www.dynamicpapers.com

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0470 HISTORY

0470/12 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.

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2015 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

CAMBRIDGE
International Examinations

www.dynamicpapers.com

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.

© Cambridge International Examinations 2015

www.dynamicpapers.com

1 (a) Describe the Sicilian Revolution of 1848–49.

Level 1 **[1–4]**

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

e.g. 'The Revolution was against Bourbon rule.'
'The Revolution was organised mainly from Palermo.'
'The Sicilian nobles resuscitated the liberal constitution of 1812.'
'The Sicilians were tired of taking instructions from Naples.'
'This constitution had been abolished by the Bourbons in 1815.'
'Peasants and nobles joined forces to rebel against Bourbon rule.'
'Although 5000 royal troops arrived to take Palermo, they failed.'
'The whole island fell to the rebels except Messina.'
'Sicily survived as a quasi-independent state for sixteen months.'
'A Sicilian parliament was established.'
'The effective head of state was Ruggero Settimo.'
'The Bourbon army arrived from Naples to crush the Revolution in May 1849.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why were the Austrians not driven out of Italy 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. 'Charles Albert was urged to invade Lombardy and help the people of Milan to defeat the hated Austrians. He delayed too long and this gave the Austrians time to get reinforcements.'
'The Pope could have inspired Italians and Catholics to fight against the Austrians. He sent an army but then withdrew his support as he realised he would be fighting a Catholic country.'

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

(One mark for each identification/description)

e.g. 'Charles Albert was indecisive.'
'Support did not materialise.'
'Austrian armies were stronger.'
'The Piedmontese army moved slowly.'
'The Austrians re-grouped.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Austrians were too strong.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) Who contributed more to Italian unification: Cavour or Garibaldi? Explain your answer.

Level 5 Explains with evaluation of 'more' [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. 'Following an agreement that France would support him if Austria attacked, Cavour then provoked Austria, who declared war. As a result, Napoleon's army, supported by the Piedmontese, cleared the Austrians out of Lombardy.'
OR
e.g. 'Garibaldi led an expedition to Sicily and dramatically seized the island with his 1000 'Redshirts'. He continued up the Italian peninsula and took the southern half of the peninsula from the Bourbons. He then handed his conquests over to Victor Emmanuel II.'

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

(One mark for each point)

e.g. 'Cavour worked with France in secret.'
'He brought about reform and industrial growth.'
'Cavour's forces fought in the Crimea.'
'Cavour provoked Austria into fighting the French.'
'Garibaldi liberated Sicily and Naples.'
'He was an inspiring and romantic figure.'
'Garibaldi surrendered his conquests to the king.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were both important.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

2 (a) What difficulties did the Frankfurt Parliament face when it was set up?

Level 1 **[1–4]**

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

e.g. 'It had no experience of a parliamentary system.'
'It had a weak chairman.'
'It lacked any party discipline.'
'The day-to-day organisation was a shambles.'
'It only represented the learned and professional classes.'
'It failed to represent nobles, wage earners and the business sector.'
'The delegates were split over whether Austria should be included.'
'Frederick William of Prussia turned down the offer of the Crown of Germany.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why was the cause of German nationalism helped by the Zollverein?

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. 'Prussia was the prime motivating force behind the creation of the customs union. Austria was excluded from the Zollverein because of its highly protected industry. It was in the interests of the states contributing to the customs union to work closely together and, in particular, with Prussia. This was a big step towards the political union needed to form the state of Germany.'

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

(One mark for each identification/description)

e.g. 'There was economic union among many German states.'
'Prussia gave a strong lead over the customs union.'
'It excluded Austria.'
'It provided the groundwork for the unification of Germany.'
'It cemented alliances between numerous Germanic states.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It brought states together.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'Schleswig-Holstein was the cause of the war between Austria and Prussia in 1866.' 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. 'When Schleswig-Holstein was handed over to be ruled jointly by Austria and Prussia, they could not agree and the territories were split. Many think Bismarck deliberately agreed so that it would be easier to pick a quarrel with Austria.'
OR
e.g. 'There had been a considerable amount of investment in the Prussian economy to produce the weapons of war. Moltke and his generals had produced a well equipped and trained army. Moltke now wanted to test his forces against the Austrians, believing the Austrian forces to be inferior to the Prussian forces.'

