights demands; Sauer Report, etc.</p>	40

Question	Answer	Marks
12	<p>How significant were economic factors as a cause of the increasing opposition to white minority rule after 1976? Explain your answer.</p> <p>YES Widening of gap between black people and white people in 1970s; rise in unemployment – 27% of black people unemployed by 1977; majority in Homelands lived below the poverty line; black people had worst jobs; lack of professional and civil service jobs, etc.</p> <p>NO More significant – continued opposition to apartheid from ANC, MK, PAC; role of Tutu, Mandela, de Klerk; Botha's reforms increased calls for reforms; government repression; state of emergency in 1985, etc.</p>	40

Question	Answer	Marks
13	<p>How important was the USA in shaping events in Palestine up to 1948? Explain your answer.</p> <p>YES USA pushed British for a swift withdrawal from Palestine; President Truman supported Zionist demands for state of Israel and for increased Jewish immigration; Truman proposed two state solution against Morrison and Grady single state solution; Zionist lobby in Congress; US media filmed British removing Exodus; ceasefire in 1948 US sent aid, etc.</p> <p>NO Pan-Arab nationalism against state of Israel; 1936 Arab uprising against British; creation of Arab League to create Arab state after WWII; Arabs rejected UNO Partition Plan; British more important – Mandate since 1919; role of Haganah and other Jewish resistance movement – terrorists, etc.</p>	40

Question	Answer	Marks
14	<p>How significant has the willingness of the Israelis to use violence been in causing the failure of the peace process? Explain your answer.</p> <p>YES Israeli violence and forced settlement in Palestinian areas such as West Bank; IDF retaliation against Palestinian and other resistance groups such as PLO, Hamas and Hezbollah; Israeli invasion of Lebanon; Israeli violent reactions to Intifadas; Israel sealed off Gaza and West Bank 1994 due to opposition to Oslo Accords; Likud expansionist policies, etc.</p> <p>NO More significant – failure of UN intervention, especially after end of Cold War; Palestinian terrorism and violence from PLO, PLFP and Black September in 1970s (hijacking and kidnapping); continued existence of refugee camps – breeding ground for nationalism and fundamentalism – Hamas; divisions between Palestinian groups; Gulf War and PLO support for Saddam Hussein, etc.</p>	40



Cambridge IGCSE®

HISTORY

0470/01

Paper 1

For examination from 2020

SPECIMEN PAPER

2 hours

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **three** questions in total:
 - Section A (Core Content): answer **two** questions.
 - Section B (Depth Studies): answer **one** question.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

INFORMATION

- The total mark for this paper is 60.
- The number of marks for each question or part question is shown in brackets [].

This document has **10** pages. Blank pages are indicated.



SECTION A: CORE CONTENT

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

- 1** In 1848–49 revolutions across Europe failed.
- (a) Describe how the Hungarian Revolution had ended by 1849. [4]
 - (b) Why were attempts to unify Germany in 1848–49 unsuccessful? [6]
 - (c) 'The revolutions across Europe in 1848–49 failed because revolutionaries were not united in their aims.' How far do you agree with this statement? Explain your answer. [10]
- 2** Bismarck was important to German unification.
- (a) What actions were taken to improve the strength of the Prussian army in the 1860s? [4]
 - (b) Why was there a war between Prussia and France in July 1870? [6]
 - (c) 'Bismarck was successful because he was prepared to use force.' How far do you agree with this statement? Explain your answer. [10]
- 3** Differences existed between the Northern and Southern states of the United States.
- (a) What were the terms of the 1850 Compromise? [4]
 - (b) Why was the South committed to slavery? [6]
 - (c) How beneficial to the South was reconstruction? Explain your answer. [10]
- 4** European imperialism produced varying results.
- (a) What economic advantages were gained by European countries from expanding their empires? [4]
 - (b) Why did the Indian Mutiny take place? [6]
 - (c) In Africa, was the nature of British imperialism different to that of other countries? Explain your answer. [10]

- 5 The treatment of Germany and its allies at Versailles brought fierce criticism.
- (a) What features of the Treaty of Versailles were shared by the other peace treaties of 1919–20? [4]
 - (b) Why were the German people unhappy with the Treaty of Versailles? [6]
 - (c) Who was more satisfied with the Treaty of Versailles: Clemenceau or Lloyd George? Explain your answer. [10]
- 6 Hitler took advantage of opportunities.
- (a) What were the consequences of the Spanish Civil War for peace in Europe? [4]
 - (b) Why did Hitler take Germany out of the League of Nations in 1933? [6]
 - (c) 'The policy of appeasement played a greater part in the outbreak of war in 1939 than did the Nazi-Soviet Pact.' How far do you agree with this statement? Explain your answer. [10]
- 7 The United States' policy of containment was tested in Vietnam.
- (a) What was the 'domino effect' in relation to Vietnam? [4]
 - (b) Why did Nixon find it difficult to withdraw from Vietnam? [6]
 - (c) 'In Vietnam, Kennedy was more successful than Johnson.' How far do you agree with this statement? Explain your answer. [10]
- 8 From 1956 Soviet control of Eastern Europe was under threat.
- (a) Describe the methods of control exercised by the Soviet Union over Hungary before the 1956 uprising. [4]
 - (b) Why was Solidarity successful? [6]
 - (c) 'The Berlin Wall was more advantageous to the Western allies than to the Soviet Union.' 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** Fighting on the Western Front brought great loss of life.
- (a) What problems occurred when tanks were first used in battle? [4]
 - (b) Why were aircraft important to military commanders on the Western Front? [6]
 - (c) How far does General Haig deserve to be remembered as the ‘Butcher of the Somme’? Explain your answer. [10]
- 10** Fighting took place on fronts other than the Western Front.
- (a) What were the terms of the Treaty of Brest-Litovsk? [4]
 - (b) Why did Russia leave the war in 1918? [6]
 - (c) ‘The main reason for British men joining the armed forces was patriotism.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY B: GERMANY, 1918–45

- 11** The Nazis dealt with opposition to their regime.
- (a) What were concentration camps? [4]
 - (b) Why did Kristallnacht (Night of Broken Glass) occur? [6]
 - (c) 'By the end of the 1930s, Hitler's control of Germany was based on oppression.' How far do you agree with this statement? Explain your answer. [10]
- 12** Life in Germany changed when the Nazis were in control.
- (a) What was the 'Final Solution'? [4]
 - (b) Why were some women unhappy with life under the Nazi regime? [6]
 - (c) 'The standard of living in Germany improved under the Nazis.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY C: RUSSIA, 1905–41

13 The Tsarist Regime had collapsed by 1917.

- (a) What part did religion play in the Tsarist autocracy? [4]
- (b) Why was there continuing discontent with Tsarist rule after the 1905 Revolution and up to the outbreak of war in 1914? [6]
- (c) How important was the First World War in the downfall of Tsar Nicholas II? Explain your answer. [10]

14 Once in power, Stalin consolidated his position.

- (a) What was the 'cult of Stalin'? [4]
- (b) Why were the Purges disastrous for the Soviet Union? [6]
- (c) 'It was Stalin's use of his power within the Communist Party that ensured his success in the leadership contest.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY D: THE UNITED STATES, 1919–41

- 15** In the 1920s, the US economy grew.
- (a) What policies did Republican governments follow in the 1920s to encourage industrial growth? [4]
 - (b) Why was the development of assembly-line production important for the growth of the economy? [6]
 - (c) ‘The lives of all Americans improved in the boom years.’ How far do you agree with this statement? Explain your answer. [10]
- 16** The New Deal, although appreciated by many, attracted opposition.
- (a) Describe the work of the Civilian Conservation Corps (CCC). [4]
 - (b) Why was there a Second New Deal in 1935? [6]
 - (c) ‘Republican opposition was a greater threat to the New Deal than was the Supreme Court.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 17** During the 1930s and 1940s Chiang Kai-shek was under threat.
- (a) Describe the Communist base at Jiangxi. [4]
 - (b) Why did Chiang Kai-shek plan the extermination campaigns of 1930–34? [6]
 - (c) 'It was the war with Japan that weakened the Nationalist government.' How far do you agree with this statement? Explain your answer. [10]
- 18** China's relations with other countries were often unstable.
- (a) In what ways did China's relations with India between 1951 and 1965 affect Tibet? [4]
 - (b) Why was there a tense relationship between China and the United States before 1970? [6]
 - (c) 'The most important reason for China becoming a world power by 1976 was its admittance to the United Nations.' How far do you agree with this statement? Explain your answer. [10]

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

- 19** By 1948, South Africa was becoming increasingly segregated.
- (a) What changes during the Second World War were resented by some white people? [4]
 - (b) Why were National Party policies appealing to Afrikaner voters in 1948? [6]
 - (c) How far had segregation been established by 1940? Explain your answer. [10]
- 20** The contribution of individuals was important to the ending of minority rule in South Africa.
- (a) In what ways did Desmond Tutu show his opposition to apartheid? [4]
 - (b) Why were the actions of Chief Buthelezi controversial? [6]
 - (c) 'De Klerk introduced changes in 1990 because he did not have any choice.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 21** Nasser became a hero of the Arab world.
- (a) Describe how Nasser took over the Suez Canal. [4]
 - (b) Why was Israel concerned about Nasser becoming President of Egypt? [6]
 - (c) How successful was Israel during the Suez Crisis? Explain your answer. [10]
- 22** From 1948, unrest in the Middle East has been almost continuous.
- (a) To where, in 1948–49, did Palestinian refugees flee? [4]
 - (b) Why would Israel not allow Palestinian refugees to return to their homes in Israel? [6]
 - (c) How important was the first Intifada? Explain your answer. [10]

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HISTORY

0470/02

Paper 2

For examination from 2020

SPECIMEN PAPER

2 hours



You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **all** the questions on **one** option only.
Option A: Nineteenth century topic
Option B: Twentieth century topic
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [].

This document has **12** pages. Blank pages are indicated.

Option A: Nineteenth century topic**HOW FAR WAS CAVOUR IN CONTROL OF EVENTS IN 1859–60?**

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

Background Information

The years 1859–60 are often seen as crucial for Italian unification. However, historians have disagreed over how far Cavour was in control of events in these years. There is also disagreement over whether he had a master plan for Italian unification, or whether he was more interested in adding to Piedmont's power. Who was in control when Cavour and Napoleon III met in 1858 and agreed to provoke Austria into war? How far did Garibaldi's successes in Sicily and Naples seize the initiative and force Cavour to embrace unification?

In the years 1859–60, how far was Cavour in control of events?

SOURCE A

The year 1860 saw the birth of a united Italy. Within a few months Piedmont had more than doubled its size. Few people were more surprised at this achievement than Cavour, its chief architect, and few more disappointed than Mazzini and Garibaldi. In 1860 there had existed two conflicting centres of policy-making, one of them being at Turin where Cavour was Prime Minister, the other at Palermo and Naples where Garibaldi ruled as revolutionary dictator. Cavour was eventually able to impose his own solution, but he succeeded only because his radical opponents first broke free from his leadership and then forced him into actions that he had neither intended nor even foreseen.

In my opinion the contribution made by Garibaldi to the successes of 1860 has been underrated, but this does not diminish Cavour's greater achievements. The year 1860 was the most difficult of his life, when the initiative had fallen into the hands of his political enemies. What he succeeded in doing was to make the best of circumstances that were largely against him. Cavour's main contribution to Italian unification was as a diplomat, because he better than anyone understood how to exploit the rivalries between countries in Europe, thus the alliance with France. It is in no sense discreditable to suggest that he spent much of the time feeling his way, sometimes following contradictory policies until the time came when he could choose and make a decisive move.

Until 1860 Cavour had been unenthusiastic about the idea of a united Italy. His native language was French, not Italian, and he knew little about the rest of Italy. His own preference was for an enlarged Piedmont becoming the centre of a kingdom of northern Italy. Only in 1860 did he begin to understand that a united Italian state under Piedmontese and conservative direction would be practical politics. It was the urgent need to defeat Garibaldi that finally made this a necessary solution.

From a book published in 1954.

SOURCE B

Garibaldi alone was committed to a united Italy from start to finish. Napoleon III was not, Cavour was not. Garibaldi is fundamental to the unification process. It was he who forced Cavour to embrace unification. Cavour knew nothing of the south and aimed only at an enlarged Piedmont. He did not envisage full unification until a much later date, possibly by another generation. Garibaldi's success transformed the situation. Cavour was opposed to Garibaldi's expedition and he saw Garibaldi's success as a threat to everything he had achieved. Garibaldi had to be stopped and the only way this could be done was to take over the Papal States and southern Italy. Cavour unified Italy not because he believed in a united Italy but to stop Garibaldi. It was a desperate gamble to preserve an enlarged Piedmont.

Once he had achieved unification he became a firm supporter of it but he was not its architect. He was not a planner, he was an opportunist and his schemes succeeded more by luck than design. For example, the alliance with France was not of his making. Unification was forced on him by Garibaldi's achievements.

From a book published in 2001.

SOURCE C

THE GIANT AND THE DWARF.

A cartoon published in Britain in June 1859. Napoleon III, on the left, is saying to King Victor Emmanuel, 'Bravo, my little fellow! You shall do all the fighting and we'll divide the glory.'

SOURCE D

Garibaldi is planning the wildest schemes. As he remains devoted to King Victor Emmanuel, he will not help Mazzini or republicanism. But he feels it is his duty to liberate all Italy, stage by stage, before turning it over to the King. He is thus putting off the day when Sicily will demand annexation to Piedmont, for he wants to keep the dictatorial powers which will enable him to raise an army to conquer first Naples, then Rome. The government here has no influence on him. We must therefore prevent Garibaldi from conquering Naples, and we must try and annex Sicily as soon as possible. Were Garibaldi to become master of Naples we would not be able to stop him from compromising us with France and Europe. If the Bourbons have to fall, it should not be by Garibaldi's actions.

A letter from Cavour to Costantino Nigra, July 1860. Nigra was a Piedmontese diplomat working for Cavour in Paris.

