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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0470 HISTORY

0470/11 Paper 1, maximum raw mark 60

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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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 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

The Assessment Objectives being tested in each part of a question are:

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

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1 (a) Describe the part played by Guizot in the events leading to revolution in France in 1848.

Level 1 **[1–4]**

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

e.g. 'Guizot did not respond to demands to extend the franchise.'
'Guizot wanted to ensure that middle class domination of the Chamber of Deputies continued.'
'Guizot's actions meant that opposition groups felt that their only option was revolution.'
'Guizot banned a Reform Banquet planned for 22 February 1848.'
'Guizot was accused by the liberal Deputies of forgetting who had put Louis Philippe on the throne in 1830.'
'Guizot was accused by the liberal Deputies of using repressive measures.'

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

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(b) Why was there a revolution in Hungary in 1848?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Kossuth was responsible for the revolution. He was a great speaker and he made use of the revolutionary fervour that was developing throughout Europe. He demanded independence for Hungary within the Austro-Hungarian Empire and the immediate implementation of the 1847 reforms which had already been agreed by the Diet.'

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

(One mark for each identification/description)

e.g. 'Magyar nationalists wanted political freedom from Austria.'
'Kossuth was responsible for the revolution.'
'The March Laws had not been implemented.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The people wanted change.'

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

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(c) 'During 1848, revolution was more successful in France than in other European countries.' How far do you agree with this statement? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'In France 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. The revolution in France was, therefore, a success.'
OR
e.g. 'In Hungary the revolutionaries were not united. The Magyar nationalists fought the Croat nationalists instead of joining forces to gain their independence from Austria. As a result the revolution led by Kossuth was brutally suppressed.'

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

(One mark for each point)

e.g. 'In France revolutionaries overthrew the monarch.'
'Louis Napoleon introduced reforms in France.'
'The Austrian armed forces suppressed revolutions in Italy and Germany.'
'The revolutionaries in Hungary were not united.'
'Charles Albert granted a constitution to the people of Piedmont-Sardinia.'
'King Frederick William IV of Prussia introduced some liberal reforms.'
'In 1851 Louis Napoleon assumed the powers of a dictator.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'There was some success in other European countries.'

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

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2 (a) What was agreed at Plombières in 1858?

Level 1 **[1–4]**

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

e.g. 'It was made clear that Napoleon III would not involve France in a war of aggression against Austria.'
'If Austria started a war, then France would send an army against her.'
'Piedmont-Sardinia would gain Lombardy and Venetia.'
'France would gain Nice and Savoy as a reward.'
'A marriage would be arranged linking the two Royal families.'
'The Pope would preside over a confederation of states in central Italy.'

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

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(b) Why did war break out between Piedmont and Austria in 1859?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Austria issued an ultimatum to Piedmont, threatening war if they failed to disarm within three days. Cavour refused to comply and Austria declared war on 29 April 1859.'

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

(One mark for each identification/description)

e.g. 'Piedmont wanted to remove Austrian influence from northern Italy.'
'Cavour wanted to create a kingdom of Upper Italy.'
'Nationalistic feelings were increasing.'
'Cavour deliberately provoked the Austrians.'
'Austria issued an ultimatum to Piedmont.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There were disagreements between them.'

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

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(c) How important was Garibaldi to the unification of Italy? Explain your answer.

Level 5 Explains with evaluation of 'how important' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Garibaldi was an unrivalled leader of a guerrilla force. He inspired great devotion and enthusiasm in his men. In 1860 the king of Naples and his troops were so frightened by Garibaldi's achievements in Sicily that they put up little resistance. His conquests in the south played a major part in unification.'
OR
e.g. 'Cavour was important to the unification of Italy. He sent troops to aid Britain and France in the Crimea. His troops acquitted themselves well and as a result Cavour was able to attend the peace conference. It was here that Cavour raised Italy's problems and gained the interest and support of Napoleon III of France, who was sympathetic to the cause of Italian liberation in Northern Italy.'

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

(One mark for each point)

e.g. 'Garibaldi campaigned to liberate Rome in 1862 and 1867.'
'Garibaldi liberated Palermo and conquered Sicily.'
'Napoleon III was sympathetic to the cause of Italian liberation.'
'Cavour aimed to create a kingdom of Upper Italy.'
'Mazzini founded the Young Italy movement.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Garibaldi was important, but so were other people.'

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

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3 (a) Describe the growth of German nationalism before 1848.

Level 1 **[1–4]**

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

e.g. 'German nationalism was centred in the universities.'
'The German professors Dahlmann and Welcker were the spokesmen of the German national idea.'
'Professionals promoted the German national tradition.'
'Societies of philologists were established in Frankfurt in 1846 and Lubeck in 1847.'
'During the 1840s many German towns and cities established choral societies to promote German music and patriotic songs.'
'German nationalism grew in response to situations where foreign governments appeared to threaten Germany as a whole.'
'In 1847 Die Deutsche Zeitung (The German Newspaper) was founded in Heidelberg. It promoted liberal and nationalist ideas.'

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

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(b) Why was the Zollverein important in the period up to 1848?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Zollverein was important because all member states had a common system of tariffs and they abolished all internal customs barriers. Before this, the flow of trade had been held up at hundreds of different customs posts, penalised by varying tariff rates and subjected to differing customs regulations. The Zollverein therefore helped to increase the prosperity and trade of member states.'

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

(One mark for each identification/description)

e.g. 'It ensured a free trade area.'
'It unified the currency of states within the Zollverein.'
'Weights and measures were standardised within the Zollverein states.'
'It encouraged trade between member states.'
'It increased prosperity in member states.'
'It meant that Prussia achieved a position of economic leadership.'
'Prussia came to be seen as the natural leader of a united Germany.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It helped German states.'

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

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(c) How far was Austria able to dominate Germany in the period 1848–66? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'When the ruler of Hesse-Cassel (a member of the Prussian union) was overthrown he asked Austria rather than Prussia for help in suppressing the revolution. Austria sent an army of 200 000 men, demonstrating clearly to the other German states that Austria was still the dominant force in Germany.'
OR
e.g. 'Austria was defeated by Prussia at the Battle of Sadowa in 1866. The terms of the Treaty of Prague included Austrian agreement that Prussia could form a new North German Confederation, from which Austria would be excluded. Austria was no longer in a position to dominate Germany.'

