



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education (9–1)

HISTORY

0977/01

Paper 1

For examination from 2018

MARK SCHEME

Maximum Mark: 60

Specimen

From 2018 the mark scheme design/layout has improved.
The content and marks remain the same.

This document consists of **47** printed pages and **1** blank page.

APPLICATION OF THE MARK SCHEME

1. Use of the mark scheme

- 1.1 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.
- 1.2 Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half-marks must not be used.
- 1.3 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.
- 1.4 Be consistent from script to script and from batch to batch.
- 1.5 Indicate that all answers have been seen.
- 1.6 Do not transfer marks from one part of a question to another.
- 1.7 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.
- 1.8 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.
- 1.9 **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.**
- 1.10 Where a range of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

2. Marking

- 2.1 All marking should be in red.
- 2.2 The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. Level 3/5.
- 2.3 At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.
- 2.4 The total mark for each question should be transferred to the front page of the script. The marks for the three questions should be totalled and indicated. The final total for the script should then be circled.
- 2.5 It is not necessary to tick the body of an answer and examiners should refrain from doing so.
- 2.6 Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.

3. Assessment objectives

- 3.1 The assessment objectives being tested in each part of a question are:
 - (a) recall, description
 - (b) recall, explanation
 - (c) recall, explanation and analysis.

1 (a) Describe the overthrow of Louis Philippe in February 1848.

Target: AO1

Level 1 [1–4]
(One mark for each relevant point; additional mark for supporting detail)

e.g. 'Guizot banned a Reform Banquet and he was accused by the Deputies of forgetting who it was who put Louis Philippe on the throne in 1830.'

'The crowds took to the barriers shouting "Vive la Réforme!" and "Mourir pour la Patrie".'

'On 23 Feb. Louis Philippe dismissed Guizot.'

'Louis Philippe took fright and fled leaving the rebels in charge.'

'Socialists and Republicans combined to form a provisional government of the new Second Republic on 25th of Feb.'

'Louis Philippe abdicated.'

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

(b) Why were there revolutions in Italy in 1848?

Target: AO1, 2

Level 4 [6]
Explains TWO reasons

Level 3 [4–5]
Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'The writings of Mazzini and the actions of the Young Italy movement began to make an impact, especially among intellectuals. Mazzini's call for the removal of the Austrians and the forming of an Italian Republic appealed to many especially in the middle to late '40s with so much happening in the rest of Europe.'

Level 2 [2–3]
Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'There was a general trend towards change.'

'There was repression.'

'The removal of Louis Philippe in France acted as an example of what could be done.'

'There was the Risorgimento.'

'Because of the election of Pope Pius IX.'

'To remove the Austrians from Italian States.'

'Charles Albert was seen as a potential leader of Italy.'

Level 1 [1]
General answer lacking specific contextual knowledge
e.g. 'Because people were unhappy.'
'It was the year of European-wide revolutions.'

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

- (c) 'The European revolutions of 1848–49 were successful.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 5 [10]

Explains with evaluation of 'how far'
As Level 4 plus evaluation.

Level 4 [7–9]

Explanation of success AND failure

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]

Explanation of success OR failure

Developed explanation to be given two marks within Level 3.

e.g. 'Longer 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 were accepted. Hungary was now an equal partner with Austria.'

OR

e.g. 'At first the revolution in Hungary looked as though it would be a success but the Magyar nationalists fought the Croat nationalists instead of joining together to win their independence from Austria. As a result, the revolution led by Louis Kossuth was brutally suppressed.'

Level 2 [2–3]

Identifies AND/OR describes

(One mark for each point)

e.g. 'The revolutions provided lessons for the governments and their opponents.'

'The clash of aims made success impossible.'

'Demands were initially agreed to and then power regained.'

'Popular enthusiasm was short-lived.'

Level 1 [1]

General answer lacking specific contextual knowledge

e.g. 'They achieved nothing because they failed.'

Level 0 [0]

No evidence submitted or response does not address the question

2 (a) Describe how Roon and Moltke reformed the Prussian army.

Target: AO1

Level 1 [1–4]
(One mark for each relevant point; additional mark for supporting detail)

e.g. 'They set up a General Staff to organise the army and plan 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.'
'This produced a field army of 500 000 and a vast reserve of trained men.'
'They introduced new weaponry including the needle-gun and much field artillery.'

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

(b) Why did France declare war on Prussia in 1870?

Target: AO1, 2

Level 4 [6]
Explains TWO reasons

Level 3 [4–5]
Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

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. So the matter was initially dropped but Bismarck raised it again in July. Again the French protested successfully. Stupidly 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, fuelled by crowds marching through the streets, pushed Napoleon III into war which was declared on 19 July 1870.'

Level 2 [2–3]
Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'France believed promises had not been met.'
'There was an issue over Spain.'
'Gramont would not let the matter rest.'
'Bismarck used unscrupulous methods.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'It was a long-running dispute.'
'Napoleon lost his patience.'

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

(c) How far was Prussia's success in the war of 1870 responsible for the unification of Germany? Explain your answer.

Target: AO1, 2

Level 5 [10]

Explains with evaluation of 'how far'
As Level 4 plus evaluation.

Level 4 [7–9]

Explanation of importance of Prussia's success AND other reasons

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]

Explanation of importance of Prussia's success OR other reasons

Developed explanation to be given two marks within Level 3.

e.g. 'United by war, the states of Germany formed a German Empire with the King of Prussia as the Kaiser. This happened in 1871 after France had been defeated after the fall of Paris.'

OR

e.g. 'Bismarck became an unlikely advocate of a nationalist scheme for a united Germany which would exclude Austria. He was not a nationalist but a Prussian patriot.'

Level 2 [2–3]

Identifies AND/OR describes

(One mark for each point)

e.g. 'German states helped to defeat France not just Prussia.'

'The southern states agreed to join a new federation.'

'It was mainly the actions of Bismarck which caused unification.'

'It was the Austro-Prussian War which ended the hopes of Austria in leading unified Germany.'

'The Franco-Prussian War ended the separate existence of states of the Confederation.'

Level 1 [1]

General answer lacking specific contextual knowledge

e.g. 'A series of wars was responsible for the unification.'

Level 0 [0]

No evidence submitted or response does not address the question

3 (a) What was the Missouri Compromise?