SOURCE E

As to Garibaldi's expedition to Sicily, Cavour said exactly these words: 'Well and good. Begin at the south in order to come north. When it is a question of actions of that kind, however bold they may be, you can rely on my support.' Those were his precise words. He promised to help the expedition, provided the part played by the government was completely concealed.

Giuseppe Sirtori speaking in the Italian Parliament in 1863. Sirtori was Garibaldi's chief of staff and was with him during his conquest of Sicily and Naples. He represented Garibaldi in discussions with Cavour.

SOURCE F

Several times Cavour mentioned the possibility of Italian unity, and what he said to me was this:

I have always favoured a federal system. I have never recoiled from the extreme but inevitable result of a federation, namely the establishment of a republic. After the armistice of Villafranca, however, federalism was no longer possible. So I came to believe that the only possibility was a unitary and monarchical state.

Cavour possesses a gift for intrigue and in the last few days he has recovered his lost self-confidence. The day he throws off the mask to deal openly with the conqueror of the Two Sicilies, he will put himself at the head of an all-powerful liberal party.

A letter from Baron Talleyrand, French ambassador at Turin, to the French Foreign Minister, August 1860.

SOURCE G

Our policy must be conservative. We do not want to uproot society and disturb civil order. How should we have reacted to recent events at Naples? Should we have allowed the germs of revolution which we had destroyed in northern Italy to multiply elsewhere? No, we could not.

By seizing the direction of political events in southern Italy, the King and his government prevented our wonderful Italian movement from degenerating, they prevented the factions which did us so much harm in 1848 from exploiting the emergency conditions in Naples after its conquest by Garibaldi. We intervened to allow the people of southern Italy to decide freely on their fate.

Cavour speaking to the Piedmontese Parliament, October 1860.

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. [8]

3 Study Sources D and E.

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

4 Study Source F.

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

5 Study Source G.

Why did Cavour make this speech? 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 in the years 1859–60 Cavour was in control of events? Use the sources to explain your answer. [12]

Option B: Twentieth century topic**HOW FAR WAS THE LEAGUE OF NATIONS A FAILURE?**

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

Background Information

The League of Nations faced many difficult problems after its establishment in 1919. Its critics claim that it achieved little and point to the fact that another world war broke out in 1939. Its defenders argue that although it did eventually fail to prevent another world war, it had several successes. Overall, how far was the League of Nations a failure?

SOURCE A

It became clear very quickly that the League would be just an addition to existing international relations mechanisms and often one to be kept at arm's length; Britain and France had no intention of allowing the Treaty's enforcement to become a League responsibility. It is also not clear whether the 'new diplomacy' achieved different results than the 'old' diplomacy might have done in similar circumstances.

The League, however, did have its uses. Handing over the government of Danzig and the Saar to the League solved tricky problems. The League's beneficial role in inhibiting slavery, international prostitution and the trading of drugs, in promoting the protection of refugees, and preventing and controlling disease, was acknowledged. It enjoyed successes in the Swedish-Finnish quarrel over the Aaland Islands in 1920 and in the Greece-Bulgaria dispute of 1925, but significantly, both were in accessible parts of Europe, were between minor states, and did not involve the direct interests of a great power.

The League was much less effective where any of these criteria did not apply. It was in Abyssinia in 1935 that the demands of the old and new diplomacies came into sharpest conflict. The circumstances meant that the credibility of the League and the 'new' diplomacy became linked with the response to this problem. The lessons were painful. The League had ended in failure. It had been based on too many paradoxes: the attempt to create collective security in a world of sovereign national states and the hope of international democracy in a world dominated by great powers. After Abyssinia the League became an increasing irrelevance.

From a history book published in 2010.

SOURCE B

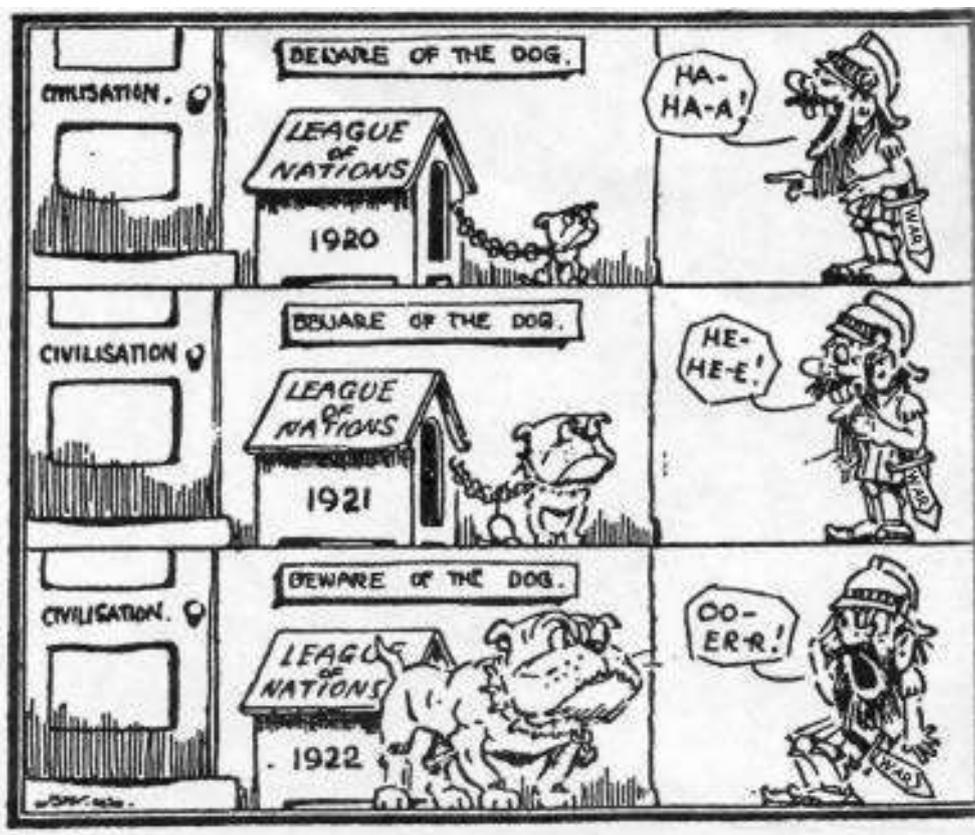
The League appeared to many to offer the best alternative to the balance-of-power approach that had failed so badly in 1914. But it was not the League that Wilson had planned. It was not a substitute for great-power politics, as he had intended, but rather just additional to it. It always operated within prescribed limits and its success depended on the willingness of the powerful states to use it.

The League moved quickly after it was established. The first dispute successfully resolved was between Finland and Sweden. It also speedily resolved the conflict between Bulgaria and Greece. If most of the League's successes involved small states, the clash between Britain and Turkey over oil-rich Mosul in 1924 suggested that the Council's procedures could be used to keep the peace in matters involving a great power. The failure over the Italian invasion of Abyssinia was due to Britain and France, rather than the League.

Nor was the failure of various international conferences such as the World Economic Conference of London in 1933 the fault of the League of Nations. The framework for international cooperation was still fragile but the activities of the League appeared with the passage of time to be a contribution to the shaping of the contemporary world. The League was a forerunner of a new world order based on international cooperation. It embodied the new ideas that characterised the twentieth century. It is hoped the ideal of world peace – the ideal of the League – will become the dominant feature of the twenty-first century.

From a history book published in 2011.

SOURCE C



A British cartoon published in 1920.

SOURCE D



"JUST THEN CAME DOWN A MONSTROUS DOVE
WHOSE FORCE WAS PURELY MORAL,
WHICH TURNED THE HEROES' HEARTS TO LOVE
AND MADE THEM DROP THEIR QUARREL."

A British cartoon published in November 1925.

SOURCE E



A British cartoon published in December 1931.

SOURCE F

I would like to speak about the League and the policy of collective security which we have whole-heartedly supported with such disappointing results. The dispute between Italy and Abyssinia was a perfect opportunity for the exercise of that policy. It has been tried based on sanctions and it has failed to prevent war, failed to save the victim from the aggressor.

The other day the President of the League of Nations said that if we were to pursue the policy of sanctions it was still possible to preserve the independence of Abyssinia. That seems to me to be madness. We must admit we have tried to impose upon the League a task which was beyond its powers to fulfill. It is time to limit the functions of the League so that they match with its real powers. But if the League is to be limited in that way it must be admitted that it could no longer be relied upon to secure the peace of the world.

From a speech by Neville Chamberlain, a leading member of the British government, June 1936.

SOURCE G

There exist inside the League two ideas about how best to preserve peace. There is the idea that when a state announces a foreign policy based on aggression and invading other countries' frontiers, the League has the duty of declaring that it will fight such a policy with every means at its disposal.

There is, however, another idea that the aggressor should be treated with consideration and that negotiations should be carried out with the assurance that no collective action will be carried out. Unfortunately, this is the policy that has so far been followed and it has as its consequences three wars and threatens to bring us a fourth.

*Maxim Litvinov speaking at the League of Nations Assembly, September 1938.
Litvinov was in charge of Soviet foreign policy.*

SOURCE H

It is common to speak of the failure of the League. Is it true that all our efforts for those twenty years have been thrown away? The work of the League is unmistakably printed on the social, economic and humanitarian life of the world. But above all that, a great advance was made in the international organisation of peace. For the first time an organisation was constructed to abolish war. An Assembly representing some fifty peace-loving nations.

For ten years the League advanced. Our balance-sheet is not altogether unfavourable. In the essential task of maintaining peace it succeeded during a number of years. It succeeded as long as the governments of the Great Powers supported it and as long as, in the background, there was the possibility that their force would be put at the service of its decisions. During a number of years the League of Nations settled various grave disputes such as the Aaland Islands, all of them involving areas which might have become battlefields if the League had not settled them.

From a speech by Seán Lester, Secretary-General of the League of Nations. He was speaking to the Assembly during the last session of the League in 1946, when it dissolved itself.

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.

How similar are these two cartoons? Explain your answer using details of the sources and your knowledge. [8]

3 Study Source E.

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

4 Study Source F.

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

5 Study Sources G and H.

How far does Source G prove that Source H is wrong? 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 the League of Nations was a failure? Use the sources to explain your answer. [12]

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Option A, Source C	© <i>The Giant and the Dwarf</i> ; 11 June 1859; Punch Ltd; http://www.punch.co.uk
Option B, Source A	© A Sharp; <i>The Versailles Settlement: Aftermath and Legacy 1919-2015</i> ; Haus Publishing Ltd; 2015.
Option B, Source C	© T Rea & J Wright; <i>International Relations 1914-95</i> ; Oxford University Press; 1997.
Option B, Source D	© <i>Balkandum and Balkandee</i> ; 1925; Punch Ltd; http://www.punch.co.uk
Option B, Source E	© Ref: DL0611; David Low; <i>Old Low's almanac Prophecies for 1932</i> ; 1931; British Cartoons Archive; https://www.cartoons.ac.uk

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HISTORY

0470/04

Paper 4 Alternative to Coursework

For examination from 2020

SPECIMEN PAPER

1 hour



You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

INSTRUCTIONS

- Answer **one** question from your chosen Depth Study.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

INFORMATION

- The total mark for this paper is 40.
- The number of marks for each question or part question is shown in brackets [].

This document has 4 pages. Blank pages are indicated.

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

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

- 1 How important was Haig's leadership in determining the outcome of the Battle of the Somme? Explain your answer. [40]
- 2 How significant was the work of women in ensuring that Britain's 'Home Front' could cope with the demands of war? Explain your answer. [40]

DEPTH STUDY B: GERMANY, 1918–45

- 3 How important was the Great Depression as a reason for Nazi electoral success, 1930–33? Explain your answer. [40]
- 4 How significant was economic recovery as a reason for the lack of effective opposition to Nazi rule, 1933–39? Explain your answer. [40]

DEPTH STUDY C: RUSSIA, 1905–41

- 5 How important was the October Manifesto in the survival of the Tsar's regime between 1905 and 1914? Explain your answer. [40]
- 6 How significant were Lenin's April Theses as a reason for Bolshevik success by November 1917? Explain your answer. [40]

DEPTH STUDY D: THE UNITED STATES, 1919–41

- 7 How significant was the motor car as a cause of changes in US society in the 1920s? Explain your answer. [40]
- 8 How important was Hoover as a reason for Roosevelt's success in the 1932 presidential election? Explain your answer. [40]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 9 How important was the Cultural Revolution in enabling Mao to establish a personal dictatorship in China? Explain your answer. [40]
- 10 How significant was social reform in changing China in the 1950s? Explain your answer. [40]

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

- 11** How significant was Steve Biko in changing the nature of resistance to apartheid? Explain your answer. [40]
- 12** How important were economic problems as a reason for the end of minority rule in South Africa? Explain your answer. [40]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 13** How important was the Suez War of 1956 as a cause of the Six-Day War of 1967? Explain your answer. [40]
- 14** How significant was the expulsion of the Palestine Liberation Organisation (PLO) from Jordan in 1970 in determining the relations between the PLO and Arab states? Explain your answer. [40]

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HISTORY

0470/01

Paper 1

For examination from 2020

MARK SCHEME

Maximum Mark: 60

Specimen

This document has **72** pages. Blank pages are indicated.

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.