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

(One mark for each point)

e.g. 'The Treaty of Olmutz humiliated Prussia.'
'Austria was strong militarily.'
'The ruler of Hesse-Cassel turned to Austria for help in suppressing revolution.'
'In the summer of 1850 the Austrian-led Frankfurt Diet claimed to speak for Germany.'
'The League of Princes was dominated by Prussia.'
'Austria was defeated by Prussia at Sadowa in 1866.'
'The Treaty of Prague signalled the end of Austrian hopes of leading a unified Germany.'
'Austria was to be excluded from the new North German Confederation.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Austria dominated Germany for part of this period.'

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

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4 (a) What was the justification given by the South for using slaves?

Level 1 **[1–4]**

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

e.g. 'Supporters of slavery used biblical references to justify the use of slaves.'
'In the Bible it said that Abraham had slaves.'
'Slavery had existed throughout history.'
'The Greeks and the Romans had slaves.'
'Slaves were fed, clothed and treated with kindness by benevolent masters.'
'Slavery was the key to national prosperity.'
'Slavery brought Christianity to heathens.'
'It would be impossible to run cotton or tobacco plantations economically without slaves.'

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

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(b) Why was the North able to win the Civil War?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The North had the advantage industrially; compared to the South it had 85% of the industry. This meant that the North had much greater capability to mass-produce weapons and supplies for war.'

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

(One mark for each identification/description)

e.g. 'The North had larger armies.'
'The North had a navy.'
'There were more states in the North.'
'The North had 80% of the free population.'
'The North had manufacturing industry.'
'The North had 70% of the railways.'
'The South had less able commanders.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The North was more powerful than the South.'

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

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(c) How successful was Reconstruction? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks

e.g. 'Reconstruction was successful in improving the lot of black Americans. They now had their freedom and were able to live with their families and make decisions about their lives. They were supported by the Bureau of Refugees, Freedmen and Abandoned Lands, who set up schools and supplied work, clothes and food.'
OR
e.g. 'Reconstruction was not successful. Carpet baggers and scalawags were able to take control of the state governments in the Deep South and impose their wishes, which were often corrupt and spendthrift. This affected people in the Deep South badly when they were trying to restore their towns and plantations to their former prosperity.'

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

(One mark for each point)

e.g. 'Black Americans were no longer slaves.'
'Education became a reality for black Americans.'
'Reconstruction restored the United States as a unified nation.'
'Governments were now elected by universal suffrage.'
'Reconstruction did not counter long-held beliefs about white superiority.'
'Carpet baggers took advantage.'
'Southerners took the law into their own hands.'
'The Ku Klux Klan intimidated ex-slaves.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Reconstruction was successful in some ways, but it also caused problems.'

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

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5 (a) What did the Treaty of Versailles state about Danzig and the Rhineland?

Level 1 **[1–4]**

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

e.g. 'The Treaty took Danzig from Germany.'
'Danzig was to become a free city.'
'Danzig would be under the control of the League of Nations.'
'Poland could use the port of Danzig for its external trade.'
'The Rhineland was demilitarised.' (No German troops or fortifications were allowed in the Rhineland.)
'The Allies were to keep an army of occupation on the west bank of the Rhine for 15 years.'
(2 marks)

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

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(b) Why were the victors not free to make the peace they wanted?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The victors were not free to make the peace they wanted because they had to consider each other's views and compromise. The French wanted revenge on Germany for the destruction the war had caused and therefore wanted Germany to pay huge reparations. Lloyd George was unhappy about this; he did not want to treat Germany too harshly as he wanted to resume trading with Germany.' (5 marks)

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

(One mark for each identification/description)

e.g. 'The victors were from different countries and had different ideas.'
'Clemenceau disagreed with Lloyd George about the level of Germany's punishment.'
'They disagreed about Wilson's desire to use his Fourteen Points in the peace treaty.'
'Lloyd George wanted to protect British interests.'
'Lloyd George was concerned about the British Empire.'
'Clemenceau wanted revenge.'
'Wilson was more idealistic than the other victors.'
'Public opinion in each of the victorious countries had to be taken into consideration.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They could not agree.'

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

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(c) 'At the time, the Treaty of Versailles was justifiable.' How far do you agree with this statement? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'At the time many people believed that the treaty was justifiable and that Germany had been treated reasonably. There were demands for the treaty to be even harsher against Germany as Germany had forced a much harder peace on Russia in the Treaty of Brest-Litovsk, with Russia losing 54 per cent of its industry and 32 per cent of its agricultural land.'
OR
e.g. 'It was not justifiable for the sole blame to be placed on Germany. Britain and France had both followed aggressive imperialism and along with the other main European powers they had greatly increased their spending on armaments. They should also have taken some of the blame for the outbreak of war in 1914.'

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

(One mark for each point)

e.g. 'The Treaty of Versailles could have been much harsher.'
'The Treaty of Versailles was acceptable to people in Britain and France.'
'The Treaty of Brest-Litovsk had been much harsher.'
'Germany had to be punished.'
'It was not justifiable to punish ordinary German people.'
'It was not justifiable to force Germany to accept responsibility for the war.'
'It was not justifiable to impose such high reparations.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'At the time it was the best that could be achieved.'

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

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6 (a) What was the role of the Assembly within the League of Nations?

Level 1 **[1–4]**

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

e.g. 'The Assembly could recommend action to the Council.'
'The Assembly voted on admitting new members.'
'The Assembly voted on the election of temporary members of the Council.'
'The Assembly controlled the League's budget.'
'The Assembly met once a year.'
'The Assembly discussed ideas put forward by the Council.'
'The Assembly considered matters of general policy.'
'The Assembly elected judges of the Permanent Court.'

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

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(b) Why was the idea of 'collective security' unlikely to be successful for the League of Nations?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Collective security was unlikely to be successful as there were three stages that all members had to agree to and follow. These were moral disapproval, economic sanctions and military sanctions. The absence of the powerful USA would reduce the effectiveness of both moral disapproval and sanctions.'

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

(One mark for each identification/description)

e.g. 'The USA was not a member of the League.'
'The absence of the USA made sanctions ineffective.'
'All decisions taken by the Assembly or Council had to be unanimous.'
'The League did not have its own army.'
'Members of the League acted in the interests of their own countries.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Not everybody agreed.'