Target: AO1

Level 1 [1–4]
 (One mark for each relevant point; additional mark for supporting detail)

e.g. 'Missouri applied to be admitted to the Union at a time when attitudes to slavery were changing.'
 'At the time there was an equal balance of free and slave states and as a compromise Missouri was admitted as a slave state to balance the free state of Maine (1921).'
 'In future slavery would be excluded from any new state north of a line of latitude called the Mason-Dixon Line.'

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

(b) Why was the Dred Scott decision important?

Target: AO1, 2

Level 4 [6]
 Explains TWO reasons

Level 3 [4–5]
 Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'It declared the Missouri Compromise of 1850 illegal and against the constitution as by forbidding slavery it deprived an owner of his property.'

Level 2 [2–3]
 Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'It decided the status of Dred Scott.'
 'It decided the legal status of slaves.'
 'It strengthened the hold over slaves.'
 'It declared the Missouri Compromise illegal.'
 'It strengthened opposition to slavery.'

Level 1 [1]
 General answer lacking specific contextual knowledge

e.g. 'It made decisions about slavery.'

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

- (c) 'The American Civil War was not about slavery.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of slavery as cause of civil war AND other reasons

Both sides of Level 3.
Developed explanation to be given two marks within Level 4.
Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of slavery as cause of civil war OR other reasons

Developed explanation to be given two marks within Level 3.

e.g. 'Lincoln was against the extension of slavery on which the South depended. He had promised not to interfere in states where there was slavery. He was depicted as a rabid abolitionist.'

OR

e.g. 'The South feared the political strength of the North, the North being able to outvote them and amend the constitution to abolish slavery.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'Secretly Lincoln was against slavery.'

'It was inevitable once the Republicans were formed.'

'The Northern and Southern States differed in their view of government control.'

'There were different views because the North was manufacturing whilst the South was agricultural.'

'The South feared political strength of the North.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'I agree, it was about the political strength of the North.'

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

4 (a) Describe the outbreak and spread of the Indian Mutiny in 1857.

Target: AO1

Level 1

[1–4]

(One mark for each relevant point; additional mark for supporting detail)

e.g. 'About 300 000 sepoys were in the British army. They were mainly Hindus. They feared the British would force them to be Christians.'

'The sepoys were told that cartridges they had to use were greased with pig fat which is offensive to their religion.'

'In May 1857, the sepoys at Meerut rose in revolt and slaughtered the Europeans in town. The rising spread to Delhi where it took three months to restore order.'

'The British lost control of their north-west frontier garrisons with soldiers and their families killed. They had to retreat. At Cawnpore, the Indians starved the British into submission and then massacred them. The British treatment of captured sepoys was appalling.'

Level 0

[0]

No evidence submitted or response does not address the question

(b) Why did the events of the Indian Mutiny cause bitterness amongst both the British and the Indians?

Target: AO1, 2

Level 4

[6]

Explains TWO reasons

Level 3

[4–5]

Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'Neither side emerged with credit. Indians massacred British families and in turn the British took merciless revenge. It resulted in hatred and mistrust on both sides.'

Level 2

[2–3]

Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'British people were murdered.'

'The British took revenge.'

'There was mistrust.'

Level 1

[1]

General answer lacking specific contextual knowledge

e.g. 'There was much loss of life on both sides.'

'Some of the treatment levied by both sides was brutal.'

Level 0

[0]

No evidence submitted or response does not address the question

- (c) 'British rule in India changed significantly after the Mutiny.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 5 [10]

Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]

Explanation of agreement AND disagreement

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]

Explanation of agreement OR disagreement

Developed explanation to be given two marks within Level 3.

e.g. 'During Dalhousie's term of office, a cheap postal service, the electric telegraph, good roads and the first railways were introduced to improve communications.'

OR

e.g. 'Many British failed to adopt the culture and lifestyle of India, preferring to bring Britain to India with balls and tea parties.'

Level 2 [2–3]

Identifies AND/OR describes

(One mark for each point)

e.g. 'British culture was a strong influence.'

'Attempts were made to change the culture.'

'Communications improved.'

'New technology was introduced.'

'British control was strengthened.'

Level 1 [1]

General answer lacking specific contextual knowledge

e.g. 'Things must have improved because there were no more mutinies.'

Level 0 [0]

No evidence submitted or response does not address the question

5 (a) What did Wilson hope to achieve from the peace settlement of 1919–20?

Target: AO1

Level 1

[1–4]

(One mark for each relevant point; additional mark for supporting detail)

e.g. 'Wilson did not want Germany treated harshly because he thought that if Germany was punished severely then, in the future, Germany would want revenge.'

'He wanted to strengthen democracy in the defeated nations so that its people would not let its leaders cause another war.'

'Wilson hoped that nations would co-operate to achieve world peace and in his 14th Point he proposed the setting up of an international body called the League of Nations.'

'Wilson believed in 'self-determination' and he wanted the different peoples of Eastern Europe to rule themselves rather than be part of the Austro-Hungarian Empire.'

Level 0

[0]

No evidence submitted or response does not address the question

(b) Why did Clemenceau and Lloyd George disagree over how to treat Germany?

Target: AO1, 2

Level 4

[6]

Explains TWO reasons

Level 3

[4–5]

Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'Clemenceau wanted to secure France from future German attacks by reducing German military strength and taking back Alsace-Lorraine and taking the Saar and the Rhineland. Lloyd George wanted to reduce German strength but he did not want to make France too powerful and therefore he would resist the taking of German territory to aid France.'

Level 2

[2–3]

Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'Clemenceau wanted France secure in the future but Lloyd George did not want France to become too powerful.'

Clemenceau wanted to cripple Germany but Lloyd George wanted to protect Britain's trade.'

Level 1

[1]

General answer lacking specific contextual knowledge

e.g. 'Both wanted to protect their own country's interests.'

Level 0

[0]

No evidence submitted or response does not address the question

- (c) **The Treaty of Versailles was a fair settlement.’ How far do you agree with this statement? Explain your answer.**

Target: AO1, 2

Level 5 [10]

Explains with evaluation of ‘how far’

As Level 4 plus evaluation.

Level 4 [7–9]

Explanation of agreement AND disagreement

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]

Explanation of agreement OR disagreement

Developed explanation to be given two marks within Level 3.

e.g. ‘The German view was it was not fair. They thought it was harsh and, as they had not been invited to the talks, they considered the terms a “diktat”.’

OR

e.g. ‘On the other hand, many thought the peacemakers did a reasonable job. It was a complex matter and, given the demand for revenge, they could have been harsher as was the German peace treaty with Russia.’