GENERAL INSTRUCTIONS**Applying the Mark Scheme**

- When marking a response the overall criterion to be considered should be – ‘How good is this response to this question?’
- The level descriptor should be used to decide the level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct level and given an appropriate mark within that level.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- If a candidate reaches a particular level they 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 how the Hungarian Revolution had ended by 1849.</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘In 1848, Kossuth addressed the Hungarian Diet.’ ‘He demanded independence for Hungary.’ ‘Kossuth demanded the immediate implementation of the 1847 reforms, which had already been agreed by the Diet.’ ‘Kossuth was a Magyar and believed that Croat and Slovak nationalism had no place in the new Hungary.’ ‘In April 1849, Kossuth declared Hungary an independent republic with himself as president.’ ‘The Croats reacted angrily to Kossuth’s suggestions.’ ‘The Croats invaded Magyar territory supported by the Austrians.’ ‘The Austrians asked the Russians to help defeat Kossuth’s forces.’ ‘Kossuth’s forces could not resist the troops of Tsar Nicholas I.’ ‘After the Hungarian surrender to the Russians, Kossuth fled.’ ‘The Hapsburgs regained control of Hungary.’ ‘Reprisals were taken against the Hungarian army, including executions.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
1(b)	<p>Why were attempts to unify Germany in 1848–49 unsuccessful?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘The Frankfurt Assembly struggled to build a nation state and a constitution at the same time. The President, Heinrich von Gagern, supported unification but insisted that the Assembly needed to gain the agreement of the monarchs, who were highly reactionary. When the position of German Emperor was offered to Frederick William IV, he refused it because it had not been offered by his fellow heads of state. He said the offer had come from ‘the gutter.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘There were many divisions in the Frankfurt Assembly.’ ‘The liberals wanted to draft a constitution.’ ‘The radicals wanted a law making parliament.’ ‘It needed to decide whether Germany should include Austria.’ ‘Frederick William IV turned down the crown as German Emperor.’ ‘Austria was able to re-assert its influence.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Indecision and lack of organisation at Frankfurt.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
1(c)	<p>‘The revolutions across Europe in 1848–49 failed because revolutionaries were not united in their aims.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘Both Croat nationalists and Magyar nationalists wanted to win their independence from Austria. The revolution in Hungary, led by Kossuth, looked as though it would be a success, but the Magyars fought the Croats. As a result, the Austrians with the Russians crushed the revolution.’</p> <p>OR</p> <p>e.g. ‘The revolutionaries were not militarily powerful enough to defeat the Austrian forces under Windischgratz and Radetsky. This showed itself against Charles Albert and Kossuth. The Tsar was willing to provide forces because he feared the spread of insurrection into his own Polish provinces.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘The clash of aims made success impossible.’ ‘Popular enthusiasm was short-lived.’ ‘Demands were initially agreed to and then power regained.’ ‘The armed forces were able to defeat the revolutionaries.’ ‘Some wanted a new constitution while others wanted a nation state.’ ‘There were squabbles between Magyar and Croats.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Most revolutionaries lacked support and organisation.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
2(a)	<p>What actions were taken to improve the strength of the Prussian army in the 1860s?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘Von Roon was appointed as Minister of War.’ ‘Von Moltke was appointed Chief of Staff.’ ‘They enlarged and reorganised the Prussian army.’ ‘They had more regiments and more equipment.’ ‘They set up a General Staff to organise the army.’ ‘It also planned its methods of fighting.’ ‘The General Staff encouraged subordinate commanders to take responsibility for decisions.’ ‘Prussian soldiers spent 2 years with the colours, 4 years with the reserves and 5½ years with the militia.’ [2 marks] ‘This produced a field army of 500 000.’ ‘It produced a vast reserve of trained men.’ ‘They introduced new weaponry including the needle-gun and improved field artillery.’ [2 marks]</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
2(b)	<p>Why was there a war between Prussia and France in July 1870?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘It was suggested in 1870 that Prince Leopold should take the crown of Spain. France left Prussia in no doubt that this was unacceptable. Gramont, the French foreign minister, wanted to humiliate the Prussians by asking for a guarantee that the claim would not be renewed. Bismarck published a version in German newspapers making the telegram look insulting to the French. Public opinion pushed Napoleon into war.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘France believed promises had not been met over rewards for neutrality in the Austro-Prussian War.’ ‘There was an issue over the candidature for the Spanish Crown.’ ‘Napoleon did not want a Hohenzollern on the Spanish throne.’ ‘Bismarck initially withdrew Leopold.’ ‘Gramont would not let the matter rest and wanted a permanent assurance.’ ‘Bismarck insulted the French through adjusting the Ems telegram.’ ‘The French public demanded war.’ ‘Emotions were stirred up by the French press.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was a long-running dispute.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
2(c)	<p>‘Bismarck was successful because he was prepared to use force.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘Bismarck supported von Roon’s and Moltke’s military reforms which meant he had the most powerful army in Europe. Bismarck defeated the Austrians which effectively meant Austria was not part of Germany. He defeated France to unite the southern states with Prussia.’</p> <p>OR</p> <p>e.g. ‘Bismarck was successful in defeating France because he gave Austria a lenient peace treaty, which meant Austria remained neutral in the war against France. Bismarck had also negotiated neutrality with Russia. This meant Bismarck could fight one country at a time.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘Bismarck selected those to fight carefully.’ ‘He only fought a country if Prussia would benefit.’ ‘He negotiated neutrality from other leading countries, such as Russia.’ ‘The military reforms were important.’ ‘The economic growth of Prussia was important.’ ‘The opposition did not have the same military strength as Prussia.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Bismarck increased the country’s military strength.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
3(a)	<p>What were the terms of the 1850 Compromise?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘California was admitted to the Union as a free state.’ ‘The slave trade was abolished in the District of Columbia.’ ‘Slavery could still exist in the District of Columbia.’ ‘The Territory of Utah was organised under the rule of popular sovereignty.’ ‘The Territory of New Mexico was organised under the rule of popular sovereignty.’ ‘A harsher Fugitive Slave Act was introduced.’ ‘Texas gave up much of the western land which it claimed and received compensation of \$10 000 000 to pay off its national debt.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
3(b)	<p>Why was the South committed to slavery?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘With the invention of Eli Whitney’s ‘gin’ and the invention of textile machinery in Britain, there was a great demand for cotton. Growing cotton was labour intensive and cotton growers in the South made use of slave labour. Cotton owners said that it would not be profitable if they had to pay their labour.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘The slaves were needed in the cotton plantations.’ ‘Owners said they would not make a profit without slaves.’ ‘Many white Southerners believed they were superior to black people.’ ‘Some thought black people were put on earth to be slave labour.’ ‘Many Southerners believed that black people were like children and incapable of caring for themselves.’ ‘Slavery was a benevolent institution that kept slaves fed, clothed and occupied.’ ‘Slaves were needed in tobacco plantations and general farming.’ ‘They acted as domestic servants.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Slaves had been in the South since the seventeenth century.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
3(c)	<p>How beneficial to the South was reconstruction? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 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. The Basic Reconstruction Act of 1867 allowed military governors to form governments by universal suffrage.’</p> <p>OR</p> <p>e.g. ‘Carpetbaggers and scalawags were able to take control of the state governments in the South and impose their wishes which were often corrupt and spendthrift. Confederate leaders were disqualified from voting and old Confederate politicians could not stand for office.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘Initial representation did not happen.’ ‘Governments were elected by universal suffrage.’ ‘Carpetbaggers took advantage.’ ‘Ex-slaves were now free.’ ‘White Southerners took the law into their own hands.’ ‘The Ku Klux Klan would not accept black Americans as equal citizens.’ ‘Black people were discriminated against and were victims of racial prejudice.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Problems were not overcome.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
4(a)	<p>What economic advantages were gained by European countries from expanding their empires?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘It established trade.’ ‘It increased a country’s wealth.’ ‘Colonies produced raw materials and food products.’ ‘Colonies produced products unable to be grown in European countries.’ ‘These products included bananas, palm oil, cocoa and tea.’ ‘Colonies provided a market for manufactured goods.’ ‘These manufactured goods did not have restrictive import tariffs.’ ‘It gave an opportunity to invest surplus profits into new projects.’ ‘They provided coaling stations vital for trade.’ ‘Colonies provided administrative positions.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
4(b)	<p>Why did the Indian Mutiny take place?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘The Mutiny broke out among the ‘sepoys’ in the Bengal army of the East India Company who believed they were issued with bullets greased with cow or pig fat. This offended those following the Hindu and Muslim religions. The concerns of the sepoys were ignored.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘The British were trying to introduce reform.’ ‘Opposition had been growing for some time.’ ‘Lord Dalhousie tried to introduce his reforms too quickly.’ ‘The reforms ignored many Eastern customs and religious practices.’ ‘The views of Indians had been ignored.’ ‘Greased bullets brought matters to a head.’ ‘There were rumours that Indians would be forced to become Christians.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘The British were insensitive.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
4(c)	<p>In Africa, was the nature of British imperialism different to that of other countries? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘Britain allowed the establishment of private companies that were granted large territories to administrate in Africa. One of these was the British East Africa Company. Britain used indirect rule. They used indigenous African rulers within the colonial administration.’</p> <p>OR</p> <p>e.g. ‘The French used direct rule. The French removed traditional political authorities such as chiefs from power. The French stressed policies of assimilation, ‘civilising’ African societies so that they would be more like European society.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘The French wanted equals.’ ‘The French applied direct rule.’ ‘The British used indirect rule.’ ‘The British wanted control.’ ‘The Belgians wanted assets.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Different countries wanted different things from their colonies.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
5(a)	<p>What features of the Treaty of Versailles were shared by the other peace treaties of 1919–20?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘The War Guilt Clause.’ ‘An obligation to pay reparations.’ ‘A need to reduce armaments.’ ‘An acceptance of the Covenant of the League of Nations.’ ‘The defeated countries all lost territory.’ ‘All the treaties were diktats.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
5(b)	<p>Why were the German people unhappy with the Treaty of Versailles?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘The terms which meant a reduction in armaments brought a loss of pride and resentment. This also contributed to a feeling of insecurity as the proposed size of the army was thought to be too small to defend against a possible French attack.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘They were horrified at the harshness and injustice of the Treaty.’ ‘They did not think they should be treated like a defeated nation.’ ‘They were forced to sign the War Guilt Clause.’ ‘They objected to the diktat.’ ‘They thought the reparation payments were far too high.’ ‘To be deprived of industrial areas, such as the Saar.’ ‘They were not happy that many Germans were now in foreign countries, such as Poland.’ ‘They were not happy at losing their colonies.’ ‘They were unhappy that Germany was now in two parts.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Many thought they had only stopped fighting to make peace.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
5(c)	<p>Who was more satisfied with the Treaty of Versailles: Clemenceau or Lloyd George? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘Clemenceau was pleased that Germany’s economic power and military capacity had been reduced, although he failed to get the Saar Basin for France and he failed to get the Rhineland to be an independent state.’</p> <p>OR</p> <p>e.g. ‘Lloyd George was pleased that the reparations Germany had to pay were not as high as France wanted and this meant Germany was still in a position to trade with Britain. He was not happy, however, that German-speaking people were under the rule of other countries.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘Clemenceau was pleased to get back Alsace-Lorraine.’ ‘He was pleased that France would receive some German colonies.’ ‘He was unhappy he had to abandon the idea of an independent Rhineland.’ ‘He was unhappy that he could not split Germany into small states.’ ‘Lloyd George was pleased he had moderated Clemenceau’s approach to Germany.’ ‘He was pleased that the free navigation of the seas was abandoned.’ ‘He was pleased to extend the British Empire.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was a matter of give and take for both men.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
6(a)	<p>What were the consequences of the Spanish Civil War for peace in Europe?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘Hitler had tested his armed forces in conflict.’ ‘The Luftwaffe had practised and perfected dive-bombing techniques.’ ‘This could be considered a dress rehearsal for a full-scale European war.’ ‘Hitler succeeded in persuading Mussolini to abandon Britain and France.’ ‘Mussolini stated that Germany and Italy now formed the ‘Rome-Berlin Axis’.’ ‘The three years of war distracted diplomats and officials from the affairs of central Europe.’ ‘During this time, Hitler was able to take successful action over Austria and Czechoslovakia.’ ‘Britain and France started to rearm.’ ‘The League of Nations was again shown to be ineffective.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
6(b)	<p>Why did Hitler take Germany out of the League of Nations in 1933?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘When Hitler came to power, Germany had been in the League for six years. Germany was still not treated as an equal because no other country had disarmed to the extent that Germany had been forced to in the Treaty of Versailles. A Disarmament Conference was held, but this was soon after the Manchurian Crisis and almost no progress on disarmament was made. As a result, Hitler decided to leave the League because he stated that Germany was not being treated fairly.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘It was linked to the Treaty of Versailles.’ ‘It failed to deal with general disarmament.’ ‘Germany was the only country to have seriously disarmed.’ ‘Hitler did not think the League treated Germany fairly.’ ‘Hitler was already rearming.’ ‘Hitler followed the example of Japan.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Hitler did not think the League had been helpful to Germany.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
6(c)	<p>‘The policy of appeasement played a greater part in the outbreak of war in 1939 than did the Nazi-Soviet Pact.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘The fact that Britain and France did not stop Hitler from re-militarising the Rhineland encouraged Hitler to continue building up his forces beyond the Versailles limit and also to start demanding more territory such as Austria. Each step taken by Hitler, without action by Britain and France, gave him confidence that they would not intervene over Czechoslovakia and Poland.’ OR e.g. ‘The Nazi-Soviet Pact was bound to lead to war because some of the secret clauses meant that Poland would be taken over by Hitler and Stalin. Britain had warned Hitler that, if he invaded Poland, Britain would declare war.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘Appeasement boosted the self-confidence of Hitler.’ ‘Appeasement encouraged Hitler to make further demands for territory.’ ‘Britain and France gave away Czechoslovakia.’ ‘The Pact meant Hitler could fight on one front.’ ‘The division of Poland in the Pact meant Britain would declare war.’ ‘Stalin signed the Pact because he thought Britain and France would not stand up to Hitler.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Both contributed to the outbreak of war.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