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

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(c) How successful was the League of Nations in the 1920s? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR [4–6]
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'In 1921 Sweden and Finland, who both wanted to control the Aaland Islands, were threatening to fight over the islands. The League investigated and awarded the Aaland Islands to Finland, but with safeguards for the islanders. Both countries accepted the ruling and war was avoided.'
OR
e.g. 'The League was not successful in dealing with the dispute between Lithuania and Poland over Vilna. A Polish army seized control of Vilna in 1920, and Lithuania appealed to the League for help. The League asked Poland to withdraw its troops, but Poland ignored them. The League took no further action and the Poles, who were the aggressors, kept Vilna.'

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

(One mark for each point)

e.g. 'The League was successful in the Aaland Islands dispute.'
'The League settled the dispute over Upper Silesia.'
'The League dealt successfully with the problems between Greece and Bulgaria.'
'The League returned prisoners of war and refugees to their homelands.'
'In 1922 the League drew up a rescue plan to help Austria's failing economy.'
'The League was unsuccessful in dealing with the dispute over Vilna.'
'The Corfu incident showed that the League could not deal effectively with Italy.'
'European powers made agreements outside the League.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The League had successes and failures.'

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

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7 (a) What was the response of the United Nations Organisation to events in Korea in June 1950?

Level 1 **[1–4]**

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

e.g. 'A meeting of the Security Council was organised immediately.'
'The UN Security Council decided that the North Koreans had broken world peace.'
'They passed a resolution calling on North Korea to withdraw their armed forces.'
'The UN called on North Korea to withdraw to the 38th Parallel.'
'A second resolution in June asked UN members to help South Korea.'
'The US was asked to take command of the UN operation.'
'The UN organised troops from the US and 15 other countries.'
'The UN sent in troops.'

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

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(b) Why did the US provide most of the forces that resisted North Korea's invasion of the South?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The US followed a policy of containment and wanted to stop any further communist expansion. They were worried that if South Korea fell to communism then Japan and other non-communist countries in the Far East would be under threat. As the US had appealed to the UN to use military force to stop North Korea they felt they should provide large numbers of forces to help.'

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

(One mark for each identification/description)

e.g. 'The US had been closely involved in the establishment of the Republic of Korea.'
'The invasion of South Korea was a challenge to the US's internationally accepted position as South Korea's protector.'
'The US thought the actions of North Korea were part of a Soviet plan to test the US.'
'The US followed a policy of containment.'
'The US was worried about their interests in the Far East.'
'Truman appealed to the UN to use military force against North Korea.'
'The UN put the US in charge of military operations in Korea.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The US wanted to be involved.'

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

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(c) How great a threat was the Korean War to world peace? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR [4–6]
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'In November 1950 some American units reached the Yalu River on the border between Korea and China. The Chinese launched a large scale counter offensive. If the war did move to mainland China then the Sino-Soviet Mutual Alliance would mean that the Soviets would enter the war on the side of their ally China. This would definitely threaten world peace.'
OR
e.g. 'The Korean War was not a threat to world peace. The UN stood up to an act of aggression by North Korea that had been supported by two major powers. The UN moved quickly to respond to the invasion of Korea and many member nations offered troops and military and medical equipment in assistance. Ultimately the invasion was unsuccessful.'

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

(One mark for each point)

e.g. 'The Cold War had now spread to Asia.'
'The Chinese became involved.'
'The USSR gave arms to North Korea.'
'General MacArthur thought nuclear weapons should be used.'
'The Korean War increased mistrust between the USSR and the US.'
'Truman did not want the war to move to mainland China.'
'MacArthur was dismissed.'
'The UN had used military sanctions effectively against an act of aggression.'
'In 1951 the US, the USSR and China started negotiations to end the war.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a threat as there was a lot of fighting in Korea.'

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

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8 (a) Describe events in Hungary on the days immediately following the outbreak of revolution against the government on 23 October 1956.

Level 1 **[1–4]**

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

e.g. 'Nagy was named as Prime Minister.'
'On 24 October Soviet tanks entered Budapest.'
'Freedom fighters and most of the Hungarian army fought the Soviets.'
'A statue of Stalin was pulled down by protestors.'
'On 27 October Nagy announced a new government.'
'Nagy's new government included members of non-Communist parties.'
'Cardinal Mindszenty was freed from prison.'
'In the last few days of October Soviet forces were withdrawn from Budapest.'
'Nagy announced that one party rule would be ended.'
'Nagy announced that Hungary was going to leave the Warsaw Pact.'
'On 4 November the Red Army invaded Budapest.'
'Janos Kadar became Prime Minister.'

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

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(b) Why did many Hungarians oppose the Communist regime in 1956?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Hungary was a proud and patriotic nation. Its people were aware and proud of their culture, traditions and history. They resented Soviet control of education, which meant that Hungarian children were taught a Communist version of history, that ignored Hungary's real past and its traditional links with western Europe.'

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

(One mark for each identification/description)

e.g. 'They hated Rakosi.'
'They did not like Gero.'
'The standard of living was poor.'
'There was no freedom of speech.'
'They did not want the Soviets to have control of education.'
'The Communist government persecuted the Catholic Church.'
'The AVO (the Hungarian secret police) tortured people.'
'They hated the presence of Soviet troops in Hungary.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They did not like the way the country was being ruled.'

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

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(c) How different were events in Hungary in 1956 and Czechoslovakia in 1968? Explain your answer.

Level 5 Explains with evaluation of 'how different' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Each country reacted differently to Soviet invasion. When Soviet troops and tanks moved into Budapest the Hungarians did not give in. There was bitter fighting for two weeks and many Hungarians were killed. When Soviet troops and tanks moved into Czechoslovakia, there was little violent resistance. The Czech government ordered its armed forces not to resist the invasion.'
OR
e.g. 'Events in the two countries were similar as both wanted to give their people more rights. In Hungary Nagy announced reforms that included the end of one-party rule, free elections and the creation of impartial courts. In Czechoslovakia Dubcek also wanted to give his people more freedom by allowing opposition, through free elections and by ending press censorship.'