Level 2 [2–3]

Identifies AND/OR describes

(One mark for each point)

e.g. ‘It was not fair because it was dictated.’

‘It was unfair on the German people.’

‘It was fair because Germany had agreed an armistice agreement.’

‘Germany should not have been blamed.’

‘It was not fair because of reparations.’

‘It was harsh as it took away German armed forces.’

Level 1 [1]

General answer lacking specific contextual knowledge

e.g. ‘It was fairer than it might have been.’

‘It was not fair because it was too harsh.’

Level 0 [0]

No evidence submitted or response does not address the question

6 (a) What did Hitler achieve by the Anschluss?

Target: AO1

Level 1

[1–4]

(One mark for each relevant point; additional mark for supporting detail)

e.g. 'A joining of Germany and Austria.'

e.g. 'Hitler had successfully broken the Treaty of Versailles which stated that there should be no Anschluss between Germany and Austria.'

'By joining Germany and Austria, Hitler had helped his development of a Greater Germany.'

'Hitler had acquired his homeland because he was born in Austria.'

'Austria's soldiers, weapons and its rich deposits of gold and iron ore were added to Germany's increasingly strong army and industry.'

'The Anschluss showed that the Allies were not willing to go to war over a treaty which seemed suspect and flawed. This encouraged Hitler.'

Level 0

[0]

No evidence submitted or response does not address the question

(b) Why did Hitler want to take over Czechoslovakia?

Target: AO1, 2

Level 4

[6]

Explains TWO reasons

Level 3

[4–5]

Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'Part of Czechoslovakia was the Sudetenland where 3 500 000 German-speaking people lived. One of Hitler's aims was to unite German-speaking people.'

Level 2

[2–3]

Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'To gain living-space.'

'To unite German-speaking people.'

'To break the 1919 Peace Settlement.'

'To gain coal, iron and weapons.'

'To end democracy.'

'To gain a strategically important country.'

'He hated the Czechs because they were Slavs.'

Level 1

[1]

General answer lacking specific contextual knowledge

e.g. 'To gain land.'

'To take its minerals.'

Level 0

[0]

No evidence submitted or response does not address the question

- (c) 'The policy of appeasement was a mistake.' How far do you agree with this statement?
Explain your answer.

Target: AO1, 2

Level 5 [10]

Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]

Explanation of agreement AND disagreement

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]

Explanation of agreement OR disagreement

Developed explanation to be given two marks within Level 3.

e.g. 'Appeasement was about giving in to a bully. The appeasers assumed that if they made concessions to Hitler it would reduce the chance of war. In fact, it encouraged Hitler to demand more.'

OR

e.g. 'Both British and French leaders wanted to avoid the horrors of another war and made every effort through appeasement to do so.'

Level 2 [2–3]

Identifies AND/OR describes

(One mark for each point)

e.g. 'It allowed Germany to get strong.'

'It allowed Hitler to be aggressive.'

'It trusted Hitler.'

'It gave time to Britain.'

'It alarmed the USSR.'

'The Treaty was unjust and should be redressed.'

'It delayed war.'

Level 1 [1]

General answer lacking specific contextual knowledge

e.g. 'It was a risky policy.'

Level 0 [0]

No evidence submitted or response does not address the question

7 (a) What decisions, in relation to Germany, were agreed at Yalta and Potsdam?

Target: AO1

Level 1

[1–4]

(One mark for each relevant point; additional mark for supporting detail)

e.g. 'It was agreed at Yalta that Germany should be divided into zones of occupation, one controlled by USSR, one by the USA, one by Britain and one by France.'

'It was agreed that Berlin, which was deep in the Soviet zone, would also be divided into four similar sections.'

'It was agreed to hunt down and punish war criminals.'

'At Potsdam, it was agreed that Germany and Berlin would be divided as stated at Yalta.'

'It was agreed that the Allies should receive reparations from Germany.'

'The Nazi Party was banned and its leaders were to be tried as war criminals.'

'It was agreed that Germans living in Poland, Hungary and Czechoslovakia would be sent back to Germany.'

Level 0

[0]

No evidence submitted or response does not address the question

(b) Why was the Truman Doctrine significant?

Target: AO1, 2

Level 4

[6]

Explains TWO reasons

Level 3

[4–5]

Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'The Truman Doctrine was significant because the USA was prepared to send money, equipment and advice to any country which was threatened by a Communist take-over. Truman accepted that Eastern Europe was now Communist, but his aim was to stop it spreading further. This policy became known as containment.'

Level 2

[2–3]

Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'It showed that the USA was not going to be isolationist.'

'It wasn't going to let Greece fall to the Soviet Union.'

'The USA wanted to prevent the spread of Communism.'

'It meant money, equipment and advice being invested in receiving countries.'

'The USA was taking on the USSR especially in Europe.'

'It contributed to the Cold War tension.'

Level 1

[1]

General answer lacking specific contextual knowledge

e.g. 'It helped countries.'

Level 0

[0]

No evidence submitted or response does not address the question

- (c) 'It was the Soviet expansion in Eastern Europe that caused the Cold War.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of agreement AND disagreement

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of agreement OR disagreement

Developed explanation to be given two marks within Level 3.

e.g. 'Following Yalta, it was expected that there would be free elections in eastern European countries after their liberation. The Red Army made sure their new governments were communist controlled.'

OR

e.g. 'The Marshall Plan was to help the vulnerable European economy suffering from the after effects of war. Stalin refused to allow Soviet bloc countries to accept aid as he thought the real purpose was for the USA to build up friendships with European countries.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'They had different ideologies.'

'Soviet Union and the USA did not trust each other.'

'Stalin wanted to spread communism.'

'The Soviet Union wanted to avoid any future attack.'

'USA introduced economic aid.'

'Stalin set up Cominform and Comecon.'

'There was the Berlin Blockade.'

'The USA developed the atomic bomb.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'Each side was to blame.'

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

8 (a) Describe Saddam Hussein's rise to power in Iraq.

Target: AO1

Level 1

[1–4]

(One mark for each relevant point; additional mark for supporting detail)

e.g. 'He rose to power as a leading member of the Ba'athist Party which was in power. He used money from oil to build roads and raise education levels. He got a lot of praise for this and increased his power.'

'He rose to power because of his position in the army. He became known as the strong man in the government and was soon in almost total control.'

'He started by building up his support in rural areas by spending a lot of money in the countryside and by giving land to peasants. But later he was very ruthless and eliminated rivals. In 1979 he called a meeting of leaders of the Ba'ath party and then announced that 68 of them were traitors. He had them arrested and executed.'