7(a)	<p>What was the ‘domino effect’ in relation to Vietnam?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘President Eisenhower thought if Vietnam fell to communism, the surrounding countries would soon fall.’ ‘With the fall of China and North Korea to communism, the US thought Vietnam would be next.’ [2 marks] ‘It was important that the US supported South Vietnam so it did not fall to communism.’ ‘If it fell to communism, then Laos and Cambodia would be next.’ ‘There was a possibility that after those two, others would follow such as Thailand, Indonesia and Burma.’ [2 marks]</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
7(b)	<p>Why did Nixon find it difficult to withdraw from Vietnam?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘Nixon tried to force the end of the war by bombing Vietnam troop bases in Cambodia. These raids were carried out in secret but the bombing failed. In April 1970, Nixon sent in US troops to complete the mission. This was badly received at home and led to demonstrations, such as the one at Kent State University where four students were killed by National Guardsmen.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘Vietnamisation did not work.’ ‘Nixon had to extend the combat area into Cambodia.’ ‘Nixon couldn’t lose face and admit defeat.’ ‘He couldn’t be seen to be giving in to anti-war protests.’ ‘In 1965 the US government stated it was a just and vital war.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘US forces were losing the war.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
7(c)	<p>‘In Vietnam, Kennedy was more successful than Johnson.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘Kennedy attempted to stem Vietcong attacks by supporting the South Vietnamese army with equipment, such as helicopters, and military advisers. By 1963 there were 16 000 US military advisers in Vietnam. Kennedy did not commit US troops despite Vietcong successes.’</p> <p>OR</p> <p>e.g. ‘Johnson committed combat troops in 1965 and Operation Rolling Thunder to bomb North Vietnam and the Ho Chi Minh Trail. The use of Agent Orange and napalm showed that the US was struggling to gain any control. The Tet Offensive showed that the communists could still attack Southern cities including Saigon and even the American Embassy. The US was losing the war and Johnson did not seek a second term as president.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘Kennedy sent thousands of advisers for the South Vietnamese army.’ ‘Kennedy sent helicopters and aid to help the South Vietnamese army.’ ‘Johnson started bombing North Vietnam.’ ‘Johnson sent in American troops.’ ‘The Tet Offensive was a major blow to Johnson.’ ‘The massacre at My Lai made Johnson unpopular.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Kennedy did little to stop the communists.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
8(a)	<p>Describe the methods of control exercised by the Soviet Union over Hungary before the 1956 uprising.</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘The press, theatre, art and music were controlled.’ [2 marks] ‘There was no freedom of expression.’ ‘Soviet control of education taught a Communist version of history.’ ‘There was presence of Soviet troops.’ ‘The Soviet troops had to be paid for by the Hungarian people.’ ‘There were Russian street signs.’ ‘Many of the best goods made in Hungary went to the USSR.’ ‘The Hungarians were strongly Christian but the Church was persecuted.’ ‘Cardinal Mindszenty was imprisoned.’ ‘Any opposition to the Soviets was dealt with by the State Protection Group (AVO), the secret police.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
8(b)	<p>Why was Solidarity successful?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘Solidarity had the support of the Catholic Church. Elsewhere in Eastern Europe, Communist governments had tried to crush the Christian churches. In Poland, however, the strength of the Catholic religion meant that the government dared not confront the Catholic Church.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘Solidarity was strongest in industries that were the most important to the government.’ ‘It was successful because of the charismatic appeal of Lech Walesa.’ ‘Walesa was careful to avoid provoking a dispute which would bring in the Soviet Union.’ ‘Solidarity was very popular with half of all workers belonging to it.’ ‘Solidarity had the support of the Catholic Church.’ ‘Solidarity gained international support, especially in the West.’ ‘It highlighted inefficiency and corruption.’ ‘It highlighted the failure of Communism to provide good living standards.’ ‘It showed there were organisations capable of resisting a Communist government.’ ‘It showed ‘people power’ could threaten a Communist government.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Initially, Solidarity only wanted to improve living standards.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
8(c)	<p>‘The Berlin Wall was more advantageous to the Western allies than to the Soviet Union.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘The West used the Berlin Wall for propaganda purposes, asking why, if Communism was such an ideal system, it was necessary to cage people in East Berlin. In the context of the Cold War, this was positive propaganda for the capitalist system of the West.’</p> <p>OR</p> <p>e.g. ‘Those who were defecting from East Berlin to West Berlin were very often highly skilled workers or well-qualified managers. The Communist government could not afford to lose these high quality people and, therefore, built the Wall.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘The Wall kept skilled workers in East Berlin.’ ‘It stopped people fleeing from East Germany to the West via West Berlin.’ ‘The West used the Wall as a propaganda issue.’ ‘The West suggested Communism did not work if people wanted to leave.’ ‘It showed that West Berlin was prosperous.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Both sides used it for their own purpose in the Cold War.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
9(a)	<p>What problems occurred when tanks were first used in battle?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘They only moved at walking pace.’ ‘They were not manoeuvrable.’ ‘They often broke down.’ ‘Of the first 50 tanks used, 17 broke down before engaging the enemy.’ ‘The crew suffered from the nauseating stench of gas fumes.’ ‘Some got bogged down because of their weight.’ ‘Some got stuck in shell holes and trenches.’ ‘At least two of the tanks on the Somme fired on their own side.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
9(b)	<p>Why were aircraft important to military commanders on the Western Front?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘The pilots in reconnaissance aircraft watched for signs of enemy troops moving up to the front lines. They took photographs of enemy trenches. These helped the artillery to select their targets. A pilot was the first to detect the gap in the German armies as they approached the River Marne in September 1914.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘They were used for observation and reconnaissance.’ ‘They could detect troop movements.’ ‘They could spot gaps in the enemy’s lines.’ ‘They could be used to fight opposition planes.’ ‘They could stop the opposition’s reconnaissance aircraft taking photographs.’ ‘They could be used to bomb the opposition.’ ‘They could inform the artillery if they were on target.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘They helped the army.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
9(c)	<p>How far does General Haig deserve to be remembered as the ‘Butcher of the Somme’? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘The first day of the Battle of the Somme was the worst in the history of the British Army with over 20 000 deaths and 40 000 wounded. Haig would not change his tactics and insisted the full-frontal attacks must continue. He was bitterly criticised for throwing men at massed defences.’</p> <p>OR</p> <p>e.g. ‘Haig had warned politicians that the campaign would result in heavy losses. He believed that the objective of the Somme had been achieved. It saved Verdun. Many of Germany’s best troops were killed and injured and overall their losses were greater.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘Haig was not capable of changing his tactics.’ ‘His tactics cost thousands of lives.’ ‘Haig’s artillery bombardment warned the Germans of the attack.’ ‘Haig’s orders meant that they did not achieve a breakthrough.’ ‘His tactics committed German troops, which saved Verdun.’ ‘He did use tanks for the first time at the Somme.’ ‘His war of attrition on the German Army paid dividends later in the war.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was a battle Haig could not afford to lose.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
10(a)	<p>What were the terms of the Treaty of Brest-Litovsk?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘Russia lost a quarter of its population.’ ‘Russia lost a quarter of its industry.’ ‘Russia lost 90% of its coal mines.’ ‘Russia lost a third of a million square miles of land.’ ‘Russia lost Finland, Latvia, Lithuania, Estonia, Belarus and the Ukraine.’ ‘Russia had to return to the Ottoman Empire all Turkish lands gained in the Russo-Turkish War of 1877–78.’ ‘Russia had to pay a fine of 300 million gold roubles.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
10(b)	<p>Why did Russia leave the war in 1918?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘The Russian Army had suffered some huge losses in battles. This sapped morale and led to mutinies and desertion. Even when an Offensive went well under Brusilov, it soon finished in defeat with half a million casualties. By 1918, Russian forces had suffered enough with poor leadership, lacking food and weapons and heavy casualties.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘Russian soldiers were not strong enough to defeat the German military.’ ‘The Russian Army was badly led by the Tsar.’ ‘There were numerous mutinies and mass desertions.’ ‘The Russian forces were short of essential supplies including food and weapons.’ ‘The Bolsheviks had no intention of continuing the war against Germany.’ ‘The Russians had suffered numerous heavy defeats.’ ‘The Russians had suffered massive casualties.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Russia lacked the motivation to fight.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
10(c)	<p>‘The main reason for British men joining the armed forces was patriotism.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘Most British soldiers signed up for ‘King and Country’. When the Army called for volunteers in the first two years, hundreds of thousands signed up. Whatever the horrors of war, most believed they were there to do a job for their country and that the job was worth doing well.’</p> <p>OR</p> <p>e.g. ‘Many men had failed to find employment for long periods of time before the war. This was an opportunity to earn regular money and send it back to their families. In the Army they were taught skills which could be used in employment after the war.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘Fighting for King and Country.’ ‘For those unemployed, it gave them a paid job.’ ‘Some wanted excitement.’ ‘Many joined because their friends joined and helped form the Pals Battalions.’ ‘They enjoyed the comradeship.’ ‘It meant being able to travel, especially in the Navy.’ ‘Conscription meant you had to join.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘It would be over by Christmas.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
11(a)	<p>What were concentration camps?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘They were large-scale prisons for critics and opponents of the Nazi regime.’ ‘Other groups were sent there such as beggars, tramps, gypsies and the work-shy.’ [2 marks] ‘Later Jews, Socialists, Communists, trade unionists and churchmen became inmates.’ [2 marks] ‘The first camps were in disused factories and warehouses.’ ‘Dachau, near Munich, was the first purpose-built camp.’ ‘The camps were usually in isolated rural areas.’ ‘They were run by SS Death’s Head units.’ ‘Prisoners were forced to do hard labour.’ ‘It was slave labour in quarries, in agriculture and forestry.’ ‘Food was limited and prisoners suffered harsh discipline.’ ‘There were beatings, torture and even deaths.’ ‘As Germany conquered territory, concentration camps were set up there, such as in Poland.’ ‘Some concentration camps turned into extermination camps and were used to exterminate the Jews.’ [2 marks]</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
11(b)	<p>Why did Kristallnacht (Night of Broken Glass) occur?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘Although Kristallnacht was caused by the murder of a German diplomat by a Jew, it was part of a sustained and relentless plan to persecute Jews. Every year since 1933, except Olympic Year, had seen legislation or directives against Jews, such as the Nuremberg Laws. In 1938, there was a serious increase in anti-Jewish policies, such as Jewish children were excluded from German schools and universities. This culminated in Kristallnacht in November 1938.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘It was caused by the murder of a German diplomat in Paris by a Jew.’ ‘It was revenge for the murder.’ ‘It was an anti-Jewish protest.’ ‘It was a way of destroying Jewish businesses and synagogues.’ ‘It was an excuse to murder and imprison Jews.’ ‘It was part of Hitler’s anti-Jewish propaganda to turn the German people in favour of his policies.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was part of Nazi policy.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
11(c)	<p>‘By the end of the 1930s, Hitler’s control of Germany was based on oppression.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘The Nazis ran a police state. Any opposition or dissent was dealt with by the Gestapo and the SS. If a person did not show their loyalty to Hitler, they could be detained in the concentration camps, the first of which was opened within a year of Hitler taking power.’</p> <p>OR</p> <p>e.g. ‘There was a genuine sense of patriotism amongst many Germans in the 1930s. Many were proud of the achievements of Nazi Germany, which had full employment and excellent public facilities and road networks. Their pride was shown in the 1936 Berlin Olympics.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘It was a one party state.’ ‘The Nazis used the SS and the Gestapo to keep order.’ ‘The judges swore an oath to Hitler.’ ‘There were concentration camps.’ ‘Hitler had solved unemployment.’ ‘There was pride in Germany.’ ‘Workers liked the ‘Strength through Joy’ scheme.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Many were loyal to Hitler because of his achievements.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
12(a)	<p>What was the ‘Final Solution’?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘It was a Nazi Plan.’ ‘The plan was to exterminate the Jews during the Second World War.’ ‘It was a policy of deliberate and systematic genocide across German-occupied Europe.’ ‘It was formulated by the Nazi leadership in January 1942.’ ‘It was made at Wannsee Villa near Berlin in a meeting chaired by Heydrich.’ ‘With this decision, extermination camps such as Auschwitz and Treblinka were fitted with permanent gas chambers.’ [2 marks] ‘The extermination was carried out by the SS.’ ‘Many historians have stated that the Final Solution started with the invasion of Russia in 1941.’ ‘Then mobile SS units committed mass murders of Jews.’ ‘Nearly 6 million Jews were exterminated.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
12(b)	<p>Why were some women unhappy with life under the Nazi regime?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘During the Weimar years, women had been encouraged to get fully educated and take up fulfilling careers. Now many women doctors, civil servants, lawyers and teachers were forced to leave their jobs and stay at home with their families. Many resented this as a restriction on their freedom and a waste of years of training.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘It was a male-dominated regime.’ ‘It was expected that their job was to raise children and run the house.’ ‘Many women did not like the insistence on traditional dress for women.’ ‘Many professional women were forced to leave their jobs.’ ‘Discrimination against women applicants for jobs was encouraged.’ ‘Schoolgirls were discouraged from going into higher education.’ ‘Women were deprived of the vote.’ ‘In the late 1930s, the Nazis needed women to work.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘The liberal views of the Weimar years were lost.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
12(c)	<p>‘The standard of living in Germany improved under the Nazis.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘Most Germans felt that, until war broke out in 1939, their lives had improved since the days of the Great Depression. The major improvement came with the reduction of unemployment from six million to a few hundred thousand. Those in work had the benefit of the Strength through Joy organisation.’</p> <p>OR</p> <p>e.g. ‘Those whose standard of living declined were those who were considered to be non-Aryan and those who challenged the Nazi ideology. These included Jews, gypsies, committed Communists and Socialists, Christians and members of most religious sects.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘There were huge improvements in employment.’ ‘There were benefits in the Strength through Joy organisation.’ ‘Farmers enjoyed price guarantees.’ ‘Hitler created a ‘feel good to be German’ factor.’ ‘Wages did not rise significantly.’ ‘Trade unions were outlawed.’ ‘The war led to a steady decline in living standards.’ ‘Food rationing started in September 1939.’ ‘By 1945, Germans were scavenging for food from rubbish tips.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘For most, the standard of living did improve until the war broke out.’</p>	10