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

(One mark for each point)

e.g. 'The Prussian Army wanted to try out its military reforms.'
'Bismarck's diplomatic skills isolated Austria.'
'Bismarck picked a quarrel with Austria.'
'The Schleswig-Holstein problem was the excuse for war.'
'It was an opportunity for Bismarck to expand his territory.'
'It was the chance for Bismarck to show dominance over Austria.'

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

e.g. 'It was a dispute over ownership.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

3 (a) What did the Fugitive Slave Act of 1850 state?

Level 1 **[1–4]**

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

e.g. 'The Act required that all escaped slaves, upon capture, were to be returned to their masters.'
'All officials and citizens of free states had to co-operate in this law.'
'Heavy penalties were imposed on anyone helping in the slave's flight to freedom.'
'It denied slaves the right to trial by jury.'
'Individual cases were put into the hands of federal commissioners.'
'The commissioner was to be paid $10 if a fugitive was returned to slavery but only $5 if the fugitive was set free.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why was the South alarmed at the outcome of the Presidential election of 1860?

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 election of Abraham Lincoln as President alarmed the South. Lincoln was a member of the Republican Party, which had come about in 1856 after a split in the main political parties. The Republicans opposed slavery and the fear in the South was that Lincoln would have slavery abolished throughout the Union.'

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

(One mark for each identification/description)

e.g. 'The South hoped for a Democrat president.'
'Not a single Southern state voted for Lincoln.'
'Lincoln was elected President.'
'Lincoln was a Republican.'
'Lincoln was known to be against slavery.'
'Lincoln had promised to raise taxes.'
'Lincoln favoured tariff protection.'
'The South wanted free trade.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'A candidate favouring the Southern states did not win.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) How beneficial was Reconstruction to ex-slaves? Explain your answer.

Level 5 Explains with evaluation of 'how beneficial' **[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 defeat of the South in the Civil War resulted in slavery being abolished. Black Americans were, therefore, free. This brought a number of benefits such as the freedom to move states and that labourers on the plantations now had to be paid. Some decided to leave to gain higher wages in the North.'
OR
e.g. 'The treatment of ex-slaves was often bad. Black Americans were discriminated against and were victims of racial prejudice. The Ku Klux Klan would not accept Black Americans as equal citizens and this led to intimidation, beatings and lynchings.'

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

(One mark for each point)

e.g. 'Ex-slaves were now free.'
'They could vote.'
'There was prejudice.'
'Pay was low.'
'They could move states freely.'
'Education for ex-slaves became a reality.'
'Black Codes were introduced in the South.'

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

e.g. 'In practice, black people still seemed to have few rights.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

4 (a) Describe how the British model of indirect rule operated.

Level 1 **[1–4]**

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

e.g. 'This was a system of governance for British non-colonial dependencies.'
'It applied to parts of Africa and Asia.'
'Day to day government was left to the traditional rulers.'
'These rulers gained stability and were given protection by Britain.'
'The rulers often had a small number of British advisors.'
'Britain took control of external affairs, often taxation and communications.'
'It was cheaper and easier than direct rule.'
'It did not annoy the 'locals' as much as direct rule.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why did Britain expand its empire in the nineteenth century?

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 large British Empire was good for the British economy. Colonies could contribute raw materials and food products, many of them unavailable in Britain, such as bananas, palm oil, rubber and tea. The colonies also provided outlets for manufactured goods, free of import restrictions.'

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

(One mark for each identification/description)

e.g. 'It was believed that a large empire was a matter of pride.'
'It wanted a market for manufactured goods.'
'It wanted sources for raw materials.'
'It was for strategic reasons.'
'They wanted to spread their beliefs about Christianity.'
'To increase the country's wealth.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was to show its importance.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) How successfully did Indians resist nineteenth-century British rule? Explain your answer.

Level 5 Explains with evaluation of 'how successfully' [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 rebellion was not a planned orchestrated rebellion. It was far more a series of localised responses to separate fears of changing patterns of authority. Initially the mutiny spread through the Bengal army and within weeks most of the garrisons in the north-west were in rebel hands. It took until mid-1858 before all resistance was stamped out.'
OR
e.g. 'Many did not put up any resistance to British rule. In fact, many princes co-operated fully with the British. They realised it brought benefits such as improved communications like a cheap postal service, the electric telegraph, good roads and the first railways.'