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

(One mark for each point)

e.g. 'In Hungary people were inspired by events in Poland.'
'In Czechoslovakia people acted because there was economic depression.'
'They had different views on membership of the Warsaw Pact.'
'They had different reactions to Soviet invasion.'
'Both countries wanted to give their people more rights.'
'Both countries wanted to lessen the control of the communist state.'
'People protested in both countries.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'They were similar in some ways and very different in others.'

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

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9 (a) What was the British Expeditionary Force (BEF)?

Level 1 **[1–4]**

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

e.g. 'The BEF was a well trained force of professional soldiers.'
'The BEF was Britain's standing army.'
'The BEF was a force of around 120 000 men.'
'The BEF was a body of British soldiers designed to respond quickly to threats from abroad.'
'The BEF was a British force under the command of Sir John French.'

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

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(b) Why did the Schlieffen Plan fail?

Level 4 Explains TWO reasons **[6]**

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Germans had expected to march through Belgium unopposed, but the Belgians were determined to resist. Deep concrete forts protecting cities like Antwerp seriously delayed the German advance. This gave the BEF time to arrive and gave the French armies time to march north and defend Paris.' (5 marks)

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

(One mark for each identification/description)

e.g. 'Von Moltke ignored part of Schlieffen's plan.'
'The German army was smaller than planned.'
'The plan was changed to a narrower attack through Belgium.'
'The Belgians slowed down the German advance.'
'The BEF arrived much more quickly than the Germans had expected.'
'The French were able to defend Paris.'
'The German soldiers were exhausted by the end of August.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'It did not work as planned by Schlieffen.'

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

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(c) 'The main reason for the development of trench warfare on the Western Front was the First Battle of Ypres.' How far do you agree with this statement? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'By November 1914 the first Battle of Ypres had resulted in stalemate. Both sides had suffered heavy casualties and neither side had proved to be stronger than the other. Both sides decided to build defensive trenches to protect their positions as winter had set in.'
OR
e.g. 'At the Battle of the Marne combined British and French forces were able to force the Germans back to the River Aisne, but could not push them out of France. Neither side could make any progress. They began to dig trenches to hold on to their positions and protect themselves from snipers and shells.'

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

(One mark for each point)

e.g. 'The first Battle of Ypres showed the armies were equally matched.'
'The two evenly matched armies decided to use defensive formations.'
'It was due to the onset of winter weather at the end of the first Battle of Ypres.'
'After months of fighting armies were exhausted.'
'Trenches meant armies could recover their strength.'
'Trenches developed as a result of the Battle of the Marne.'
'Falkenhayn wanted to keep control of the German occupied parts of France and Belgium.'
'It was due to the failure of the Schlieffen Plan.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The first Battle of Ypres was one of several important reasons.'

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

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10 (a) Describe 'U-boat' warfare.

Level 1 **[1–4]**

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

e.g. 'At first the Germans used a policy of 'sink on sight' towards British and Allied ships.'
'Merchant and military ships leaving or heading to Great Britain and Ireland were targeted.'
'In February 1915 the Germans created 'war zones' round the British Isles.'
'Any ship from any country found in the war zones would be sunk.'
'From February 1915 the policy was to use unrestricted U-boat warfare.'

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

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(b) Why did the Gallipoli campaign of 1915 fail?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Turks were aware that an attack was coming. The defensive forces had been doubled, and had dug into strong positions on the hills overlooking the beaches where the Allies were most likely to land. The Turks were well prepared for the attack.'

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

(One mark for each identification/description)

e.g. 'The Turks knew in advance about the Gallipoli landings.'
'The Turks had strengthened their defence.'
'The British had out of date maps.'
'The British had not used proper minesweepers to remove Turkish mines.'
'Troops were affected by the shortage of fresh water.'
'The troops were malnourished.'
'Sickness and disease spread rapidly.'
'The troops had to face the harsh Turkish winter.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Mistakes were made by the British.'

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

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(c) 'The Battle of Jutland was a disaster for Britain.' How far do you agree with this statement? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The Battle of Jutland was a disaster for Britain. The Germans were able to inflict much greater damage on the British than they suffered themselves. Britain lost 110 000 tonnes of shipping and 6000 sailors were killed.'
OR
e.g. 'The Battle of Jutland was not a disaster for Britain. Germany's main objective in the battle was to remove the blockade, but they were unsuccessful. Britain maintained its control of the North Sea and was able to continue blockading the north German coast, and preventing supplies reaching Germany.'

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

(One mark for each point)

e.g. 'Britain lost 14 ships.'
'Almost 7000 men were dead, wounded or captured.'
'HMS Indefatigable was sunk.'
'Britain maintained its control of the North Sea.'
'Britain was able to sustain its blockade of the north German coast.'
'Germany did not risk a major sea battle again.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The British claimed that they were the victors in the Battle of Jutland.'

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

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11 (a) Describe Hitler's role in establishing the Nazi Party prior to 1923.

Level 1 **[1–4]**

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

e.g. 'Hitler took on responsibility for publicity and propaganda.'
'Hitler was responsible for organising public meetings.'
'Hitler suggested the party should change its name to the National Socialist German Workers' Party (NSDAP).'
'Hitler became the leader of the Nazi Party in 1921.'
'Hitler's speeches attracted attention.'
'In 1921 Hitler founded the SA.'

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

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(b) Why did the Munich Putsch fail?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Munich Putsch failed because Hitler overestimated the level of support he would have. He thought that General Ludendorff would be able to persuade the army to support the putsch, and that leading members of the Bavarian state government would do the same. Hitler was wrong. The army remained loyal to the Weimar government and the Bavarian head of government called out the armed police to break up Hitler's march through the streets of Munich.' (5 marks)

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

(One mark for each identification/description)

e.g. 'The army remained loyal to the Weimar government.'
'Hitler had miscalculated the mood of the German people.'
'The German people did not rise up to support the putsch.'
'Kahr, the head of the Bavarian government, went back on his word to support Hitler.'
'Hitler's Nazi Party was still small.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It failed because it was not well organised.'

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

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(c) 'The fear of communism was the main reason for the Nazis coming to power in 1933.' How far do you agree with this statement? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The owners of the big industries were very worried about the communists. They knew that communist policy would mean that their industries would be placed under state control, which they did not want. Hitler promised to combat the threat of communism. The industrialists began to donate large sums of money to the Nazi Party.'
OR
e.g. 'The main reason was the modern and effective methods used by the Nazis in their campaigning. They used posters and pamphlets to get across the Nazi message and they had mobile units to organise speeches in different areas. The Nazi message was taken to all parts of Germany.'