Question	Answer	Marks
12(c)	Level 0 [0 marks] No evidence submitted or response does not address the question	

Question	Answer	Marks
13(a)	<p>What part did religion play in the Tsarist autocracy?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘Much of the population belonged to the official Orthodox Church.’ ‘The Orthodox Church was closely linked to the Tsar.’ ‘The Church supported the way the Tsar ruled.’ ‘It taught that the Tsar was the head of the country and head of the Church.’ [2 marks] ‘He was considered God’s chosen representative on earth.’ ‘The Church taught that it was a sin to oppose the will of the Tsar.’ ‘Other churches did not recognise him as head of their church or religion.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
13(b)	<p>Why was there continuing discontent with Tsarist rule after the 1905 Revolution and up to the outbreak of war in 1914?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘Nicholas dismissed early the first two Dumas when concessions were demanded by members. The Tsar often dismissed the elected ministers as he did not agree with what they wanted. The third and fourth Dumas lasted longer but they had no power to make the Tsar change his policies. The limited impact of the Dumas meant Russia was heading back towards its undemocratic past.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘The Dumas achieved very little.’ ‘Nicholas introduced the Fundamental Laws.’ ‘Stolypin used the ‘carrot and stick’ approach.’ ‘There was repression.’ ‘Opponents were exiled, imprisoned or hanged with ‘Stolypin’s necktie’.’ ‘The Okhrana’s powers were increased.’ ‘The influence of Rasputin was considered corrosive.’ ‘Russia was poorly prepared for war.’ ‘Conditions for workers in the towns and cities did not improve.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Tsar had not learned the lesson from 1905.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
13(c)	<p>How important was the First World War in the downfall of Tsar Nicholas II? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘In 1915, Nicholas assumed command of the army on the Eastern Front. This linked the Tsar to the country’s military failures and massive casualties. The effects of the war left the Russian people starving, demoralised by the casualties and angry at the government for forced grain requisition and shortages. The war revealed the failings in the Tsar’s leadership.’</p> <p>OR</p> <p>e.g. ‘When the Tsar went to the front, the Tsarina took responsibility for domestic policy. She was an unpopular figure because she was German and she disliked Russia. Rasputin was equally unpopular because of his private conduct and yet served as her adviser. Ministers were dismissed in rapid succession.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘There were millions of Russian casualties.’ ‘The Tsar assumed responsibility for leading the Army.’ ‘There were mutinies and desertions.’ ‘There were food shortages and high prices.’ ‘The Tsarina was left to run the country.’ ‘Rasputin influenced the Tsarina.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘The war highlighted the existing problems in Russia.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
14(a)	<p>What was the ‘cult of Stalin’?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘The propaganda machine pushed Stalin into every aspect of the Soviet people’s daily lives.’ ‘This created an image of Stalin.’ ‘Portraits, photographs and statues were everywhere celebrating Stalin’s image.’ ‘Regular processions were held in towns praising Stalin.’ ‘Places were named after him.’ ‘There were 16 cities named after him in Soviet-controlled countries.’ ‘Stalin was made out to be a super-being, almost god-like.’ ‘Children were taught that Stalin was the ‘wisest man of the age’.’ ‘His birthday was celebrated by the nation every year.’ ‘History books were rewritten making Stalin and Lenin the only heroes of the Revolution.’ ‘The cult of Stalin was made greater by success in the Second World War.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
14(b)	<p>Why were the Purges disastrous for the Soviet Union?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘In the purge of the Red Army in 1937–38, three out of five marshals were purged, fourteen out of sixteen army commanders and 37 000 officers were either shot or imprisoned. As a result, when Hitler invaded in 1941, one of the key problems of the Red Army was a lack of good quality, experienced officers.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘They removed experienced officers in the Army.’ ‘The navy lost every one of its admirals.’ ‘The leadership of the forces was inexperienced when facing Hitler.’ ‘Much experience was lost in industry with the loss of many engineers.’ ‘Many talented lecturers were lost in the universities.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Purges swept away millions of talented people.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
14(c)	<p>‘It was Stalin’s use of his power within the Communist Party that ensured his success in the leadership contest.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘Stalin was extremely clever in using his power within the Communist Party. He took on many boring but important jobs such as Commissar for Nationalities and General Secretary. He used these positions to put his own supporters into important posts and even to transfer supporters of his opponents to remote postings.’</p> <p>OR</p> <p>e.g. ‘Trotsky wanted world revolution, putting all his efforts into supporting the working classes in other countries to stage their own revolutions. Stalin argued for ‘Socialism in one country’, suggesting that Russia should focus on cementing its own revolution to show what a model communist country would look like. Stalin’s idea gained most favour.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘Lenin’s Testament, which criticised Stalin, was not published.’ ‘Stalin argued for ‘Socialism in one country’, which was popular.’ ‘Stalin used his position of General Secretary of the Party.’ ‘He planted supporters in important posts.’ ‘Trotsky wanted world revolution.’ ‘Trotsky underestimated Stalin.’ ‘Trotsky did not turn up to Lenin’s funeral.’ ‘Stalin appeared as the chief mourner.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Stalin picked off his rivals one by one.’</p>	10

Question	Answer	Marks
14(c)	Level 0 [0 marks] No evidence submitted or response does not address the question	

Question	Answer	Marks
15(a)	<p>What policies did Republican governments follow in the 1920s to encourage industrial growth?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘Republicans believed that government should interfere as little as possible in the everyday lives of people.’ ‘This attitude is called “laissez-faire”.’ ‘The job of government was to leave the businessman alone to do his job.’ ‘The Republicans believed in import tariffs.’ ‘This made imports more expensive and protected US industries.’ ‘The Fordney-McCumber tariff made imported food expensive.’ ‘The Republicans kept taxes low.’ ‘If people had more money they would spend it on American goods.’ ‘The Republicans allowed the development of trusts.’ ‘These were huge super-corporations which dominated industry.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
15(b)	<p>Why was the development of assembly-line production important for the growth of the economy?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘Henry Ford’s moving assembly line revolutionised car production. By 1927, a Model T was coming off the line every ten seconds. This created thousands of well paid jobs directly. It also kept workers in other industries in employment. Glass, steel, leather and rubber were all required to build the new vehicles. It stimulated growth in the oil industry and in road building.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘It created employment.’ ‘It produced cheaper goods.’ ‘Consumer goods were within the range of more people.’ ‘It produced a wide range of products.’ ‘It improved people’s standard of living.’ ‘The moving assembly line in car production stimulated other industries.’ ‘Washing machines, fridges and radios became affordable.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘It produced goods for the mass market.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
15(c)	<p>‘The lives of all Americans improved in the boom years.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘Those with money or good jobs prospered from the economic boom. Mass production meant goods such as a car, fridge, vacuum cleaner, washing machine, radio and telephone were within reach of their income. The cost of living was falling with cheaper food and rising wages.’</p> <p>OR</p> <p>e.g. ‘Many groups did not share the prosperity because of a lack of employment, low wages or discrimination. Many Black Americans worked as sharecroppers, but with the slump in agriculture most were laid off. Many went north to find work, but most got low paid jobs and poor housing.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘The upper and middle classes prospered.’ ‘20% owned a car by 1929.’ ‘The cost of living fell during the 1920s.’ ‘60% lived below the poverty line.’ ‘Many farmers went out of business.’ ‘Many Black Americans were unemployed or on low pay.’ ‘Native Americans experienced prejudice and discrimination.’ ‘New immigrants suffered unemployment, low pay and discrimination.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘There was prosperity for some but poverty was rife.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
16(a)	<p>Describe the work of the Civilian Conservation Corps (CCC).</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘It was aimed at unemployed young men.’ ‘It provided unskilled manual labour jobs.’ ‘They could sign on for six months but this could be extended.’ ‘They were provided with shelter, clothing and food.’ ‘They were paid \$30 a month but \$25 had to be sent to their families.’ ‘Most of the work was done on environmental projects in national parks.’ ‘They planted millions of trees.’ ‘They built a network of service buildings and roadways in remote areas.’ ‘They made structural improvements to bridges.’ ‘They built fire look-out towers.’ ‘They worked on flood control by ditching and channel work.’ ‘They set up camping and picnic areas for the public.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
16(b)	<p>Why was there a Second New Deal in 1935?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘Roosevelt was concerned that progress was slow in overcoming unemployment and needed more immediate measures, such as the WPA. The Second New Deal was introduced, however, to produce a fairer and more caring society and these measures were more long term. This meant legislation such as the Social Security Act, which provided old age pensions and unemployment benefits based on an insurance scheme funded by taxes levied on workers and employers.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘Progress was slower than in Europe.’ ‘Roosevelt came under heavy criticism.’ ‘Huey Long suggested he could do much more.’ ‘Roosevelt wanted a fairer society.’ ‘Unemployment was stubbornly high.’ ‘He needed to do more for poor farmers.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Serious problems still existed.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
16(c)	<p>Republican opposition was a greater threat to the New Deal than was the Supreme Court.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘Republicans considered the New Deal as undermining the core values of the United States. They believed in minimal government intervention, low taxation, low government expenditure, self-help and individual responsibility. They thought Roosevelt was acting like a dictator.’ OR e.g. ‘The Supreme Court during the 1930s was made up of nine judges who were old, conservative and Republican. They had a natural dislike for the New Deal and declared both the NRA and AAA unconstitutional.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘Republicans thought Roosevelt was too powerful.’ ‘They thought the NIRA and the TVA were like Stalin’s economic planning.’ ‘They believed in as little government interference as possible.’ ‘The Supreme Court was made up of judges with Republican sympathies.’ ‘The Court declared parts of the New Deal unconstitutional.’ ‘Roosevelt failed to pack the Supreme Court with Roosevelt supporters.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘They were both Republican.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
17(a)	<p>Describe the Communist base at Jiangxi.</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘The Jiangxi Soviet was the largest component territory of the Chinese Soviet Republic.’ ‘It was an unrecognised state set up in 1931.’ ‘It was set up by Mao Zedong and Zhu De during the Chinese Civil War.’ [2 marks] ‘Ruijin was selected as the capital.’ ‘It had its own bank, printed its own money and collected taxes through its own tax bureau.’ [2 marks] ‘It had its own postal service and stamps.’ ‘It established schools.’ ‘It abolished outmoded practices such as arranged marriages.’ ‘It created peasant councils to help run local areas.’ ‘It developed a land redistribution policy which appealed to peasants.’ ‘Mao Zedong was Head of State and Head of Government.’ ‘It had a population of about 3 million.’ ‘The Chinese Red Army numbered about 140 000.’ ‘It was well equipped and trained in guerrilla strategies.’ ‘It had a strong code of discipline which respected the peasants.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
17(b)	<p>Why did Chiang Kai-shek plan the extermination campaigns of 1930–34?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘Chiang Kai-shek, along with other powerful rich landowners in China, was scared that the growth of Communism in China would be a direct threat to their power. Chiang had killed 300 000 communists in the Shanghai Massacre and in other cities. He now wanted to completely eradicate the Chinese Communist Party.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘Chiang wanted to get rid of the Communists in China.’ ‘The KMT felt threatened by the Soviet republic.’ ‘The campaign against the Communists had started earlier in Shanghai.’ ‘Chiang had time to tackle the Communists after defeating the war lords.’ ‘Chiang did not like the fact that the Communists were more popular with peasants than Chiang’s government.’ ‘The Communists occupied 30 000 square kilometres and controlled 3 million people.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Communists were a growing threat.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
17(c)	<p>‘It was the war with Japan that weakened the Nationalist government.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘The KMT lacked the determination to take positive action against the Japanese and this affected the views of Chinese peasants. The KMT lost control of significant parts of China which they had controlled in 1937. Chiang adopted scorched earth tactics and this brought misery to millions of Chinese peasants.’</p> <p>OR</p> <p>e.g. ‘It was the support for the Communists which weakened the KMT. The Communists fought hard using guerrilla tactics against the Japanese showing they cared for their country. During the war, the Communists took care to help peasants and this had an impact in the Civil War which followed.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘The KMT took foreign aid but used little of it against the Japanese.’ ‘The KMT did not significantly oppose the Japanese but withdrew.’ ‘The KMT lost peasant support because of their cruelty.’ ‘The Communists fought against the Japanese, showing their patriotism.’ ‘They treated the peasants well which gained popularity.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘The National Government was weakened by its lack of commitment.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
18(a)	<p>In what ways did China's relations with India between 1951 and 1965 affect Tibet?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. 'In 1951, India stated to China that it had no political claim over Tibet.' 'An agreement was signed between China and India recognising Chinese rule over Tibet.' 'In 1954, India and China signed an eight-year agreement on Tibet.' 'The agreement was called Panchshila.' 'It was founded on Five Principles of Peaceful Co-existence.' 'It was meant to promote understanding between China and India over Tibet.' 'During a border dispute between India and China in 1959, the Dalai Lama accused China of spreading communism in Tibet.' 'The Dalai Lama fled to India.' 'In 1965, China accused India of assisting rebels in Tibet.' 'As a result, cultural exchanges between China and India ceased to exist.'</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
18(b)	<p>Why was there a tense relationship between China and the United States before 1970?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘With US support, China’s seat at the United Nations was occupied by Chiang Kai-shek’s Taiwan. Several times it was proposed that China should be admitted to the UN, but each time the United States and its allies voted against it. It was not until 1971 that the majority voted for the admission of China and the expulsion of Taiwan.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘The US supported Chiang Kai-shek.’ ‘The US did not favour the spread of communism.’ ‘The US did not recognise the People’s Republic of China.’ ‘The US blocked China’s seat in the UN.’ ‘They were on opposing sides in the Korean War.’ ‘In Vietnam, China and the US supported opposing sides.’ ‘A trade embargo was imposed on China.’ ‘CIA agents encouraged a rising in Tibet in 1959 against Chinese control.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘The US did not support communist regimes.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
18(c)	<p>‘The most important reason for China becoming a world power by 1976 was its admittance to the United Nations.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘China had struggled to become a member of the UN because its place had been taken by Taiwan. The fact that it was given its place in the UN at the expense of Taiwan was a recognition that China was a world power.’</p> <p>OR</p> <p>e.g. ‘The sheer size of China made it a world power if not a superpower by 1976. With a population of nearly a billion, it was larger than India and four times larger than the USA or the USSR. The world’s largest country as regards population could not be ignored.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘It had a population of 1 billion.’ ‘Its population was four times bigger than the USA or the USSR.’ ‘It had tested its first hydrogen bomb.’ ‘It was capable of producing nuclear weapons.’ ‘It dominated most of Asia.’ ‘It had shown it could support its allies in Korea and Vietnam.’ ‘It defeated India in a brief clash over territory.’ ‘It could influence the world stage being in the UN.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘There were many reasons why it should be considered a world power.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
19(a)	<p>What changes during the Second World War were resented by some white people?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘Factories employed more black labourers.’ ‘Some black people took over skilled and semi-skilled jobs.’ ‘This meant more black people moved to the towns.’ ‘Black people often settled in squatter camps around the major urban centres.’ ‘Some laws and regulations were relaxed, such as the Pass Laws.’ ‘Black people pressed for further improvements in their conditions of work.’ ‘This led to boycotts, passive resistance and strikes.’ ‘Many white people thought these changes suggested cracks were appearing in the policy of segregation.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
19(b)	<p>Why were National Party policies appealing to Afrikaner voters in 1948?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘The policies were appealing to Afrikaners because apartheid strengthened segregation. This coincided with the Afrikaners’ viewpoint, supported by the Dutch Reformed Church, that Afrikaners were a chosen people destined to rule over black people and non-whites. These policies reinforced this belief.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘Apartheid was stronger than segregation.’ ‘Apartheid was more coherent, far-reaching and intense in its objectives.’ ‘It implied white control over the state.’ ‘It implied the greater importance of white interests over black interests.’ ‘The state felt no obligation to provide equal facilities for white people and non-whites.’ ‘Afrikaners thought they were a chosen people to rule over non-whites.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘It gave them all the advantages in society.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
19(c)	<p>How far had segregation been established by 1940? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘South Africa was highly segregated by 1940. White rule was exclusively for the benefit of white people and black people were treated as inferiors in every department of life – political, social and economic.’</p> <p>OR</p> <p>e.g. ‘Segregation and racial discrimination was not as complete as it was to become under apartheid. Although housing was segregated in the towns, during apartheid there was an attempt to force all black people to live in Bantustans or native rural areas.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘Membership of parliament was restricted to white men.’ ‘Black people were not allowed to buy or rent land outside their reservations.’ ‘There was segregated housing for white people and black people in town and city areas.’ ‘The freedom for black people to move at will was limited by the pass system.’ ‘Bantustans had not been established.’ ‘The pass system did not apply to women.’ ‘Marriage between black people and white people was not illegal.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was not as segregated as under apartheid.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
20(a)	<p>In what ways did Desmond Tutu show his opposition to apartheid?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘He denounced apartheid as ‘evil and unchristian’.’ ‘He campaigned in favour of equal rights for all South Africans.’ ‘He spoke in favour of a common education system.’ ‘He campaigned against the pass laws and the forced relocation to the Homelands.’ ‘He preached against apartheid from the pulpit as an Anglican priest.’ ‘He used his position as Bishop of Johannesburg and Archbishop of Cape Town to attack apartheid.’ ‘He spoke as Secretary-General of the South African Council of Churches against apartheid.’ ‘Tutu had a world-wide audience when expressing his views in favour of economic sanctions.’ ‘He stated that there should be reconciliation between all parties involved in apartheid.’ ‘He was awarded the Nobel Peace Prize.’ ‘He played a major role in persuading the white community that they would not become the victims of revenge if apartheid ended.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
20(b)	<p>Why were the actions of Chief Buthelezi controversial?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>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 Inkatha and the ANC sometimes escalated into violence that threatened to destroy the fragile relationship between Mandela and de Klerk. Mandela eventually persuaded Buthelezi to participate in the elections.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘He left the ANC and became Chief Minister of the Zulu homeland.’ ‘He was criticised as being a collaborator of the National Government.’ ‘In the 1970s, he called for the peaceful pursuit of political change.’ ‘He called for a Bill of Rights.’ ‘After 1990, he represented the Inkatha Freedom Party.’ ‘He supported the idea of a federal republic to protect the ethnic rights of the Zulus.’ ‘Some thought he was trying to protect his own personal political position.’ ‘He refused to take part in the negotiations leading up to the 1994 elections.’ ‘This caused violence between the ANC and IFP supporters.’ ‘Buthelezi changed his mind at the last moment.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘He was a divisive member of the anti-apartheid movement.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
20(c)	<p>‘De Klerk introduced changes in 1990 because he did not have any choice.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘De Klerk took the view that apartheid was effectively finished in South Africa. He thought this because of the appalling violence in the townships, the deteriorating economy and the absence of friends and allies abroad.’</p> <p>OR</p> <p>e.g. ‘In the 1989 general election, the Conservative Party polled 31 per cent. It was to the right of the National Party and wanted a return to full apartheid. Even within the National Party, there were members who believed that de Klerk was betraying the white people and wanted the government to fight for a military victory over the opposition.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘The Conservatives wanted apartheid to continue.’ ‘Some in the National Party wanted limited apartheid.’ ‘The security forces were happy to enforce apartheid.’ ‘De Klerk realised there was increasing violence.’ ‘He realised the economy was deteriorating.’ ‘There was no international support for apartheid.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘De Klerk was a political realist.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
21(a)	<p>Describe how Nasser took over the Suez Canal.</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘Nasser announced that the Suez Canal was ‘our Canal’.’ ‘Nasser decided that Egypt would nationalise the Canal and Egyptians would run it themselves.’ ‘Britain and France withdrew their Canal pilots, but the Egyptians kept the Canal running.’ ‘Egyptian forces occupied key positions in the Canal zone.’ ‘Nasser froze the assets of the Suez Canal Company and announced the compulsory purchase of its shares.’ [2 marks] ‘The Canal was closed to Israeli shipping.’ ‘The Straits of Tiran were closed to Israeli shipping.’ ‘Nasser ordered that the Gulf of Aqaba be blockaded.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
21(b)	<p>Why was Israel concerned about Nasser becoming President of Egypt?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘There was concern by Israel about Nasser becoming President of Egypt because he stated that he hoped to unite the Arab states under Egypt’s leadership and that he wanted to avenge Egypt’s and the Arab states’ defeat in the 1948 war against Israel and return Palestine to the Arabs. Nasser’s intentions seemed to threaten Israel.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘Nasser wanted revenge for an earlier defeat by Israel.’ ‘He brought leadership and some unity to the Arab states.’ ‘Nasser wanted arms from the USSR.’ ‘He allowed the Fedayeen to attack from Egypt.’ ‘He wanted to remove foreign powers from Egypt.’ ‘He wanted to take over the Suez Canal, hindering Israeli trade.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Nasser was considered a strong leader.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
21(c)	<p>How successful was Israel during the Suez Crisis? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘The speed of the Israeli victory over Egyptian forces in Gaza and Sinai had proved that the Israeli Defence Forces were the strongest in the Middle East. It had proved that it was able to inflict heavy defeats on its Arab rivals.’ OR e.g. ‘The Suez Crisis made many of the Arab states more anti-Western than ever. Britain and France had used Israel to try to overthrow Egypt’s government. Now Israel looked like an outpost of Western imperialism. The Arabs became more willing to seek Soviet aid.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘It had defeated the strongest military Arab nation.’ ‘The bases of the Fedayeen had been destroyed.’ ‘All Sinai had been occupied.’ ‘The blockade of the Tiran Straits had been removed.’ ‘The Arab states became united in their opposition to Israel.’ ‘Israel’s actions had persuaded Egypt to ask USSR for weapons.’ ‘Nasser retained power and was the figurehead for Arab opposition to Israel’.</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘Israel proved its strength.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