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

(One mark for each point)

e.g. 'The Indian Mutiny provided brief resistance.'
'It took over a year to regain full control over India.'
'There were Indian princes who were loyal to Britain.'
'Many Indians appreciated the improvements brought by the British.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The British rarely lost control.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

5 (a) In what ways did the Treaty of Versailles restrict German armed forces?

Level 1 **[1–4]**

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

e.g. 'The army was limited to 100 000 men.'
'Conscription was banned / Soldiers had to be volunteers.'
'Germany was not allowed armoured vehicles or tanks.'
'Germany was not allowed heavy artillery.'
'Germany was not allowed submarines.'
'Germany was not allowed (military) aircraft.'
'The navy could build only 6 battleships.'
'The navy could only have 12 destroyers, 6 light cruisers and 12 torpedo boats.' (36 boats)
'The navy was limited to 15 000 men.'
'The Rhineland became a de-militarised zone.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why was Wilson unsuccessful in achieving his goal of self-determination for the peoples of Europe?

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. 'Wilson's views were threatening to the British and French governments as both ruled millions of people in their Empires.'
'It was impractical. It would be very difficult to give the peoples of eastern Europe the chance to rule themselves because they were scattered across many countries. Some people were bound to end up being ruled by other nationalities with different customs.'

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

(One mark for each identification/description)

e.g. 'Lloyd George and Clemenceau did not agree with Wilson.'
'Countries had to be meaningful units.'
'Independent states needed to be defensible.'
'If fully applied, there would have been a patchwork of states.'
'A German-Austrian liaison was not acceptable to all parties.'
'He was making proposals about an area he knew little about.'
'His ideas were too idealistic.'
'Britain and France wanted their empires.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He could not get agreement.'
'It was one of the Fourteen Points.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'The Treaty of Versailles was too harsh.' 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]
Explanation of both sides 5–6 marks

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

e.g. 'The Treaty of Brest-Litovsk was a severe and crippling peace treaty imposed on Russia by Germany. It was much harsher than the Treaty of Versailles. It was likely that the Germans would have inflicted a similar severe treaty on the French and British if Germany had won the war.'
OR
e.g. 'Germany felt the drastic reductions in the armed forces left the country vulnerable to future attacks. The army was a symbol of German pride. Its loss upset the Germans.'

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

(One mark for each point)

e.g. 'It was reasonable as it was not as harsh as the German treaty imposed on Russia.'
'It was fair as it did not weaken the German economy that much.'
'It was too harsh on the ordinary German people.'
'It left Germany vulnerable to attack.'
'It was harsh as it was forced on Germany through a diktat.'
'The war guilt clause was unfair.'
'It was not too harsh. Germany's economic problems were self-inflicted.'
'The high reparations were harsh.'
'Taking away industrial ideas was unfair.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was harsher than it might have been.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

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

Level 1 **[1–4]**

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

e.g. 'It was the executive body of the League.'
'The Council dealt with emergencies.' (Met in times of crisis.)
'The Council was set up to deal with any disputes by:
discussion before matters got out of hand
deciding on a course of action
meeting and voting to condemn the action
using moral force
imposing economic sanctions
and, as a last resort, the Council could use military force.'
'Supervised the work of the commissions.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why did the Great Depression make the work of the League difficult?

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 Great Depression had political consequences. Many people lost their jobs and turned to extreme political parties which promised solutions to the economic crisis. The extreme parties, like the Nazis in Germany, did not believe in democracy and international co-operation. They cared for themselves and ignored the authority of the League.'

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

(One mark for each identification/description)

e.g. 'It destroyed the goodwill upon which the League depended.'
'The effects of it created tension and conflict.'
'It helped extremist political parties to come to power.'
'Nations began to ignore the League's authority.'
'It became difficult to use economic sanctions as trade was depressed.'
'Extremist leaders looked to foreign policy success to distract attention from troubles at home.'
'It encouraged militarism in Japan / Italy / Germany.'
'It put pressure on countries to find new markets and sources of raw materials.'
'It put pressure on governments to cut expenditure and this delayed re-armament for League members to deal with aggressors.'
'Members undermined the power of the League.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Countries looked after themselves.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'Mussolini's invasion of Abyssinia damaged the League more than Japan's invasion of Manchuria had.' 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. 'Manchuria was the first major problem facing the League and it tackled it with little enthusiasm. The League was slow to act taking almost a year to produce the Lytton Report. By the time it was published, Japan had completed the invasion of Manchuria.'
OR
e.g. 'In Abyssinia the self-interest of the League main members, Britain and France, was evident and damaged the League. The League failed to impose severe economic sanctions on Italy as these would affect jobs and cause economic problems.'