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

(One mark for each point)

e.g. 'Powerful industrialists were worried that communists would nationalise their industries.'
'The Communist Red Fighting League fought street battles with the police.'
'Farmers were worried communists would take over their land.'
'The main reason was the Depression.'
'Hitler promised the unemployed work.'
'The Nazis provided the German people with a scapegoat for their problems.'
'Nazi propaganda was important.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The fear of communism was important, but there were many other reasons.'

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

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12 (a) Describe how the Nazis persecuted Jews in the 1930s.

Level 1 **[1–4]**

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

e.g. 'Hitler ordered a boycott of Jewish shops and businesses.'
'They banned Jews from the Civil Service.'
'Jews were banned from public services such as teaching.'
'In 1935 the Nazis passed the Nuremberg Laws.'
'Jews lost their German citizenship.'
'Jews were not allowed to vote.'
'Jews were not allowed to marry pure-blooded Germans.'
'The Nazis carried out Kristallnacht.'
'As part of Kristallnacht Jewish shops and workplaces were destroyed.'
'As part of Kristallnacht hundreds of synagogues were burned.'
'Jews were placed in ghettos.'
'Jews were sent to concentration camps.'

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

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(b) Why was the use of culture and mass media important for the Nazis?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The use of mass media was important because it ensured that Germans were indoctrinated with the ideas of the Nazis. Radios in homes and workplaces and loudspeakers in the streets and cafes broadcast Hitler's speeches over and over again, with the aim of ensuring that his ideas would be heard and eventually believed by ordinary German people.'

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

(One mark for each identification/description)

e.g. 'People could be indoctrinated.'
'The Nazi message was easily brought to all Germans.'
'Hitler's speeches were broadcast on the radio.'
'Paintings showed images of the ideal Aryan family.'
'The Nazis could control what was written in the newspapers.'
'Culture had to praise Hitler and the Third Reich.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It targeted all Germans.'

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

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(c) How far were the Nazis in control of the German people between 1933 and 1945? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The Nazis kept control of the German people through the use of the Gestapo. The Gestapo had powers to spy on ordinary citizens by tapping telephones, intercepting mail and using information from informers. Most ordinary Germans were simply too scared to say anything against Hitler and the Nazis.'
OR
e.g. 'The Nazis were not in control of all German people. The Kreisau Circle organised secret meetings to discuss how Germany would be governed after Hitler's removal. Their members included aristocrats and army officers. They were prepared to risk their lives to hold opposition meetings.'

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

(One mark for each point)

e.g. 'Germans were controlled by the Gestapo.'
'The media was controlled.'
'Judges had to take an oath of loyalty to Hitler.'
'Propaganda ensured people were controlled.'
'The Hitler Youth controlled young Germans.'
'Employment ensured German people were controlled.'
'The Nazis were not in control of the Edelweiss Pirates.'
'Pastor Niemoller opposed Nazi policies.'
'Members of the Swing movement were anti-Hitler.'
'The Kreisau Circle organised secret discussion meetings.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Most people were controlled, but not everyone.'

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

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13 (a) What did Lenin's 'Political Will' (Testament) say about Stalin and Trotsky?

Level 1 **[1–4]**

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

e.g. 'Stalin had become too powerful.'
'Lenin was not sure that Stalin would use his authority wisely.'
'Lenin said that Stalin was 'too rude'.'
'Lenin said Stalin should be removed from his position as Secretary-General.'
'Stalin was an embarrassment to the Party.'
'Trotsky was a man of outstanding ability.'
'Lenin said that Trotsky was the most capable man in the Central Committee.'
'Trotsky displayed excessive self-assurance.'
'Trotsky focused too much on administration.'

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

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(b) Why had Stalin emerged as Lenin's successor by 1928?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Stalin portrayed himself as the natural successor to Lenin. He published photographs of himself with Lenin and he was a pallbearer at Lenin's funeral. At the funeral he made a speech in which he vowed that he would carry on Lenin's work.'

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

(One mark for each identification/description)

e.g. 'Lenin's 'Political Will' was not published.'
'Stalin was General Secretary of the Communist Party.'
'Stalin was in favour of 'Socialism in One Country'.'
'Stalin portrayed himself as Lenin's natural successor.'
'Stalin tricked Trotsky into missing Lenin's funeral.'
'Stalin formed an alliance with Zinoviev and Kamenev.'
'Trotsky, Zinoviev and Kamenev were expelled from the Party in 1927.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Stalin was lucky.'

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

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(c) 'Government propaganda was the most effective method used by Stalin to control the Soviet people.' How far do you agree with this statement? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Government propaganda created the 'cult of Stalin' in which Stalin was worshipped as a god-like leader. Paintings, sculpture and literature all glorified Stalin's role as leader. The Soviet people were controlled by being brainwashed to believe that the USSR's success was completely dependent on Stalin.'
OR
e.g. 'The Soviet people were controlled by the use of fear. The NKVD enforced Stalin's rule across the USSR, and would arrest anyone who was suspected of disloyalty. Hundreds of thousands of people were imprisoned without trial and then killed. People were too scared to say anything against Stalin.'

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

(One mark for each point)

e.g. 'Government propaganda showed Stalin as a god-like figure.'
'Government propaganda showed Stalin as a great hero.'
'Government propaganda meant people believed Stalin would help them through troubled times.'
'The NKVD enforced Stalin's rule.'
'The Soviet people were frightened by the purges.'
'Russification controlled the Soviet people.'
'Many people were put in labour camps.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Government propaganda was very important, but there were other effective methods used to control people.'

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

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14 (a) Describe the state of agriculture in the Soviet Union under the New Economic Policy.

Level 1 **[1–4]**

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

e.g. 'Grain requisitioning had been abolished.'
'Peasants had to give a fixed proportion of their grain to the state.'
'Peasants could sell their food surpluses on the open market.'
'There was better food distribution.'
'Nepmen bought food from the peasants.'
'Grain production increased.'
'The number of cattle increased.'
'The number of pigs increased.'