Question	Answer	Marks
22(a)	<p>To where, in 1948–49, did Palestinian refugees flee?</p> <p>Level 1 [1–4 marks] 1 mark for each relevant point; additional mark for supporting detail, maximum 2 marks per point made.</p> <p>e.g. ‘To refugee camps.’ ‘To other Arab states.’ ‘To the Gaza Strip and the West Bank.’ [2 marks] ‘To Jordan.’ ‘To Egypt.’ ‘To Lebanon.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
22(b)	<p>Why would Israel not allow Palestinian refugees to return to their homes in Israel?</p> <p>Level 4 [6 marks] Explains TWO reasons</p> <p>Level 3 [4–5 marks] Explains ONE reason</p> <p>(4 marks for one explanation; 5 marks for full explanation)</p> <p>e.g. ‘Around 700 000 Palestinian Arabs fled their homes by 1949. This gave the new nation of Israel considerable areas of land and houses for its increasing population of Jews. The Jews wanted as few Palestinian Arabs as possible within Israel so that it was a Jewish state with its own language and culture.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes reasons</p> <p>(1 mark for each identification/description)</p> <p>e.g. ‘Jews had occupied their homes.’ ‘It meant more land for the Jews.’ ‘It meant Jewish-dominated settlements.’ ‘Jews were trying to make it their homeland.’ ‘They thought there would be continued fighting.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Jews wanted Israel for themselves.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
22(c)	<p>How important was the first Intifada? Explain your answer.</p> <p>Level 5 [10 marks] Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 [7–9 marks] Explanation of both sides</p> <ul style="list-style-type: none"> • A L4 answer will have a minimum of three explanations (two on one side; one on the other). [7 marks] • Fuller explanation of one issue to be given 2 marks. • An answer which only has one explanation on one side of the argument cannot be awarded more than 8 marks. <p>Level 3 [4–6 marks] One-sided explanation OR One explanation of both sides [5–6 marks]</p> <p>More detailed explanation of one issue to be given 2 marks.</p> <p>e.g. ‘The Intifada did not improve the Palestinians’ miserable living conditions or end the occupation. Its leaders realised that there had to be a political solution such as recognising Israel and persuading the Israeli government to accept a Palestinian state.’</p> <p>OR</p> <p>e.g. ‘Worldwide publicity was given to the tear-gassing of demonstrators and the beatings of men, women and children. The world saw a powerful army let loose against civilians who were fighting for the right to govern themselves.’</p> <p>Level 2 [2–3 marks] Identifies AND/OR describes</p> <p>(1 mark for each point)</p> <p>e.g. ‘The Intifada took everyone by surprise.’ ‘It was spontaneous and unplanned.’ ‘Television and newspapers showed teenagers being shot by Israeli troops.’ ‘It brought much sympathy for Palestinians, even in the USA.’ ‘It did not bring any improvements in Palestinian living conditions.’ ‘The USA recognised the PLO.’</p> <p>Level 1 [1 mark] General answer lacking specific contextual knowledge</p> <p>e.g. ‘It showed the problems faced by the Palestinians.’</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	10

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Cambridge IGCSE[®]

HISTORY

0470/02

Paper 2

For examination from 2020

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **12** pages. Blank pages are indicated.

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.

Option A: Nineteenth century topic

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 [7 marks] Compares big messages Both Cavour and Garibaldi were vital to unification</p> <p>Level 4 [6 marks] Agreement and disagreement of detail or sub-messages</p> <p>Level 3 [3–5 marks] Agreement or disagreement of detail or sub-messages</p> <p>Agreements: Cavour was an opportunist, at first Cavour was not in favour of unification, unification was forced on him by Garibaldi, Cavour knew nothing about the south of Italy, eventually Cavour supported unification, Cavour was reacting to Garibaldi, Cavour achieved unification.</p> <p>Disagreements: in A Cavour was most important to unification, in B it was Garibaldi.</p> <p>Level 2 [2 marks] 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 [1 mark] Writes about the sources but makes no valid comparison</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	7

Question	Answer	Marks
2	<p>Study Source C. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.</p> <p>Level 5 [8 marks] Explains point of view of cartoonist Adds to Level 4 that Napoleon is being criticised</p> <p>Note: Just 'Napoleon is being criticised': place in Level 3.</p> <p>Level 4 [6–7 marks] Explains big message Napoleon is using Cavour (allow V Emmanuel/Piedmont) in his struggle against Austria</p> <p>Level 3 [3–5 marks] Sub-message explained e.g. Cavour is being duped (allow V Emmanuel/Piedmont), Napoleon is in control</p> <p>Level 2 [2 marks] Plausible misinterpretations</p> <p>Level 1 [1 mark] Surface description of source</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	8

Question	Answer	Marks
3	<p>Study Sources D and E. Does Source D prove that Sirtori was lying in Source E? Explain your answer using details of the sources and your knowledge.</p> <p>Level 5 [7–8 marks] Uses the provenance of source(s) to explain whether Sirtori was lying</p> <p>Level 4 [5–6 marks] Uses details of D to explain whether Sirtori was lying</p> <p>Level 3 [3–4 marks] Explains whether Sirtori was lying (only using E)</p> <p>Level 2 [2 marks] Valid analysis of source but fails to state whether Sirtori was lying OR Identifies something he was/was not lying about but not explained</p> <p>Level 1 [1 mark] Writes about sources but fails to address the question</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	8

Question	Answer	Marks
4	<p>Study Source F. Are you surprised by this source? Explain your answer using details of the source and your knowledge.</p> <p>Level 5 [7 marks] Answers based on the French position as stated in last two sentences</p> <p>Level 4 [5–6 marks] Answers based on what Cavour says</p> <p>Level 3 [3–4 marks] Answers based on internal logic or everyday empathy</p> <p>Level 2 [2 marks] Valid analysis of source but fails to state whether surprised or not Identifies what is/is not surprising but no valid explanation</p> <p>Level 1 [1 mark] Writes about source but fails to address the question</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	7

Question	Answer	Marks
5	<p>Study Source G. Why did Cavour make this speech? Explain your answer using details of the source and your knowledge.</p> <p>Level 6 [8 marks] Explains purpose in context of late 1860</p> <p>Level 5 [7 marks] Explains the purpose of the source (must have intended impact on audience)</p> <p>Level 4 [5–6 marks] Explains the big message The Italian movement is good but we must be in charge/it must not be allowed to be revolutionary</p> <p>Level 3 [3–4 marks] Explains context only – fails to explain message or purpose of source OR Explains a valid sub-message</p> <p>Level 2 [2 marks] Interprets source or describes the context – but not used as a reason for publication</p> <p>Level 1 [1 mark] Surface descriptions of the source</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	8