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

(One mark for each point)

e.g. 'The League was slow acting over Manchuria.'
'The leaders were more interested in their own economies.'
'It needed the USA to make trade sanctions effective over Abyssinia.'
'Britain and France wanted to avoid war with Italy over Abyssinia.'
'The League failed to show strength by imposing limited sanctions.'
'Mussolini learned from Manchuria that the League was unlikely to act.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was severe damage done by both cases.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

7 (a) What was agreed about Poland by the Great Powers in 1945?

Level 1 **[1–4]**

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

e.g. 'It was agreed that a provisional government would be established in Poland.'
'It would incorporate members of the pro-Soviet 'Lublin' government and the exiled 'London' Poles.' (2 marks)
'Free elections would be held as soon as possible.'
'It was agreed that the Polish/German border would be settled at the Oder-Neisse Line.'
'The Eastern frontier to return to its pre-1921 position.'
'Germans living in Poland would be sent back to Germany.'
'Danzig to be under Polish administration.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why were there tensions at the Potsdam Conference in 1945?

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. 'Truman told Stalin on the eve of the Potsdam Conference that the USA had developed an atomic bomb. This was a major source of worry to Stalin throughout the conference, who feared the USA might use the threat of the bomb to prevent the spread of communism.'

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

(One mark for each identification/description)

e.g. 'Soviet troops had remained in liberated countries.'
'President Truman was more anti-Communist than Roosevelt.'
'Truman informed Stalin that the USA had tested an atomic bomb.'
'Stalin had set up a Communist government in Poland.'
'Churchill had been replaced.'
'They disagreed about what to do with Germany.'
'They disagreed about reparations.'
'Stalin wanted a foothold in Japan.'
'The common enemy (Germany) no longer existed.'
'The ideologies of the two sides were different.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The change of personnel created more tension.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'Churchill's "Iron Curtain" speech at Fulton was the main cause of tension between the West and the Soviet Union between 1946 and 1950.' 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. 'Churchill, in a speech in the USA, viewed the lack of free elections in Eastern Europe and the setting up of Communist controlled buffer states around the USSR like an iron curtain descending across Europe. This created ill-feeling in the Kremlin.'
OR
e.g. 'Truman interpreted the Soviet takeover of Eastern Europe as the start of spreading Communism around the world and responded with the Truman Doctrine and Marshall Aid, which was to help the vulnerable European economy suffering from the aftereffects of the war. The USSR saw this as a threat.'

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

(One mark for each point)

e.g. 'Churchill's speech created Soviet ill-feeling.'
'His speech highlighted the extent of Soviet control in Eastern Europe.'
'He said that Soviet actions were a threat to Europe.'
'It thought the barrier was a threat to world trade.'
'It was in support of America.'
e.g. 'Truman was strongly against Communism.'
'The USA introduced the Marshall Plan.'
'Stalin wanted to spread Communism.'
'The USSR wanted to avoid any future attack.'
'The Berlin Blockade created considerable tension.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was not the main cause. There were more serious issues.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

8 (a) Describe the Iranian Revolution of 1979.

Level 1 **[1–4]**

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

e.g. 'There was criticism of the wealth, luxury and corruption of the Shah.'
'There was widespread political opposition to the Shah.'
'In 1978, there were huge strikes and demonstrations calling on the Shah to abdicate.'
'Martial law was introduced resulting in over 500 people being killed in one day.'
'In January 1979, the Shah left Iran to get treatment for cancer.'
'He did not return.'
'Ayatollah Khomeini, the outstanding Muslim religious leader, returned from exile and declared an Islamic Revolution.'
'He declared an Islamic Revolution.'
'The Shah's last prime minister fled the country and most of the army declared support for the revolution.'
'A national referendum produced a large majority in favour of abolishing the monarchy and establishing an Islamic republic.'
'Defenders of the old regime were removed.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why did Iraqi troops invade Iran in September 1980?

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. 'Saddam Hussein was motivated by the fear of Iranian plots to overthrow him. If he could take advantage of Iran's weakness and defeat his neighbour in a short, quick war, he could strengthen his regime and also become the leading power in the oil-rich Gulf.'
'It seemed the ideal time to attack: Iran's economy was in chaos following the fall of the Shah's regime; the country was facing a Western boycott of its trade because of the capture of the US embassy; and the Iranian armed forces were demoralised.'