Level 0

[0]

No evidence submitted or response does not address the question

(b) Why did the Iranian Revolution take place in 1979?

Target: AO1, 2

Level 4

[6]

Explains TWO reasons

Level 3

[4–5]

Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'The main reason for the revolution was the activities of Ayatollah Khomeini. He had led a revolution against the Shah in the 1960s but it failed and he was exiled. In exile he developed the ideas that would lead to the revolution that would depose the Shah. He preached that rebellion against the Shah was part of Shia Islam. He wrote a book about his ideas and in Iran he built up a strong following and it was these people that would lead the demonstrations that started in 1977 and led to the overthrow of the Shah.'

Level 2

[2–3]

Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'Opposition to the Westernisation of Iran.'

'The opposition of Ayatollah Khomeini.'

'The corrupt and brutal nature of the Shah's rule.'

'Inflation and the increasing gap between the rich and the poor made the regime increasingly unpopular and led to the revolution.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'It took place because the people in Iran were very unhappy with the way the Shah was running the country.'

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

(c) 'There was no victor in the Iran-Iraq war of 1980–88.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of success AND failure

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of agreement or disagreement

Developed explanation to be given two marks within Level 3.

e.g. 'I agree with this statement because both sides had over hundreds of thousands of people killed and both economies were ruined. Oil production in both countries was shattered. Neither side got what they wanted from the war. None of the issues that started the war had been sorted out. The land that Iraq had claimed was left with Iran and both countries finished the war with their military machines greatly weakened.'

OR

e.g. 'I disagree with this statement. I think that Iraq won the war. Saddam had caused the war because he feared Iran and he wanted to make Iraq the strongest country in the area. At the end of the war Iraq won all the major battles and the Iranian army was the most powerful army in the Persian Gulf area. This is what Saddam had wanted. So I think that Iraq won the war.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'In the battles of 1988 Iraq defeated Iran every time.'

'In 1988 the Iraq army invaded deep into Iran.'

'The casualty figures on both sides were enormous.'

'None of the issues that the war was fought over were resolved.'

'The borders between the two countries were the same at the start of the war.'

'The economies of both countries were ruined for years to come.'

Level 1

[1]

General answer lacking specific contextual knowledge

e.g. 'I agree with this statement because both sides suffered a lot in the war.'

Level 0

[0]

No evidence submitted or response does not address the question

9 (a) What was 'no man's land'?

Target: AO1

Level 1 [1–4]
 (One mark for each relevant point; additional mark for supporting detail)

e.g. 'The land that separated the forward trenches of both sides.'
 'It was the land that had to be crossed to reach the enemy.'
 'It was land protected by fire from machine guns that could wipe out a whole company of soldiers in minutes.'
 'It was open land that was covered in shell holes which were often water-filled.'

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

(b) Why were tanks of limited use on the Western Front up to the end of 1917?

Target: AO1, 2

Level 4 [6]
 Explains TWO reasons

Level 3 [4–5]
 Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'Tanks were used for the first time at the Battle of the Somme. There were forty of them. They were a disastrous failure as they often broke down, they lost their caterpillar tracks, or the engine stopped because they ran out of petrol.'

Level 2 [2–3]
 Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'Their use was not understood.'
 'There were not enough.'
 'They were unreliable.'
 'Limited to shock effect.'

Level 1 [1]
 General answer lacking specific contextual knowledge

e.g. 'Because they were a new idea.'

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

(c) How successful a military leader was Haig? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how successful'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of success AND failure

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of success OR failure

Developed explanation to be given two marks within Level 3.

e.g. 'As was usual for senior commanding officers at the time, Haig directed the battle from well behind the front lines. This affected his perception of the task. At first Haig believed in outdated tactics such as cavalry charges and was accused of throwing men at massed defences.'

OR

e.g. 'Haig achieved his main objective – to relieve pressure on the French at Verdun. During the Battle of the Somme there were some 600 000 German casualties, enormously depleting the German forces who acknowledged that they had suffered defeat at Verdun.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'He over-estimated the impact the artillery bombardment.'

'Haig's tactics were outdated.'

'He failed to adjust his tactics.'

'He did not use tanks.'

'He was aware of the importance of the task.'

'He achieved his objective.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'He was unfairly criticised.'

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

10 (a) What did Germany hope to achieve through its use of U-boats?

Target: AO1

Level 1 [1–4]
(One mark for each relevant point; additional mark for supporting detail)

e.g. 'To starve the people of Britain.'

'Britain could not produce all the food it needed and so had to import. It was the intention to stop these imports.'

'There was a need for industrial goods mainly from the Empire and they tried to stop this.'

'They wanted to reduce morale.'

'To stop aid from America.'

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

(b) Why was Britain able to win the war at sea?

Target: AO1, 2

Level 4 [6]
Explains TWO reasons

Level 3 [4–5]
Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'From mid-1917 almost all merchant ships travelled in convoy with British and American warships there to defend against attack. The British used Q ships. These were heavily armed decoy ships designed to fool U-boats into attacking well-defended targets.'

Level 2 [2–3]
Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'Because the German surface fleet was no match for the Royal Navy.'

'The use of the convoy system'

'The use of depth charges and mines.'

'The massive output of new ships.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'Tactics played an important part.'

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

- (c) 'The Gallipoli campaign of 1915 failed because of the weather.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of agreement AND disagreement

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of agreement OR disagreement

Developed explanation to be given two marks within Level 3.

e.g. 'In summer the heat and dust were dreadful. Water was extremely scarce and had to be carried by mules in cans from supply ships. Flies were everywhere causing widespread dysentery. The stench of rotting bodies became unbearable.'

OR

e.g. 'The Turks knew well in advance about the planned Gallipoli landings and strengthened their defences. They had put mines in the water which resulted in the navy retreating. They then dug themselves into the hillside overlooking the beaches in a prime position. It had taken the British several weeks to organise the landings, losing the advantage of surprise.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'The retreat of the ships lost the surprise element.'

'The military failed to think out and develop a strategy that had a chance of success.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'The weather did contribute to the failure.'

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

11 (a) What were the main features of the Weimar Constitution?

Target: AO1

Level 1

[1–4]

(One mark for each relevant point; additional mark for supporting detail)

e.g. 'It was a democracy.'

'It was a republic.'

'Germans over the age of 20 could vote.'

'Every seven years, there was a vote for the president, who was the head of state.'

'The president appointed the chancellor, who was the head of government.'