Question	Answer	Marks				
6	<p>Study all the sources. How far do these sources provide convincing evidence that in the years 1859–60 Cavour was in control of events? Use the sources to explain your answer.</p> <p>In addition to the use of sources described in the levels below, award up to 2 bonus marks for evaluation of sources (no more than 1 additional mark per source for evaluation).</p> <p>Level 3 [7–10 marks] Uses sources to support and reject the statement.</p> <p>Source use must be referenced 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 or does not support the statement.</p> <p>Note to examiners: Use ‘Y’ in the margin for each source use in support of the statement and ‘N’ for each source use rejecting the statement.</p> <p>Key</p> <table border="1" data-bbox="308 927 916 1032"> <thead> <tr> <th data-bbox="308 927 612 978">Yes</th> <th data-bbox="612 927 916 978">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 978 612 1032">A, B, D, E, F, G</td> <td data-bbox="612 978 916 1032">A, B, C, D, F</td> </tr> </tbody> </table> <p>Level 2 [4–6 marks] Uses sources to support or reject the statement</p> <p>Source use must be referenced 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 or does not support the statement.</p> <p>Level 1 [1–3 marks] No valid source use</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	Yes	No	A, B, D, E, F, G	A, B, C, D, F	12
Yes	No					
A, B, D, E, F, G	A, B, C, D, F					

Option B: Twentieth century topic

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 [7 marks] Compares big messages A is negative about the League and B is positive</p> <p>Level 4 [5–6 marks] Agreement and disagreement of detail or sub-messages</p> <p>Level 3 [3–4 marks] Agreement or disagreement of detail or sub-messages</p> <p>Agreements: the League was successful; over Sweden–Finland; and over Greece–Bulgaria (max of 2 marks); the League failed in Abyssinia; the League succeeded when small states were involved; the League was just an addition to existing power politics.</p> <p>Disagreements: in A it was not effective when great powers were involved, but in B it could be; in A it had become an irrelevance, while in B it still had enormous potential.</p> <p>Level 2 [2 marks] 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 [1 mark] Writes about the sources but makes no valid comparison</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	7

Question	Answer	Marks
2	<p>Study Sources C and D. How similar are these two cartoons? Explain your answer using details of the sources and your knowledge.</p> <p>Level 7 [8 marks] Compares cartoonists' points of view – in C approval of the League, e.g. it will be OK; in D mocking the League, e.g. it can only deal with small disputes</p> <p>Note: Unsupported answers or answers with invalid support that would normally be in Levels 4–7, place in Level 3.</p> <p>Level 6 [7 marks] Compares big messages</p> <p>Level 5 [5–6 marks] Explains big messages of source(s) – no comparison In C the League gets stronger over time; in D it is strong enough to deal with small disputes or it only dealt with small disputes OR C is a prediction about the League in the future; D is commenting on the League in a recent episode</p> <p>Level 4 [4 marks] Compares sub-messages</p> <p>Level 3 [3 marks] Explains sub-messages of source(s) – no comparison e.g. in C the League defends civilisation, war was a threat to the League, people dismissed the League, the League was strong/weak; in D Bulgaria and Greece were weak, the League was powerful</p> <p>Level 2 [2 marks] Compares provenance of sources</p> <p>Level 1 [1 mark] Surface description of sources</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	8

Question	Answer	Marks
3	<p>Study Source E. What is the cartoonist’s message? Explain your answer using details of the source and your knowledge.</p> <p>Level 6 [8 marks] Explains point of view of cartoonist Explicit statement that the cartoonist is condemning the League and predicting that Japan will get away with it</p> <p>Level 5 [7 marks] Explains the League will eventually cave in to Japan and Japan will get away with it</p> <p>Level 4 [5–6 marks] Explains the League has failed over Japanese invasion of Manchuria</p> <p>Level 3 [3–4 marks] Sub-message explained e.g. the League was weak, the League has no principles, the League turned a blind eye. These answers will not have context</p> <p>Level 2 [2 marks] Plausible misinterpretations</p> <p>Level 1 [1 mark] Surface description of source</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	8

Question	Answer	Marks
4	<p>Study Source F. Are you surprised by this source? Explain your answer using details of the source and your knowledge.</p> <p>Level 5 [7–8 marks] Cross-references to explain why not surprised by the source as a whole</p> <p>Level 4 [5–6 marks] Cross-references to explain why surprised by the source as a whole</p> <p>Level 3 [3–4 marks] Assertions based on everyday empathy or internal logic of the source OR Cross-references to check a point of detail in Source F (not dealing with the overall message of F)</p> <p>Level 2 [2 marks] Valid analysis of source but fails to state whether surprised or not OR Identifies something surprising/not surprising but no valid explanation</p> <p>Level 1 [1 mark] Writes about source but fails to address the question</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	8

Question	Answer	Marks
5	<p>Study Sources G and H. How far does Source G prove that Source H is wrong? Explain your answer using details of the sources and your knowledge.</p> <p>Level 5 [7 marks] Uses the provenance/purpose of G or H to explain whether Source H is wrong</p> <p>Level 4 [5–6 marks] Uses details of G to explain whether Source H is wrong</p> <p>Level 3 [3–4 marks] Uses cross-reference to explain whether Source H is wrong</p> <p>Level 2 [2 marks] Valid analysis of source but fails to state whether Source H is wrong OR Identifies something that is/is not wrong but not explained OR Answers based on undeveloped use of provenance</p> <p>Level 1 [1 mark] Writes about sources but fails to address the question</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	7

Question	Answer	Marks				
6	<p>Study all the sources. How far do these sources provide convincing evidence that the League of Nations was a failure? Use the sources to explain your answer.</p> <p>In addition to the use of sources described in the levels below, award up to 2 bonus marks for evaluation of sources (no more than 1 additional mark per source for evaluation).</p> <p>Level 3 [7–10 marks] Uses sources to support and reject the statement.</p> <p>Source use must be referenced 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 or does not support the statement.</p> <p>Note to examiners: Use ‘Y’ in the margin for each source use in support of the statement and ‘N’ for each source use rejecting the statement.</p> <p>Key</p> <table border="1" data-bbox="308 927 916 1032"> <thead> <tr> <th data-bbox="308 927 612 978">Yes</th> <th data-bbox="612 927 916 978">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 978 612 1032">A, B, D, E, F, G, H</td> <td data-bbox="612 978 916 1032">A, B, C, D, H</td> </tr> </tbody> </table> <p>Level 2 [4–6 marks] Uses sources to support or reject the statement</p> <p>Source use must be referenced 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 or does not support the statement.</p> <p>Level 1 [1–3 marks] No valid source use</p> <p>Level 0 [0 marks] No evidence submitted or response does not address the question</p>	Yes	No	A, B, D, E, F, G, H	A, B, C, D, H	12
Yes	No					
A, B, D, E, F, G, H	A, B, C, D, H					

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Cambridge IGCSE[®]

HISTORY

0470/04

Paper 4 Alternative to Coursework

For examination from 2020

MARK SCHEME

Maximum Mark: 40

Specimen

This document has **14** pages. Blank pages are indicated.

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.

Target: Assessment objectives 1 and 2		Marks
Level 5	<p>Candidates:</p> <ul style="list-style-type: none"> • Produce well-balanced and well-developed explanations that directly assess importance/significance to reach substantiated judgements and conclusions. • Select, organise and deploy effectively and relevantly a wide range of in-depth contextual knowledge to support explanations and conclusions. • Demonstrate a strong understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question. • Produce well-developed, well-reasoned and well-supported judgements/ conclusions. • Write with precision and succinctness, showing explicit structure and focus. 	33–40
Level 4	<p>Candidates:</p> <ul style="list-style-type: none"> • Produce balanced and partially developed explanations that assess importance/significance, although these may be implicit, to reach partially substantiated judgements and conclusions. • Select, organise and deploy effectively and relevantly contextual knowledge to support explanations and conclusions that will demonstrate some range and depth. • Demonstrate a sound understanding of the significance of the key features, reasons, results and changes of societies, events, people and situations relevant to the question. • Produce partially developed and partially supported judgements/ conclusions. • Write with precision and succinctness, showing structure and focus. 	25–32
Level 3	<p>Candidates:</p> <ul style="list-style-type: none"> • Produce balanced and developed descriptions that explicitly address the question OR produce one-sided, well-developed explanations that assess importance/significance. • Select, organise and deploy relevantly appropriate contextual knowledge to support descriptions/explanations and that will demonstrate some range and/or depth. • Demonstrate some understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question. • Produce unsupported judgements/conclusions. • Write with some precision, succinctness and focus. 	17–24
Level 2	<p>Candidates:</p> <ul style="list-style-type: none"> • Produce balanced but limited descriptions that lack scope/focus/supporting material OR produce one-sided descriptions that address the question. Responses may be narrative in style. • Select and organise limited contextual knowledge to support descriptions. This is only deployed relevantly on a few occasions and will demonstrate limited range and depth. • Demonstrate limited understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question. • Attempt generalised conclusions but these are often asserted or undeveloped. • Present work that lacks precision, succinctness and focus. 	9–16

Target: Assessment objectives 1 and 2		Marks
Level 1	Candidates: <ul style="list-style-type: none">• Produce balanced but limited descriptions that fail to properly address the question OR produce responses in which the material cited is largely inaccurate or irrelevant. Responses may be overly short.• Demonstrate limited contextual knowledge that lacks range and depth or is only linked to the general topic relating to the question.• List a few key features, reasons, results and changes of societies, events, people and situations. The work contains some relevant material but this is not deployed appropriately.• Attempt generalised conclusions but these are asserted, undeveloped and unsupported.• Present work that shows little understanding or focus on the question.	1–8
Level 0	Candidates: Submit no evidence or do not address the question.	0

Information Suggestions

The information provided below indicates some of the detail and issues that candidates may wish to address in their answers. It is not intended 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, 1914–18		
1	<p>How important was Haig’s leadership in determining the outcome of the Battle of the Somme? Explain your answer.</p> <p>YES Nearly 60 000 killed or injured on the first day; initial bombardment failed to destroy barbed wire for advance; initial losses led to changes in tactics by Haig – Pozières captured on 23 July; war of attrition led to huge numbers of German casualties (500 000 by November 1916) that severely weakened their position and strength – many junior officers killed; French were effectively relieved at Verdun so they could continue fighting; Haig used new technology and strategies such as the use of tanks to protect infantry advances – these would be used successfully in future battles; territory 25 km long and 6 km wide gradually captured from Germans, etc.</p> <p>NO French forces made quick gains on the first day – effective use of artillery support and communications; one in three shells fired in the bombardment failed to explode; German defences were well dug in – Germans were prepared; British forces were slow to advance and gave Germans time to set up machine guns; ranks of junior officers devastated; small gains for the number of casualties – Allies lost over 600 000 soldiers; Haig termed ‘Butcher of the Somme’ and criticised by soldiers, politicians and media; impact on home front – attitudes to war changed, etc.</p>	40

Question	Answer	Marks
2	<p>How significant was the work of women in ensuring that Britain's 'Home Front' could cope with the demands of war? Explain your answer.</p> <p>YES Suffrage movement including the WSPU abandoned the campaign for the vote and devoted themselves to winning the war; women crucial to increased factory production, especially munitions (over 1 million by 1918) and also services such as policing, railway staff, bus conductors; July 1915 'Right to Serve' march organised by Suffragettes and increased war work opportunities; 'White Feather Campaign'; more land was cultivated for farming – use of Land Army in Britain; women encouraged to grow their own food and cut down on luxuries; rationing introduced in 1918, etc.</p> <p>NO Patriotism and nationalism fuelled early support for war for Allies and Central Powers; effective use of propaganda kept morale high; Lord Kitchener's recruitment campaign resulted in nearly 2 million volunteers by the end of 1914; National Register and 'Derby Scheme' in 1915; Military Service Acts in 1916 – conscription; government increased powers to run industries and railway to increase munitions production, e.g. DORA in Britain; media heavily censored to keep full horrors of war a secret from civilians; Britain supplied and given War Loans by USA throughout war, etc.</p>	40

Question	Answer	Marks
Depth Study B: Germany, 1918–45		
3	<p>How important was the Great Depression as a reason for Nazi electoral success, 1930–33? Explain your answer.</p> <p>YES Unemployment reached 6 million by 1932 in Germany and extremist parties benefitted from desperation; Germany particularly badly hit by Depression due to the recall of US loans – economic collapse; all classes affected and Nazis promised policies to everyone; right-wing politicians and businessmen feared increase in Communist vote – they had nearly 100 seats in the Reichstag in November 1932 election – this led to increased support for the Nazis; SA ran soup kitchens; 1932 presidential election results, etc.</p> <p>NO Nazis used effective propaganda and campaigns to demonstrate strength, order and discipline during time of chaos; Hitler's leadership skills and charisma appealed to many; Nazis promised to crush Communist Party – they did using emergency powers granted to Hitler in February 1933 after Reichstag Fire – 4000 communist leaders arrested; Nazis gain 288 seats (44 per cent) in Reichstag in March 1933 elections; use of SA to intimidate opponents; lack of effective political leadership from Weimar politicians – von Papen and von Schleicher fail to get the support of the Reichstag; Hindenburg rules by decree and is convinced by von Papen and business leaders to appoint Hitler Chancellor in 1933 (must link this to March 1933 elections), etc.</p>	40

Question	Answer	Marks
4	<p>How significant was economic recovery as a reason for the lack of effective opposition to Nazi rule, 1933–39? Explain your answer.</p> <p>YES Unemployment reduced to under 1 million by 1937 helped popular support for Nazis after 1933; National Labour Service provided work on public works projects and conservation programmes such as autobahns; government expenditure funded economic recovery – most Germans happy to put up with Nazi government; private business became prosperous which helped Nazis gain further support; rearmament allowed munitions factories to open – preparation for war and Goering’s Four Year Plan 1936; conscription reintroduced in 1935 allowed many unemployed to join armed forces – increased national pride and many Germans felt Hitler was allowing Germany to emerge from the humiliation of defeat in the First World War and the terms of the Versailles Settlement, etc.</p> <p>NO Nazi propaganda was effective at maintaining support for the regime; SS and Gestapo used terror and concentration camps to quickly remove political opposition; all parties banned under the Enabling Act; Nazi Party only legal party – police state/liberties and freedoms suspended; trade unions banned and leaders arrested; SA purged in the Night of the Long Knives and Army support gained; Army oath of loyalty to Hitler in 1934; Hindenburg died and Hitler became President and Chancellor – Fuhrer; use of DAF, Strength Through Joy to keep workers happy; fear of losing job; indoctrination of youth; opposition small and underground; Hitler’s foreign policy popular 1933–38; concordat with Catholic Church 1933, etc.</p>	40