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

(One mark for each identification/description)

e.g. 'There were Iranian plots to kill Saddam Hussein.'
'Iranians had been involved in assassinating leading members of the Baathist Party.'
'There was a border dispute in the South with Iran.' (Khuzestan)
'Iraq wanted control of the Shatt al-Arab waterway.'
'Saddam hoped to gain oilfields in south-west Iran.'
'Iran's forces were weak.'
'Establish power / domination of the Gulf.'
'To increase Saddam's personal authority.'
'Because of the Algiers Agreement.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a good time after the recent upheaval in Iran.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'The most serious aspect of the Iran-Iraq War of 1980–88 was the threat to the stability of the Arab World.' 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 thought of the revolutionary Iranians controlling so much of the oil in the Gulf terrified the Americans as well as most of the Arab states. Khomeini might be able to control world oil prices. An Iranian victory might lead to the collapse of the pro-Western regimes in the Gulf.'
OR
e.g. 'Both sides had hoped that minority ethnic groups within the enemy country would rise up and welcome the invaders. The Iraqis had hoped that the Sunni Muslims in south-west Iran would rise up and support fellow Sunnis from Iraq, but that did not happen. Nor did the Shiites of southern Iraq join the advancing Shiite forces of Iran when they crossed the border. National feelings proved stronger in both cases.'

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

(One mark for each point)

e.g. 'The Arab states were divided in their support.'
'The issue over loans from Saudi Arabia and Kuwait was contentious.'
'Saudi Arabia and Kuwait brought down oil prices.'
'Scud missiles and chemical weapons were used.'
'The impact re the Israeli invasion of Lebanon.'
'Much of the war was focused on the Gulf.'
'The West was concerned over the control of the oilfields.'
'Iraq and Iran were bankrupt.'
'The minority groups within Iran and Iraq did not support the enemy.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The fighting was in the most sensitive part of the Arab world.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

9 (a) Describe trench warfare.

Level 1 **[1–4]**

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

e.g. 'The attack started with the artillery bombarding the front line trenches of the enemy.'
'As soon as the bombardment stopped, the attacking troops would fix bayonets and 'go over the top'.'
'The attackers had to cross no-man's land.'
'The defenders would set up their machine guns and spray the attackers with bullets.'
'This would often cause massive casualties.'
'The attackers would also have to get through rows of barbed wire.'
'If the attackers did capture forward positions, they then had to hold them. This proved difficult and they were often forced back to their original positions.'
'Machine guns were used.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why was the use of tanks not as successful as expected in the First 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. 'The early tanks were very unreliable often breaking down in no-man's land before they reached the enemy trenches. When they were first used on the Somme, over half of the tanks failed to make the German front lines.'
'Tanks were large and slow and so were an easy target to hit. By 1918, the Germans had learned to adapt field guns to fire at tanks. The Germans also used armour-piercing machine gun bullets to deadly effect.'

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

(One mark for each identification/description)

e.g. 'The tanks were slow.'
'They were not manoeuvrable.'
'They were very heavy.'
'They got stuck in the mud.'
'They were unreliable.'
'They were an easy target.'
'The infantry could not keep up with later models.'
'How tanks were to be used was not understood.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were only just being developed.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'The Battle of the Somme was a military 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. 'On the first day of the Battle of the Somme, the 1 of July 1916, the British Army suffered 20 000 dead and 40 000 wounded. This was the worst day in the history of the British Army. The week-long bombardment of enemy lines had left the Germans in their deep bunkers largely undamaged.'
OR
e.g. 'The Battle of the Somme took pressure off the French forces defending Verdun. It meant the Germans withdrew forces from the Verdun area to fight on the Somme. This effectively saved the French from defeat and possible surrender.'

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

(One mark for each point)

e.g. 'The first day was the worst day in the history of the British Army.'
'German troops survived the heavy shelling.'
'There was no breakthrough.'
'It turned into a battle of attrition.'
'At the end of the battle, British forces gained 7 miles.'
'It took pressure off the French at Verdun.'
'It saved the French army.'

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

e.g. 'There were massive casualties.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

10 (a) Describe German actions which resulted in America entering the war.