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

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(b) Why did Stalin want to collectivise Soviet agriculture?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Stalin wanted to collectivise agriculture because there were still food shortages in the USSR. Collectivisation would mean that large units of land could be farmed more efficiently through mechanisation, with tractors and other machinery supplied by the state. There would then be much higher food production.'

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

(One mark for each identification/description)

e.g. 'The New Economic Policy (NEP) was capitalist in nature.'
'He wanted to make farms more efficient.'
'The government could dictate the levels of production.'
'There were still food shortages.'
'More food was needed for the industrial workers.'
'More grain was needed for export.'
'Exports of grain would earn foreign currency.'
'It would get rid of the kulaks.'
'Farms could be mechanised.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He thought it would benefit the USSR.'

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

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(c) 'Stalin's policies benefited the Soviet people.' How far do you agree with this statement? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'There were benefits for some people. In order to encourage women to work, Stalin's policies included incentives such as free health care, accident insurance in the workplace, paid holidays and crèche facilities for children. By 1939 a third of engineers and 79% of doctors were women.'
OR
e.g. 'Factory discipline was very strict and punishments were severe. Lateness or absence often resulted in being sacked. Workers were accommodated in appalling conditions, with no privacy.'

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

(One mark for each point)

e.g. 'Unemployment was almost non-existent.'
'Workers could earn bonuses for meeting targets.'
'There were education programmes in the collectives.'
'Women in the workplace were given free health care.'
'There was investment in training schemes.'
'There was a lack of consumer goods.'
'Factory discipline was strict.'
'Wages remained low.'
'Many workers lived in overcrowded barracks.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Some people did benefit and some did not.'

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

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

Level 1 **[1–4]**

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

e.g. 'Jazz music became very popular.'
'Nightclubs such as the Cotton Club of Harlem were opened.'
'There was a craze for new dances such as the Charleston and the Black Bottom.'
'The movie industry developed rapidly.'
'MGM was set up.'
'Hollywood launched celebrity movie stars such as Charlie Chaplin.' (2 marks)
'The first 'talkie' movie was released in 1927.'
'Radios produced the age of the great dance bands, such as the band led by Joe Candullo.' (2 marks)
'The first national network, the National Broadcasting Company (NBC) was set up in 1926.'
'Sporting events were broadcast on the radio.'
'Baseball became a big money sport.'

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

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(b) Why was there a 'Red Scare' from 1919 to 1921?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'In 1919 there was a wave of strike action in the US. Prominent Americans believed these strikes were due to Communist interference. Communism meant that agriculture and industry would be controlled by the state. The idea that the American way of life was under threat scared many Americans.'

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

(One mark for each identification/description)

e.g. 'There was fear of a revolution like the one in Russia.'
'Immigrants were believed to have communist ideas.'
'There was a wave of strike action in 1919.'
'A bomb blast had damaged the home of the Attorney General.'
'People thought communism threatened the American way of life.'
'Newspapers caused hysteria.'
'The Attorney General, Mitchell Palmer, predicted a Red Revolution would begin in May 1920.'
'In 1919 bombs went off in several US cities.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'People were scared of anything they did not understand.'

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

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(c) How far was Prohibition harmful to the US? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Prohibition was harmful to the US as it led to corruption on a grand scale. Prohibition agents, the police, judges and local and state government officials were all bribed by the gangsters involved in selling illegal alcohol. This meant that even when arrests were made it was very difficult to gain convictions as judges were being paid to allow people to walk free.'
OR
e.g. 'Prohibition was not harmful to the US. Levels of alcohol consumption fell by about 30% in the early 1920s, meaning that fewer people were hospitalised for alcoholism and there were fewer arrests for drunkenness. This was beneficial for the US.'

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

(One mark for each point)

e.g. 'Organised crime increased.'
'Corruption increased.'
'Moonshine killed people.'
'It turned ordinary American people into lawbreakers.'
'Prohibition was harmful to American tax revenue.'
'Alcohol consumption declined in the early 1920s.'
'Initially there were fewer arrests for drunkenness.'
'There were fewer liver-related medical problems.'
'In traditional, small-town rural America prohibition helped families.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Prohibition harmed many American people.'

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

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16 (a) What actions did Roosevelt take during his first hundred days in office?

Level 1 **[1–4]**

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

e.g. 'Roosevelt introduced thirteen new laws.'
'Roosevelt introduced the New Deal.'
'Roosevelt ordered a four day national bank holiday.'
'Roosevelt introduced the Emergency Banking Act.'
'He closed down unsound banks.'
'Roosevelt gave his first fireside chat.'
'Roosevelt gave radio broadcasts to explain what he was doing.'
'Roosevelt set up the Alphabet Agencies.'
'Roosevelt set up the Agricultural Adjustment Agency (AAA).'
'Roosevelt set up the Civilian Conservation Corps (CCC).'

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

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(b) Why were there many opponents of the New Deal?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Republicans strongly opposed the New Deal. They thought that Roosevelt was behaving like a dictator just like Hitler and Stalin. They said that the TVA and NRA schemes were similar to the communist economic planning of the USSR. This was not the American way.'

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

(One mark for each identification/description)

e.g. 'Republicans believed in rugged individualism.'
'Republicans thought Roosevelt was making people dependent on the state.'
'People thought the New Deal was costing too much.'
'Businessmen disliked the support for trade unions.'
'The New Deal clashed with the rights of individual states.'
'Huey Long thought the New Deal did not help those in need.'
'It was feared that Roosevelt was trying to overthrow the constitution.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They thought Roosevelt's ideas were wrong.'

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

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(c) 'The New Deal solved the problems of the Depression in America.' How far do you agree with this statement? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The New Deal protected many people from the worst effects of the Depression. The Federal Emergency Relief Administration (FERA) helped Americans who were homeless, had no money and little food by setting up soup kitchens and providing clothing and shelter.'
OR
e.g. 'The New Deal did not solve the problem of unemployment. Many of the jobs provided through the New Deal were temporary and the moment government funding was removed the jobs would disappear. There were still 9 million unemployed in 1936 and by 1938 the number of unemployed was over 10 million.'

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

(One mark for each point)

e.g. 'Unemployment fell.'
'Welfare payments were introduced.'
'Farmers' incomes increased.'
'Industrial development was stimulated.'
'Tenant farmers and sharecroppers were forced off the land.'
'Unemployment still stood at 14% of the workforce.'
'The economy went back into depression between 1937 and 1938.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'It solved some problems but it did not solve them all.'