'Election results were decided by proportional representation.'

'The president had emergency power to dissolve the Reichstag and rule by himself.'

'Proportional representation made it unlikely that any party would have overall control, resulting in coalition governments.'

Level 0

[0]

No evidence submitted or response does not address the question

(b) Why was the Weimar Republic in danger of collapse in 1919–20?

Target: AO1, 2

Level 4

[6]

Explains TWO reasons

Level 3

[4–5]

Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'In May 1919, the terms of the Treaty of Versailles were announced. Most Germans were appalled. Supporters of the Weimar government felt betrayed by the Allies. The Kaiser was gone, so why should they be punished for his war and aggression? Opponents of the regime turned their fury on Ebert.'

Level 2

[2–3]

Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'There was an untried new democratic government.'

'There was the Kapp Putsch.'

'There was the Spartacist rising.'

'There was a general strike of Berlin workers.'

'Communists thought there would be a revolution.'

'The terms of the Treaty of Versailles became known.'

Level 1

[1]

General answer lacking specific contextual knowledge

e.g. 'Because it was under threat.'

Level 0

[0]

No evidence submitted or response does not address the question

- (c) 'The Weimar Republic was a failure.' How far do you agree with this statement?
Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of agreement AND disagreement

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of agreement OR disagreement

Developed explanation to be given two marks within Level 3.

e.g. 'Stresemann ended hyperinflation and brought confidence back by introducing a new currency and reducing government spending. He negotiated the Dawes Plan which gave a loan of 800 million marks, which was invested in German industry.

OR

e.g. 'Some argued that the new ideas of culture and art were unpatriotic and they wanted more traditional values. They argued that the new phase meant Germany was going into moral decline.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'It struggled to establish itself before 1923.'

'Stresemann's actions meant it recovered.'

'International status improved.'

'American loans made it vulnerable.'

'Some did not approve of the changes in the arts.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'No, as there was a 'golden age'.'

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

12 (a) What was the ‘Strength through Joy’ programme introduced by the Nazis?

Target: AO1

Level 1

[1–4]

(One mark for each relevant point; additional mark for supporting detail)

e.g. ‘It was a state-controlled leisure organisation.’

‘It was part of the German Labour Front.’

‘Kraft durch Freude or KdF was the ‘Strength through Joy’ organisation.’

‘The KdF provided affordable leisure activities for German workers. It hoped to motivate the workforce.’

‘The activities organised included concerts, plays, libraries, day trips and holidays.’

‘The KdF had its own cruise liners e.g. Wilhelm Gustloff.’

‘Part of the work of the KdF was the production of an affordable car, the KdF-Wagen, later known as the Volkswagen Beetle. The War interrupted the scheme and no ordinary worker received one.’

Level 0

[0]

No evidence submitted or response does not address the question

(b) Why were women important in Hitler’s plans for Germany?

Target: AO1, 2

Level 4

[6]

Explains TWO reasons

Level 3

[4–5]

Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. ‘The Nazis held traditional views about the place of women in society. It was to be at home as child bearers.’

Level 2

[2–3]

Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. ‘To increase the birth rate.’

‘To uphold traditional views held by the Nazis.’

‘Hitler wanted to create the Aryan Race.’

‘To secure large numbers for the army.’

‘To support the family at home.’

Level 1

[1]

General answer lacking specific contextual knowledge

e.g. ‘To ensure the future.’

Level 0

[0]

No evidence submitted or response does not address the question

- (c) 'Nazi education and youth policies were not effective in controlling young people.'
How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of agreement AND disagreement

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of agreement OR disagreement

Developed explanation to be given two marks within Level 3.

e.g. 'The Hitler Youth was founded in 1926. By 1939 it had over seven million members. It was used to prepare boys and girls for their roles in life. Many were happy to join as other associations were banned and this offered many activities but others did not join as they saw it as indoctrination.'

OR

e.g. 'Some gangs considered themselves part of a wider group called the Edelweiss Pirates. They were anti-authority and anti-Nazi. During the war they helped deserters and escaped prisoners.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'Many joined the Hitler Youth.'

'Those who opposed joined the Edelweiss Pirates.'

'Education was controlled.'

'There was much indoctrination.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'I agree as some rebelled.'

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

13 (a) What happened on Bloody Sunday, January 1905?

Target: AO1

Level 1 [1–4]
(One mark for each relevant point; additional mark for supporting detail)

e.g. 'There was a mass demonstration in St. Petersburg.'

'The marchers were led by Father Gapon and they intended to march to the Tsar's Winter Palace.'

'It was a peaceful demonstration with many women and children present. The demonstrators were unarmed.'

'The crowd were attacked by soldiers and mounted Cossacks. Official figures showed that about 100 were killed, although others place it as high as 200. There were many injured.'

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

(b) Why was Stolypin important in the years after the 1905 Revolution?

Target: AO1, 2

Level 4 [6]
Explains TWO reasons

Level 3 [4–5]
Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'Stolypin came down hard on strikers, protesters and revolutionaries. Over 20 000 were exiled and over 1 000 hanged – the noose became known as "Stolypin's necktie". This brutal suppression effectively killed off opposition to the regime in the countryside until after 1914.'

Level 2 [2–3]
Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'He reduced terrorism and revolutionary activity.'

'He encouraged the kulak class.'

'He boosted Russia's industries.'

'He introduced Russification.'

'He used the 'carrot and stick' approach.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'He suppressed people.'

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

- (c) 'Discontent among the working classes was the main reason for the downfall of the Tsar in March 1917.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of agreement AND disagreement

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of agreement OR disagreement

Developed explanation to be given two marks within Level 3.

e.g. 'There were food shortages in the cities because of poor transport. The Russian economy could not cope and inflation increased. Industry concentrated on the war effort, leaving many shortages. There was discontent and strikes.'

OR

e.g. 'The war took the Tsar away from governing, leaving it in the hands of his wife whilst he was away. Concern grew at the influence of Rasputin over the Tsarina. She was relying almost entirely upon his advice, much to the despair of the people.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'There were food shortages.'

'There was industrial discontent and strikes.'

'The operation of the earlier reforms caused discontent.'

'Large numbers of Russians were killed in the war.'

'The Tsar took command of the army.'

'The government was not united in the war effort.'

'There was the influence of Rasputin.'

'The Tsar had lost support.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'There was much poverty.'

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

14 (a) What views did Lenin express in his 'Political Will' (Testament)?