Question	Answer	Marks
Depth Study C: Russia, 1905–41		
5	<p>How important was the October Manifesto in the survival of the Tsar’s regime between 1905 and 1914? Explain your answer.</p> <p>YES Manifesto promised state Duma which appeased liberals and moderate socialists; civil rights were given such as freedom of speech; political parties were legalised; newspapers were uncensored; violence and riots were over by 1906 in cities as many saw democracy had been achieved; increased government and Tsarist support from middle and upper classes; split the opposition, etc.</p> <p>NO By December 1905, the Russian Army had returned and the Tsar could re-establish order by force; St Petersburg Soviet closed down; riots from peasants and workers were crushed; 1906 Fundamental Law reasserted Tsarist autocracy – the Duma had no powers to pass laws, no financial powers, could not appoint ministers and could be dissolved by the Tsar; elections favoured the nobility; third Duma 1907–12 was very conservative; use of Okhrana and informers; 1906 Stolypin appointed Prime Minister – authoritarian rule ‘Stolypin’s necktie’; 1914 declaration of war increased patriotism, etc.</p>	40

Question	Answer	Marks
6	<p>How significant were Lenin’s April Theses as a reason for Bolshevik success by November 1917? Explain your answer.</p> <p>YES Lenin’s leadership and April Theses had united Bolshevik leaders under the slogans of ‘Peace, Bread, Land’; only socialist party to refuse to cooperate with Provisional Government; ‘All power to the soviets’ was popular with workers, soldiers and sailors; promised land to peasants; Kerensky’s Summer Offensive had increased opposition to the war – only the Bolsheviks had called for an immediate end to the war; Mensheviks and Socialist Revolutionaries continued to call for a defensive war; Bolshevik membership increased by August 1917 to take control of Petrograd Soviet and Moscow Soviet.</p> <p>NO Provisional Government continued the war which led to continued food and fuel shortages; land issue was not solved by the Provisional Government – they would wait until election of a Constituent Assembly after the war; Provisional Government increasingly viewed as liberal and counter-revolutionary by many radical socialists in major cities; Petrograd Soviet issued Soviet Order Number One in March 1917 which gave them effective control over the military, communications and postal service; failure of Summer Offensive launched by Kerensky; Kornilov was appointed by Kerensky in July 1917 and promised to support him in restoring order and the authority of officers; this made Kerensky look as though he was betraying the gains of the March Revolution; Provisional Government and Soviets more polarised and support for Kerensky’s government decreased; Kerensky lost his nerve as Petrograd panicked and armed Bolshevik Red Guard; Kornilov’s troops were persuaded by Bolsheviks to abandon the coup; demonstrated how Provisional Government was dependant on support from soviets; propaganda victory for Bolsheviks; Red Guard kept their rifles; Petrograd and Moscow soviets under Bolshevik leadership by September 1917; Trotsky also effective Bolshevik leader and chairman of Petrograd Soviet; Trotsky effectively organised seizure of power when Lenin returned from Finland, etc.</p>	40

Question	Answer	Marks
Depth Study D: The United States, 1919–41		
7	<p>How significant was the motor car as a cause of changes in US society in the 1920s? Explain your answer.</p> <p>YES Mass production reduced cost of cars – by 1920s one was produced every 10 seconds; affordable and reliable – the Model T dropped in price from \$1200 to \$295 by 1928; allowed many middle-class families in rural and urban areas freedom; stimulated boom in other sectors of society – radio, cinema, sports, etc.; caused massive road building projects to connect the United States and rural and urban areas; decreased isolation for rural families; allowed women to travel into towns and experience nightlife; increased freedom for women; breakdown of social norms in more urban areas, etc.</p> <p>NO Prohibition led to illegal drinking, speakeasies – ‘Roaring Twenties’; changing attitudes, especially in urban areas and amongst middle-class families led to increased freedom for some women – flappers; entertainment industry – impact of film and Hollywood (film stars, the first ‘talkie’ in 1927); jazz music and night life; expendable income due to economic boom; new household products such as vacuum cleaners increased leisure time; advertising changed fashions; other new technology such as typewriters opened up new job opportunities for women, etc.</p>	40

Question	Answer	Marks
8	<p>How important was Hoover as a reason for Roosevelt’s success in the 1932 presidential election? Explain your answer.</p> <p>YES Depression brought high unemployment – nearly 14 million by 1933; President Hoover believed in ‘rugged individualism’ and offered very little government help to those affected; government schemes provided less than \$500 million to help create jobs; wages dropping rapidly; farmers’ prices continuing to fall rapidly; banks refused to lend money to businesses; Hoover increased tariffs which led to increased taxes on US goods abroad; Hoover blamed for Depression and its effects, e.g. homelessness and ‘Hoovervilles’; soup kitchens; Hoover and Republicans’ unpopularity – people felt the government was doing very little to solve effects of Depression; Hoover’s actions with the Bonus Marchers in 1932, etc.</p> <p>NO Roosevelt promised action – Relief, Recovery and Reform; popular among unemployed and some middle-class voters due to his energetic and optimistic campaigns – the opposite of Hoover; offered USA hope; some saw Roosevelt as a way of preventing socialist revolution in the United States; Roosevelt had proved his policies could help when he was Governor of New York State in 1928 – first state scheme for unemployed, etc.</p>	40

Question	Answer	Marks
Depth Study E: China, c.1930–c.1990		
9	<p>How important was the Cultural Revolution in enabling Mao to establish a personal dictatorship in China? Explain your answer.</p> <p>YES Cultural Revolution allowed Mao to re-establish his political and ideological authority after the failure of the Great Leap Forward and Mao's removal as head of state in 1959; Mao was able to reassert his authority over the Communist Party which had been usurped by moderates Liu Shaoqi and Deng Xiaoping – Mao labelled them traitors in propaganda posters; Mao was able to win over support from the urban workers and young people; Mao used the Cultural Revolution to revitalise his support from the peasant majority; millions of copies of Mao's 'Little Red Book' were printed and distributed to help spread Maoism and enthuse young people to rise up and rid China of anti-Communist elements in the Party, in education and society as a whole; Cultural Revolution helped Mao reassert his revolutionary image, etc.</p> <p>NO Mao always viewed as revolutionary hero who defeated the Nationalists in the Chinese Civil War; had support of the Red Army and peasant classes from the beginning; Agrarian Reform Law helped increase Mao's support from peasants who set up 'people's courts' to try landlords; Mao successfully brought 90 per cent of China's peasants into cooperatives by 1957 and other citizens into communes by 1958; success of First Five-Year Plan helped win support from urban workers; social reforms helped spread Maoist propaganda and increase support for Communist rule; control over banks and private businesses in 1950s – dependency on cooperation with the Communist government; state propaganda used effectively – 1.5 million propagandists by 1951; 're-education' of citizens in 'struggle meetings' and denouncement of anti-Communist elements; censorship and state control of all media; thousands killed and arrested, etc.</p>	40

Question	Answer	Marks
10	<p>How significant was social reform in changing China in the 1950s? Explain your answer.</p> <p>YES Literacy campaign helped villagers to read and write – 90 per cent had basic literacy skills by mid-1960s; education reforms improved literacy among children – by 1976 96 per cent attended primary schools; 1950 Marriage Reform Law banned forced marriages and made divorce easier; women’s property rights were equal to men’s; nurseries for mothers to use; committees set up in cities to tidy up streets – campaign against rats in Shanghai; growth of universal healthcare – opium addiction targeted, poppy fields destroyed; by mid-1970s over a million doctors brought medical care to areas where there had been none; mortality rates dropped significantly, etc.</p> <p>NO Literacy drive was mainly intended to spread Communist and Maoist propaganda to the countryside; Maoist propaganda in schools; secondary schools and universities were considered enemies of Maoism; still gender discrimination in China – abuse of women in the PLA; medicine was not advanced and most medical care was preventative and basic; addicts were often killed; CCP invaded every aspect of everyday life in China – totalitarian state; other reforms more significant – Agrarian Reform Law set up cooperatives (later communes) and ‘people’s courts’ to put landlords on trial; First Five-Year Plan rapidly improved China’s heavy industries and railways; Great Leap Forward improved industrial output further but with huge human cost – 30 million starved to death between 1958 and 1962, etc.</p>	40

Question	Answer	Marks
Depth Study F: South Africa, c.1940–c.1994		
11	<p>How significant was Steve Biko in changing the nature of resistance to apartheid? Explain your answer.</p> <p>YES Biko emerged as charismatic thinker about Black Consciousness at Natal University; spread ideas from Martin Luther King and Malcolm X among young black South Africans; 1969 Biko set up a students’ union for black students only (SASO) and wrote for the newspaper; helped set up a health centre called Zanenphilo; Biko travelled all over South Africa and built up a reputation as a powerful speaker; worked for Black People’s Convention in 1972; Soweto school riots influenced by Biko; Biko’s death in police custody led to international disgust and public outcry from black South Africans, etc.</p> <p>NO ANC and PAC influence and growth of militants (Nelson Mandela and MK); reaction to Sharpeville massacres – boycotts, burning of pass books, stay-at-home protests; expansion of black literature (<i>Drum</i> magazine) and music including jazz and fusion with African music; black poetry (Dennis Brutus <i>et al.</i>); revival of trade unions after 1973 black workers’ strikes, etc.</p>	40

Question	Answer	Marks
12	<p>How important were economic problems as a reason for the end of minority rule in South Africa? Explain your answer.</p> <p>YES South African economy in trouble after 1985 financial crisis; business leaders had abandoned Botha's reforms; banks such as Barclays sold their South African banks; shareholders forced other businesses to pull out of South Africa; important business leaders met for talks with ANC; Botha's speech 15 August 1985 failed to instil confidence and US bankers pulled out; international value of the rand dropped by 35 per cent; South African Stock Exchange closed; military expenditure under Botha caused huge tax rises – white South African incomes fell; lack of foreign goods; ANC strikes cost the country 250 million rand; international embargoes, etc.</p> <p>NO De Klerk unbanned ANC, PAC and SACP; State of Emergency caused major violence and De Klerk needed to return civil order; National Party was losing support – less than 50 per cent of the vote in 1989 elections; threat of Conservative Party and neo-Nazi movements; De Klerk was religious and committed to a new South Africa; National Party was willing to work with black organisations; mutual respect between Mandela and De Klerk – working together; end of the Cold War; release of Nelson Mandela in 1990 and other ANC leaders; repeal of some apartheid laws; return of Tambo in 1990; talks for new constitution; international pressures; UN resolutions, etc.</p>	40

Question	Answer	Marks
Depth Study G: Israelis and Palestinians since 1945		
13	<p data-bbox="304 286 1310 353">How important was the Suez War of 1956 as a cause of the Six-Day War of 1967? Explain your answer.</p> <p data-bbox="304 389 368 421">YES</p> <p data-bbox="304 427 1310 801">Israel gained the Sinai territory until 1957; Israeli Defence Force proved to be the strongest in the Middle East after their speedy victory over the Egyptian military; UN troops guarded border between Egypt and Israel signifying captured land; UN troops also went to Gaza to prevent more raids on Israel; UN troops in Sharm-el-Sheikh to guard the passage of Israeli shipping through the Straits of Tiran; war helped cement relationship between Israel and Britain and France; Nasser viewed as Arab hero for victory over Western domination; more Arab states become anti-Western in their policies; USSR becomes Egypt's main ally; UN, US and Soviet condemnation of joint Anglo-Franco-Israeli attack; Nasser took control of the Suez Canal and British military stores, etc.</p> <p data-bbox="304 837 352 869">NO</p> <p data-bbox="304 875 1310 1317">Arab states had halted oil supplies to the West which put pressure on Israel to make future concessions; Israel persuaded to leave the Sinai peninsula in early 1957; Israel viewed as an outpost for Western imperialism; 1964 Nasser invited Arab leaders to Cairo conference and united them in opposition to Israel, forming PLO and Fatah – future armed raids on Israel and led to Six-Day War in 1967 with Syrian support; 1966 radical Syrian government demanded 'revolutionary struggle' for the 'liberation of Palestine'; defence agreement between Egypt and Syria 1966 pushed Egypt into war; Israeli military leaders keen to provoke tension with Syria – threatened to occupy Damascus in 1967; Soviet involvement stirred further trouble to make strategic gains while the United States was engaged in Vietnam; Nasser's aggressive actions to impress Arab public opinion – 100 000 troops into Sinai, closing Straits of Tiran; war fever whipped up by press in Arab states, etc.</p>	40

Question	Answer	Marks
14	<p>How significant was the expulsion of the Palestine Liberation Organisation (PLO) from Jordan in 1970 in determining the relations between the PLO and Arab states? Explain your answer.</p> <p>YES King Hussein acted on behalf of the defence of his country against Israeli reprisals for harbouring the PLO; PLO were acting as though they ruled Jordan as well as the refugee camps – threat to Hussein’s rule; removed extremists who were armed and setting up road blocks even in the capital Amman; terrorist hijacking of four aircraft – British plane blown up led to the possibility of foreign intervention in Jordan which was averted due to expulsion of PLO; Jordanian Army took control of the PLO and destroyed offices, newspapers and leaders fled Jordan; Palestinians resisted forcefully to expulsion and led to fighting; Palestinian extremists called Black September Organisation (BSO) murdered the Jordanian Prime Minister in a revenge attack in 1971; Israel carried out reprisal raids in Syria and Lebanon – 200 refugees were killed; PLO had allowed the world to view their problems and read about the refugee camps – turned them into freedom fighters in some cases, etc.</p> <p>NO Refugee situation remained a problem for neighbouring Arab states, especially since 1967 and the Israeli occupation of the West Bank; Six-Day War 1967 weakened Arab states such as Syria, Egypt and Jordan and lost support for PLO; Yasser Arafat and PLO’s new charter promoting ‘armed struggle’; PFLP and other extremist groups in the PLO turned world opinion against the Palestinian struggle; hijacking and terrorist acts caused some Arab states to distance themselves from the Palestinian cause in fear of reprisals; war in Lebanon – PLO bases were targeted by Lebanese Army; Arafat’s speech to the UN in 1974 – led to splits in PLO, etc.</p>	40