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

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17 (a) Describe the Long March.

Level 1 **[1–4]**

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

e.g. 'The Communists marched about 8000 miles.'
'There were over 100 000 people on the March.'
'The Long March began in 1934.'
'The Long March lasted for 370 days.'
'The Communists marched from Jiangxi.'
'The Communists marched to Yenan.'
'The Long March crossed 18 mountain ranges.'
'The Long March passed through 11 provinces.'

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

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(b) Why was Yenan important to the Communists?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'After the Long March the Communists set up their headquarters at Yenan. Yenan was important to the Communists because it was here that Mao taught his followers that they should lead and support the peasantry. As a result support from the peasantry grew and this was to prove very important during the Civil War.'

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

(One mark for each identification/description)

e.g. 'The Communists set up their headquarters at Yenan.'
'Yenan was the headquarters of the Communists for 13 years.'
'In Yenan Mao taught his followers Marxist-Leninist ideas.'
'In Yenan Mao taught his followers to live like the peasants did.'
'Mao gained support in Yenan.'
'In Yenan Mao demonstrated that the Communists were the party of the people.'
'Journalists from abroad came to Yenan.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were there for a long time.'

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

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(c) 'The leadership of Mao was the main reason for the success of the Communists in the Civil War.' How far do you agree with this statement? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Mao's leadership was very important for the success of the Communists in the Civil War. In the early stages of the war Mao decided to use guerrilla tactics as the KMT forces were larger and better supplied than the Communists. The guerrilla tactics focused on smaller targets and on causing supply problems for the KMT, rather than attacking the main KMT forces where the Communists would be outnumbered.'
OR
e.g. 'The KMT troops were often left for days without adequate food and water. Many of them deserted and joined the Communists, taking their weapons with them.'

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

(One mark for each point)

e.g. 'Mao decided to use guerrilla tactics.'
'In 1948 Mao decided to change to more conventional warfare.'
'Mao's leadership meant he was supported by the peasants.'
'Mao was seen as a liberator.'
'Chiang and the Kuomintang lacked support.'
'Chiang was seen as a puppet of the Americans.'
'Chiang's troops treated the Chinese people badly.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Mao's leadership was better than the leadership of others in the Civil War.'

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

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18 (a) Describe the actions of the Red Guards during the Cultural Revolution.

Level 1 **[1–4]**

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

e.g. 'The Red Guards campaigned against the Four Olds.'
'They attacked anything capitalist and bourgeois in schools and colleges.'
'They used violence against anyone with western ideas.'
'Thousands of people were tortured, imprisoned and killed by the Red Guards.' (2 marks)
'They confiscated valuable antiques.'
'They placed posters with the names and crimes of people on the streets.'
'They destroyed historical artefacts.'

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

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(b) Why was China made weaker by the Cultural Revolution?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'China was made weaker as the education system was severely disrupted by the Cultural Revolution. Teachers were dismissed and tortured, and schools and colleges closed. A whole generation missed out on a proper education, and industry was affected by the lack of skilled workers.'

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

(One mark for each identification/description)

e.g. 'Education suffered severely.'
'Teachers were dismissed.'
'Production in factories fell.'
'By 1967 China was on the verge of civil war.'
'The transport system was disrupted.'
'The Chinese were encouraged to be fearful of other countries.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It caused chaos.'

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

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(c) How much was China changed by Deng Xiaoping? Explain your answer.

Level 5 Explains with evaluation of 'how much' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

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.'
OR
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. Opposition would not be allowed.'

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

(One mark for each point)

e.g. 'Deng introduced profit sharing.'
'People were allowed to own their own small businesses.'
'Deng reversed the educational reforms of the Cultural Revolution.'
'Wages remained low.'
'There was little movement towards democracy.'
'Any opposition was still ruthlessly crushed.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Deng Xiaoping changed some parts of Chinese life, but much stayed the same.'

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

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19 (a) What was the social impact on the non-white population of government policies by 1940?

Level 1 **[1–4]**

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

e.g. 'The non-white population received a very basic education.'
'There was segregated housing in town and city areas.'
'Black townships were built.'
'Black Africans had houses constructed of mud or corrugated iron.'
'The pass system limited the freedom of movement of the black population.'

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

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(b) Why did many white South Africans feel threatened by the changes brought by the Second World War?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'During the Second World War the number of black males working in industry increased. More black people moved to the towns where their jobs were and black people began to outnumber whites in the towns. White South Africans thought the segregation policy and their whole way of life could be under threat.'

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

(One mark for each identification/description)

e.g. 'Black people now outnumbered white people in the towns.'
'Some of the segregation laws had been relaxed.'
'Black people had participated in boycotts and strikes.'
'The United Party said that complete segregation was not practical.'
'Jan Smuts supported the ideas in the United Nations Charter.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They felt that their way of life could change.'

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

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(c) How successful was the economic development of South Africa by 1945? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'By 1945 there was great success in the South African economy. Gold mining stimulated a number of sectors of the economy, such as machinery, electrical equipment, explosives and wire cables. Gold mining accounted for 70% of all exports, meaning that the foreign money earned could be used to buy oil and advanced technology.'
OR
e.g. 'There were weaknesses in the home market due to the low wages paid to black Africans. Black Africans struggled to survive on their wages and did not have the money to purchase a variety of consumer goods. This held back progress in manufacturing industries.'

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

(One mark for each point)

e.g. 'Banking and financial services expanded.'
'Foreign capital provided funds for South African industry.'
'Gold mining boosted exports.'
'The Electricity Supply Commission (ESCOM) ensured there was sufficient cheap and efficient electricity.'
'In the 1920s drought and disease badly affected agriculture.'
'Farmers had problems during the Great Depression.'
'There were weaknesses in the home market.'
'Black Africans received low wages.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'There were good times and bad times.'

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

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20 (a) Describe the main events leading to the Soweto Riots of 1976.

Level 1 **[1–4]**

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

e.g. 'The government had ruled black schoolchildren must have half their lessons in Afrikaans.'
'Black African unemployment was rising.'
'The Transkei Bantustan was going to become fully independent.'
'Urban local authorities had been replaced with local boards.'
'15 000 school students took part in a protest march.'
'Police blocked the way of the marchers.'
'A thirteen year old African boy was killed by police fire.'
'The police used tear gas to try to disperse the marchers.'