Target: AO1

Level 1 [1–4]
(One mark for each relevant point; additional mark for supporting detail)

e.g. 'A warning against Stalin as Lenin thought Stalin had too much power in his own hands.'
'It suggested Stalin should be removed from his post as General Secretary.'
'Lenin was not sure Stalin was capable of using his authority with sufficient caution.'
'Lenin stated that he thought Trotsky was the most capable man in the present committee.'
'Lenin thought Trotsky was too preoccupied with the administrative side of the work.'

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

(b) Why were some Bolsheviks suspicious of Trotsky's qualities as a potential leader?

Target: AO1, 2

Level 4 [6]
Explains TWO reasons

Level 3 [4–5]
Explains ONE reason
(One mark for an explanation; additional mark for full explanation)

e.g. 'Trotsky believed in permanent or world revolution. He felt Communism would not survive unless the Communist revolution spread to other countries. The Bolsheviks preferred Stalin's ideas.'

Level 2 [2–3]
Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'He offended senior party members.'
'He failed to take the opposition seriously.'
'He did not gain their support in the party.'
'His desire for world revolution.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'He was considered arrogant.'

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

- (c) Which was the more effective of Stalin's methods of controlling the people of the Soviet Union – the cult of personality or terror? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'more effective'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of impact of cult of personality AND impact of terror

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of impact of cult of personality OR impact of terror

Developed explanation to be given two marks within Level 3.

e.g. 'He used propaganda to create the 'cult of Stalin' in which Stalin was worshipped as a leader. Pictures and statues of him were everywhere and places named after him. People at meetings had to clap when his name was mentioned.'

'The state told people what to think.'

OR

e.g. 'Stalin was not prepared to accept challenges to his authority and he planned to purge the top of the Party membership to clear out his opponents. They were arrested, tried and sentenced to long periods of imprisonment. This was not enough and in 1935 he started the 'Great Terror' where Zinoviev and Kamenev were shot.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'The idea of the 'cult of Stalin'.'

'The media was controlled by the state.'

'He introduced the Purges.'

'He held 'show trials'.'

'Many were put in labour camps.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'Terror was the most effective.'

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

15 (a) Describe the main changes in popular entertainment in the 1920s.

Target: AO1

Level 1

[1–4]

(One mark for each relevant point; additional mark for supporting detail)

e.g. 'The movie industry developed rapidly with the stars becoming household names e.g. Charlie Chaplin and Mary Pickford. The first 'talkie' was released in 1927.'

'There was a craze for new dances such as the Charleston and the Black Bottom.'

'Jazz music provided excitement and danger to whites who for the first time were exposed to black music. Famous nightclubs, like the Cotton Club in Harlem, provided opportunities for some of the great performers e.g. Duke Ellington and Louis Armstrong.'

'The sales of radios increased significantly and brought entertainment into the home.'

'Sport was another boom area. Baseball became a big money sport with legendary teams like the New York Yankees and Boston Red Sox. There were many outstanding personalities e.g. 'Babe' Ruth for baseball, Jack Dempsey for boxing and Bobby Jones for golf.'

Level 0

[0]

No evidence submitted or response does not address the question

(b) Why did some people disapprove of the flappers in the 1920s?

Target: AO1, 2

Level 4

[6]

Explains TWO reasons

Level 3

[4–5]

Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'Many women disapproved of young fashionable women, known as flappers, because they would drink, smoke, date and wear outrageous new fashions.'

Level 2

[2–3]

Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'Women were freer than ever before to live their own lives.'

'The flappers drank and smoked.'

'Flappers wore outrageous new fashions.'

'Flappers went out with men without chaperones.'

'Flappers had plenty of money and the time to spend it.'

Level 1

[1]

General answer lacking specific contextual knowledge

e.g. 'People were shocked by their behaviour.'

'The older generation didn't believe what was happening.'

Level 0

[0]

No evidence submitted or response does not address the question

- (c) 'Prohibition had a greater impact on American society in the 1920s than racial intolerance.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of agreement AND other disagreement

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of agreement OR disagreement

Developed explanation to be given two marks within Level 3.

e.g. 'Gangsters organised the manufacture and sale of alcohol. From the huge profits they could bribe policemen and city officials. This led to incidents like the Valentine's Day Massacre of 1929.'

OR

e.g. 'In the South, black people suffered under the 'Jim Crow' laws which kept them segregated from white people. Most black people lived in poverty and in fear of lynch mobs.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'There was a limit on immigrants.'

'The 'Red Scare' swept the country.'

'Black people were discriminated against in the South.'

'The Ku Klux Klan was intolerant.'

'Consumption of alcohol rose.'

'Organised crime increased.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'It was Prohibition because they had to change the law.'

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

16 (a) What did Roosevelt promise to the American people at the time of his election to the Presidency?

Target: AO1

Level 1 [1–4]
(One mark for each relevant point; additional mark for supporting detail)

e.g. 'Roosevelt promised a New Deal.'
'Roosevelt promised 'active government' if self help and charity failed.'
'He would spend public money to get people back to work.'
'He would protect their savings and property.'
'He would provide relief for the sick, old and unemployed.'
'He promised to get American industry and agriculture back on their feet.'
'He promised to rescue the banking system.'

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

(b) Why did unemployment continue despite the New Deal?

Target: AO1, 2

Level 4 [6]
Explains TWO reasons

Level 3 [4–5]
Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'The New Deal did nothing specifically to help black people, the largest single group in poverty. Roosevelt was reluctant to alienate southern Democrats and so failed to address race issues.'

Level 2 [2–3]
Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'It failed to provide permanent jobs.'
'It did not help farmers enough.'
'It did not help black people.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'The various schemes had limited impact.'

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

- (c) 'The greatest opposition to the New Deal came from the Supreme Court.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of agreement AND disagreement

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of agreement OR disagreement

Developed explanation to be given two marks within Level 3.

e.g. 'In 1935, the Schechter Poultry Corporation had been found guilty of breaking NRA regulations. It appealed to the Supreme Court. The Court ruled that the government had no right to prosecute the company. This was because the NRA was unconstitutional.'

OR

e.g. 'The business community and the wealthy objected strongly to the New Deal because of the increased taxes. They argued that high taxes discouraged people from working hard and gave money to people for doing nothing or doing unnecessary jobs.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'The Supreme Court thought parts of the New Deal were unconstitutional.'

'The business community resented the government's interference in the economy.'

'Radical leaders complained that the New Deal did not go far enough.'

'Republicans still believed in 'rugged individualism'.'

'The wealthy thought the government was giving their money away.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'Some politicians were against the New Deal.'

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

17 (a) Describe relations between China and Tibet from 1950 to 1965.

Target: AO1

Level 1 [1–4]
(One mark for each relevant point; additional mark for supporting detail)

e.g. 'In 1950, Chinese troops invaded Tibet and the Tibetan leader, the Dalai Lama, asked the UN for help.'

'No help was forthcoming and the Chinese troops conquered and occupied the territory.'

'In 1958, there was a rebellion and the Tibetans declared their independence. The Chinese responded by crushing it.'

'The Dalai Lama went into exile in India after objecting to the spread of communism.'

'Buddhists in Tibet demanded freedom and independence.'

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

(b) Why did relations between China and the USSR change in the years from 1956 to 1969?

Target: AO1, 2

Level 4 [6]
Explains TWO reasons

Level 3 [4–5]
Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'Khrushchev developed more friendly relations with the West and was suggesting that Russia and the capitalist West could follow peaceful co-existence. Mao strongly disagreed.'

Level 2 [2–3]
Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'Mao did not like Khrushchev.'

'Khrushchev was friendlier to the West.'

'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.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'The leaders did not agree.'

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

- (c) 'China was a superpower by the time of Mao's death in 1976.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 5 [10]

Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]

Explanation of agreement AND disagreement

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]

Explanation of agreement OR disagreement

Developed explanation to be given two marks within Level 3.

Candidates need to define what constitutes a superpower and then test China against their criteria.

e.g. 'In 1964 China exploded a test nuclear bomb to join a limited number of countries with this capability. This had been done without outside help as Russia withdrew experts from China in 1960.'

OR

e.g. 'Mao's split with Khrushchev meant that China was isolated so that even a fellow communist state was not particularly friendly and China lacked Russia's expertise.'

Level 2 [2–3]

Identifies AND/OR describes

(One mark for each point)

e.g. 'He improved education.'

'China was an atomic power.'

'It was accepted by the United Nations.'

Level 1 [1]

General answer lacking specific contextual knowledge

e.g. 'China was a stronger nation.'

Level 0 [0]

No evidence submitted or response does not address the question

18 (a) Describe how Mao used propaganda to win support.

Target: AO1

Level 1 [1–4]
(One mark for each relevant point; additional mark for supporting detail)

e.g. 'When the Communist Party took power, they had complete control of all radio, newspapers, books and cinema.'

'The mass media was used to encourage people to follow the Party line and persuade them to accept it.'

'Mao used paintings to glorify the Long March so the people saw the Communists as heroes.'

'Mao used paintings and posters to launch the Hundred Flowers campaign, the Great Leap Forward and the Cultural Revolution.'

'Mao used education to indoctrinate the young to follow the ideas of Mao.'

'In the '60s Mao produced his 'Little Red Book of Quotations from Chairman Mao' to outline his thoughts.'

'Early in his career, Mao used propaganda campaigns against Chiang Kai-shek and also wealthy landlords.'

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

(b) Why did Mao think it was necessary to introduce the Cultural Revolution?

Target: AO1, 2

Level 4 [6]
Explains TWO reasons

Level 3 [4–5]
Explains ONE reason

(One mark for an explanation; additional mark 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.'

Level 2 [2–3]
Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'He wanted to change the culture of China.'

'To create perfect communism.'

'To regain power.'

'To stop the move to capitalism.'

'To remove the 'Four Olds'.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'He wanted to change things.'

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

- (c) 'The greatest effects of the Cultural Revolution were on education and culture.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of agreement AND disagreement

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of agreement OR disagreement

Developed explanation to be given two marks within Level 3.

e.g. 'Once student masses had been roused, they denounced and physically attacked anyone in authority. Teachers, professionals, local party officials, artists were all targets; millions of people were disgraced and ruined.'

OR

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. Technicians were dismissed and production fell.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'Industrial production fell.'

'Transport ground to a halt.'

'Formal education seriously interrupted.'

'Medical care improved.'

'Opponents of the Revolution were killed or exiled.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'It ruined millions of people's lives.'

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

19 (a) Describe the growing unrest and militancy amongst black South Africans between 1944 and 1948.

Target: AO1

Level 1 [1–4]
(One mark for each relevant point; additional mark for supporting detail)

e.g. 'The ANC was campaigning for the abolition of the Pass Laws.'
'Black South Africans demanded better living conditions.'
'Because of poor conditions there was a dramatic increase in strikes.'
'Protests took place because a wave of migration to the towns created a shortage of housing.'

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

(b) Why did the Nationalist government of 1948 introduce a policy of apartheid?

Target: AO1, 2

Level 4 [6]
Explains TWO reasons

Level 3 [4–5]
Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'The National Government won the 1948 election standing for the policy of apartheid. This was to separate the different peoples living in South Africa so that they could develop their lives separately.'

Level 2 [2–3]
Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'It was the policy of the Nationalists.'
'It favoured the white minority.'
'It won the election standing for apartheid.'
'It had won over white voters.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'It wanted to keep groups of people separate.'

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

- (c) **How successful were the ANC and other opposition groups between 1948 and 1960? Explain your answer.**

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how successful'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of success of opposition groups AND failures

Both sides of Level 3.
Developed explanation to be given two marks within Level 4.
Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of success of opposition groups OR failures

Developed explanation to be given two marks within Level 3.

e.g. 'The ANC held a Charter Congress in 1955 at which delegates could put forward their demands. These were incorporated into a Freedom Charter, a manifesto for the ANC and a basis for future campaigning.'

OR

e.g. 'The ANC planned a campaign of defiance in 1952 led by Mandela with ANC supporters all over South Africa defying apartheid regulations. They were arrested in their thousands.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'The ANC held a campaign of defiance in 1952.'
'The Charter Congress was held.'
'Civil disobedience was encouraged.'
'Women played a prominent role.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'At times they were able to achieve notice and support.'

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

20 (a) Describe the measures in the State of Emergency declared by Botha in 1985.

Target: AO1

Level 1 [1–4]
(One mark for each relevant point; additional mark for supporting detail)

e.g. 'The police could arrest people without warrants.'
'The police were free from all criminal proceedings.'
'Thousands of people were arrested.'
'Newspapers, radio and TV were banned from reporting demonstrations and strikes.'

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

(b) Why was South Africa's government losing control of events by 1989?