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

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(b) Why was Steve Biko important in the struggle against apartheid?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Steve Biko was important in the struggle against apartheid because he founded the Black Consciousness Movement. This movement encouraged people to be proud of being black, and proud of black history and culture. He changed the way black people viewed themselves, and they wanted increasingly to break free from the oppression of apartheid.'

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

(One mark for each identification/description)

e.g. 'He founded the black South African Students' Organisation (SASO).'
'He organised strikes on university campuses.'
'He is regarded as the founder of the Black Consciousness Movement.'
'He helped to change the way black Africans thought about their role in society.'
'He helped to set up the Black Community Programmes.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Steve Biko inspired black Africans.'

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

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(c) How effective was external opposition to apartheid before 1980? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'From 1970 onwards there was a worldwide boycott of South African sports teams; for example, the MCC cancelled the South African cricket tour to England in 1970. South Africa was isolated in the sporting world and her sportsmen and women could not participate in international sporting events.'
OR
e.g. 'Much of the international criticism of apartheid consisted of words rather than deeds. Governments were reluctant to impose economic sanctions that could affect their own nation's interests. By 1978 $26.3 billion of foreign capital was invested in South Africa; economic sanctions would seriously affect this investment.'

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

(One mark for each point)

e.g. 'The United Nations set up a Special Committee on Apartheid.'
'In 1973 the United Nations said apartheid was a crime against humanity.'
'The Organisation of African Unity (OAU) was founded.'
'The MCC cancelled the South African cricket tour to England in 1970.'
'Effective economic sanctions were not imposed.'
'Governments of industrialised nations did not want to damage their national interests.'
'The US, Japan and Europe had invested heavily in South Africa.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'It was effective in some ways, but not in others.'

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

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21 (a) Describe the actions of Jewish terrorists between 1945 and 1948 against the British in Palestine.

Level 1 **[1–4]**

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

e.g. 'Over the period around 220 British soldiers were killed.'
'In 1945 there were attacks on British patrol boats and the railway network.' (2 marks)
'In 1946 20 planes were destroyed in an attack on 3 airfields.' (2 marks)
'Seven British soldiers were killed in a Lehi attack in Tel Aviv.' (2 marks)
'In June 1946 10 road and rail bridges linking Palestine to its neighbours were destroyed.' (2 marks)
'There was an attack on the King David Hotel, Jerusalem.'
'There were 28 British people killed at the King David Hotel.'
'In 1947, two British soldiers were kidnapped, hanged and their bodies booby-trapped by Irgun.'

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

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(b) Why did the Second World War make Palestine more difficult for the British to control?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'During the war the Zionist militia, the Haganah, had provided military assistance to the British. They gained considerable military experience in the war, and were able to stockpile weapons. They were now in a strong position to fight Britain if they had to.'

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

(One mark for each identification/description)

e.g. 'The Haganah had given military support to Britain during the war.'
'Palestinian Jews had enlisted in the British Army.'
'The Haganah had gained access to weapons and military training.'
'The effects of the Holocaust had created sympathy for the Jews.'
'The Zionists believed international public opinion was on their side.'
'The British were exhausted after the war.'
'Britain could not afford to keep troops and police in Palestine.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Change was expected once the war was over.'

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

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(c) 'The Arabs lost the war of 1948–49 because they were too confident of achieving success.' How far do you agree with this statement? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The Arabs were too confident of achieving success. Five Arab states were involved in the attack against an Israeli force that initially had no planes, no heavy artillery and few armoured vehicles. The Arabs were confident they could defeat this Israeli force quickly.'
OR
e.g. 'Since the First World War there had been strong Jewish groups demanding a separate state for Jews. In the war of 1948–49 the Jews were fighting to keep this dream alive. They were determined to win.'

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

(One mark for each point)

e.g. 'Five Arab countries invaded Israel.'
'The Arab countries were too confident to co-ordinate their efforts.'
'The Israeli defence force had no planes.'
'The Israeli defence force had no heavy artillery.'
'The Jews could not afford to lose.'
'Jewish morale was boosted by support from the US.'
'The Jews were well organised and well led.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Arabs made poor decisions.'

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

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22 (a) Describe what happened at Deir Yassin in April 1948.

Level 1 **[1–4]**

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

e.g. 'A force including elements from the Irgun, Lehi and Haganah attacked Deir Yassin.' (2 marks)
'Men, women and children were killed.'
'Some residents were driven out of Deir Yassin.'
'Most of Deir Yassin was destroyed.'
'The remains of Deir Yassin were occupied by the Haganah.'

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

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(b) Why did many Palestinians become refugees in 1948–49?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Arabs fled from the fighting, having been advised to do so by the Arab League. They were told they would be able to return once Israel had been defeated. They viewed becoming refugees as a short term measure.'

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

(One mark for each identification/description)

e.g. 'They were encouraged to go to refugee camps by their leaders.'
'They fled in terror due to the Deir Yassin massacre.'
'Other Arab countries did not help.'
'They were too proud to accept other offers of help.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They believed they had no choice.'

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

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(c) 'Arab states fully supported the Palestinian cause.' How far do you agree with this statement? Explain your answer.

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

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'King Hussein of Jordan ordered his army to take control of the PLO bases in Jordan. The Palestinians resisted and over 3000 of them were killed in the fighting. The PLO offices in Jordan were shut down and their newspapers banned. Arabs had fought Arabs.'
OR
e.g. 'Arab states have allowed Palestinian refugees into their countries. When the West Bank was captured by the Israelis in 1967, 350 000 Palestinians fled. Most of these refugees went to Jordan; from1967 half the population of Jordan was Palestinian.'

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

(One mark for each point)

e.g. 'The Arab states viewed Palestinian refugees as a problem.'
'Jordan expelled the Palestinian Liberation Organisation (PLO).'
'The PLO was forced out of Lebanon in 1982.'
'President Sadat of Egypt recognised Israel.'
'Palestinians felt they were let down by the Arab states in the Six Day War.'
'The Arab states made no progress against Israel in the Yom Kippur War.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Arab states did not always support the Palestinian cause.'

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

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