Target: AO1, 2

Level 4 [6]
Explains TWO reasons

Level 3 [4–5]
Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'Foreign companies like Barclays Bank began withdrawing their investments in protest at apartheid and a complete boycott of South Africa was looking likely and the country relied on exports. Botha and the National Party sensed unrest and feared threats from home and abroad.'

Level 2 [2–3]
Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'Foreign government support was declining.'
'There was a potential civil war.'
'There was a fear of investment loss.'
'There was a fear of boycott.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'There was a breakdown of order.'

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

(c) How effective was international condemnation of apartheid? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how effective'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation effectiveness AND ineffectiveness

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of effectiveness OR ineffectiveness

Developed explanation to be given two marks within Level 3.

e.g. 'In 1962 the UN proposed tough economic sanctions – cutting off all trade links including essential supplies of oil. The main trading countries of Britain, USA, Germany and Japan did not want to impose tough sanctions as their investments were doing well in South Africa.'

OR

e.g. 'In the 1970s international sanctions began to take effect and companies stopped investing in South Africa. The government realised they could no longer resist change.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'It introduced a fear of damaged trade.'

'UN was often a lone voice.'

'The South African government realised world pressure was growing.'

'Sanctions failed.'

'Sports teams were boycotted.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'At first, it had little effect.'

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

21 (a) Describe the events of 1946–47 which forced Britain to refer the problem of Palestine to the United Nations.

Target: AO1

Level 1 [1–4]
(One mark for each relevant point; additional mark for supporting detail)

e.g. 'Guerrilla warfare made it difficult to control.'
'Violence was increasing, such as the bombing of the King David Hotel.'
'The number of deaths of British soldiers, police and officials was increasing.'
'It was becoming increasingly difficult to justify the cost of defending the worldwide empire.'
'There was a Zionist campaign of violence.'
'They turned away refugees and were accused of being anti-Semitic.'
'The UN set up a commission which called for the partition of Palestine. This was accepted by Ben-Gurion but rejected by the Palestinians.'

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

(b) Why did the Palestinian Arabs reject the Partition Plan?

Target: AO1, 2

Level 4 [6]
Explains TWO reasons

Level 3 [4–5]
Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'The proposed Jewish state would be larger than the Arab state, even though Jews were only one third of the population and owned less than one tenth of the land.'

Level 2 [2–3]
Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'They were against the partition.'
'The Jewish state would have more land.'
'The Arab state would be divided.'
'Fertile land would be lost.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'They did not like it.'

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

- (c) 'The Arab-Israeli War of 1948–49 resolved nothing.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how far'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of what it resolved AND what it failed to resolve

Both sides of Level 3.
Developed explanation to be given two marks within Level 4.
Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of what it resolved OR what it failed to resolve

Developed explanation to be given two marks within Level 3.

e.g. 'A Jewish state was established within the territory controlled by the Jewish forces. Large numbers of Jewish migrants moved to the new state of Israel. The Gaza Strip, east Jerusalem and the West Bank were the only areas outside Israeli control.'

OR

e.g. 'The United Nations had failed in its first attempt to sort out a problem. The Jews had seized more than the UN had allotted them. The majority of Arab Palestinians fled from Israel and became refugees. Only a minority remained in the Jewish-controlled state.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'A Jewish state was established.'
'There were large numbers of migrants.'
'Most Arab Palestinians fled.'
'The UN had failed.'
'Arab governments were humiliated.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'It solved nothing as there was war again soon after.'

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

22 (a) Describe the terrorist actions of the Palestinians between 1968 and 1978.

Target: AO1

Level 1 [1–4]
(One mark for each relevant point; additional mark for supporting detail)

e.g. 'In 1969 a Jerusalem supermarket was bombed.'

'In 1969 grenades were thrown at the Israeli embassies in The Hague and Bonn. A grenade was also thrown at El Al in Brussels.'

'The PFLP hijacked aircraft and sent them to a disused Jordan airfield. Hostages were transferred to Amman and a plane was destroyed.'

'In 1970 the Avivim school bus massacre by the DFLP killed 9 children and 3 adults.'

'In 1972 eight Black September terrorists took eleven Israelis hostage in the Olympic village. All the hostages were murdered.'

'In 1974 the DFLP seized a school in Israel and killed 26 students in the Ma'a lot Massacre.'

'In 1976 a French plane was hijacked and taken to Entebbe in Uganda. 110 Jews were kept hostage. The Israeli armed forces released the hostages and killed the terrorists.'

'In 1978 there was the Coastal Road massacre in which terrorists killed 37 Jewish civilians.'

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

(b) Why did many Palestinians join the PLO in the late 1960s?

Target: AO1, 2

Level 4 [6]
Explains TWO reasons

Level 3 [4–5]
Explains ONE reason

(One mark for an explanation; additional mark for full explanation)

e.g. 'In 1969 the PLO became an independent voice for the Palestinians and, therefore, drew increased support and participation. Yasser Arafat became the dominant personality and was a magnet for Palestinian support.'

Level 2 [2–3]
Identifies AND/OR describes reasons

(One mark for each identification/description)

e.g. 'The PLO became the voice of the Palestinian people.'

'It began to get more publicity for the cause.'

'It aimed to gain the West Bank and Gaza.'

'The PLO was not afraid of hitting civilian targets.'

'Arafat increasingly became the dominant Palestinian leader.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'The PLO became much more active.'

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

(c) How significant for the PLO were relations with the Arab States? Explain your answer.

Target: AO1, 2

Level 5 [10]
Explains with evaluation of 'how significant'

As Level 4 plus evaluation.

Level 4 [7–9]
Explanation of significance AND limited significance

Both sides of Level 3.

Developed explanation to be given two marks within Level 4.

Maximum of eight marks for answer lacking balance.

Level 3 [4–6]
Explanation of significance OR limited significance

Developed explanation to be given two marks within Level 3.

e.g. 'Following the victory for Israel in the Six Day War, the Palestinians felt they had been let down by the Arab nations and were prepared to regain their homeland by their own efforts.'

OR

e.g. 'Arab nations appreciated one voice for the Palestinian cause, namely the PLO under Arafat.'

Level 2 [2–3]
Identifies AND/OR describes

(One mark for each point)

e.g. 'PLO ejected from Jordan and Lebanon.'

'Arab nations had little military success.'

'The Palestinians felt they had been let down by the Arab nations.'

'It provided one voice for the Palestinian cause.'

Level 1 [1]
General answer lacking specific contextual knowledge

e.g. 'The Arab States did not always support the PLO.'

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

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