Level 1 **[1–4]**

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

e.g. 'The Lusitania was sunk by a German U-boat.'
'In February 1917, the Germans launched a campaign of unrestricted submarine warfare.'
'A telegram was sent from Zimmermann, the German Foreign Minister, to the German Ambassador in Mexico.'
'The telegram offered Mexico US territory if Mexico joined the German cause.'
'Germany was trying to increase its dominance.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why was the entry of the USA into the war important?

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 entry of the USA provided a huge psychological boost to the Entente powers, coming as it did after a disastrous 1917 when the submarine campaign, the effects of Passchendaele and the Bolshevik revolution threatened to push victory still further out of sight.'

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

(One mark for each identification/description)

e.g. 'It was a morale booster for the Allies.'
'The US bolstered the anti-submarine capabilities of the Allies.'
'The US brought a huge manpower resource.'
'The US provided destroyers and merchant ships.'
'The US provided a huge range of war materials and supplies.'
'The US troops were fresh and not tired of fighting.'
'It aimed to affect German morale.'
'To tip the balance in favour of the Allies.'
'It devastated the German morale.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To help the Allies.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'Germany signed the Armistice because mutiny and revolution had broken out at home.' 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 'Operation Michael', the German Army broke out of the Hindenburg Line and advanced 35 miles. It lost over a million casualties and had turned the war into one of movement instead of attrition. This played into Allied hands, which had more men, tanks and aircraft. The Allied counterattack left the Germans reeling and in rapid retreat.'
OR
e.g. 'Inside Germany mutinies broke out at Kiel and Wilhelmshaven when Admiral Scheer wanted a large naval assault on Britain's High Seas Fleet. Most sailors refused to return from leave or refused to sail.'

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

(One mark for each point)

e.g. 'The Germans had 1.75 million casualties in 1918.'
'The US forces arrived in large numbers in 1918.'
'Breaking out of the Hindenburg Line played into Allied hands.'
'Influenza in the German Army created a lack of fighting soldiers.'
'The German Army could be totally destroyed.'
'Germany could be invaded.'
'Mutinies of sailors at naval bases in Kiel and Wilhelmshaven.'
'Riots broke out across Germany because of shortages.'
'There was a feeling of war weariness.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There were problems for the Germans at home and at the front.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

11 (a) What was promised to the German people by the Nazis in the election campaigns of 1930–33?

Level 1 **[1–4]**

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

e.g. 'They promised a strong Germany.'
'To defend traditional order.'
'Remove reparations.'
'Strong leadership.'
'They promised full employment.'
'They promised to defeat Communism.'
'They promised to uphold the capitalist system.'
'They promised to abolish the Treaty of Versailles.'
'They promised to regain lost German territory.'
'They promised to punish those who 'stabbed Germany in the back'.'
'They promised to give pride back to Germany.'
'They promised to deal with the Jewish problem.'
'They promised to restore old-fashioned values.'
'They promised to support German farmers.'
'They promised re-armament.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why did Hitler turn against Röhm and the SA in 1934?

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. 'Rohm wanted a second revolution to put socialist policies into practice. Many industrialists thought this programme looked too much like Communism. Hitler could not afford to upset industrial leaders, such as Krupps, Farben and Thyssen, because he needed their co-operation to produce the weapons for his armed forces.'
'Rohm wanted to merge the SA with the German Army and take control. The Army leaders were strongly against this as they considered the SA little more than a rabble. Hitler needed to keep the support of the Army leaders to carry out his plans.'

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

(One mark for each identification/description)

e.g. 'Rohm was a threat to Hitler's dictatorship.'
'Hitler was embarrassed by the SA's continued violence.'
'The SA had outlived their purpose.'
'The SS were more professional.'
'Rohm had socialist ideas.'
'The army leaders disliked the SA.'
'Industrialists did not want extreme socialism.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was thought Rohm wanted power.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) Which was the more important in allowing Hitler to consolidate his power in 1933–34: the Enabling Act or the death of Hindenburg? Explain your answer.

Level 5 Explains with evaluation of 'more 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. 'The Enabling Act effectively made Hitler a dictator. It gave him the power to make laws without the Reichstag for four years. This meant the existing constitution could be ignored. It meant the end of parliamentary democracy.'
OR
e.g. 'When Hindenburg died, Hitler decided to merge the positions of Chancellor and President. Hitler would be known as Fuhrer of Germany – the Supreme Leader.'

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

(One mark for each point)

e.g. 'The Act gave Hitler the power to pass laws.'
'It enabled him to remove parliamentary democracy.'
'The Act enabled Hitler to remove all opposition.'
'The Act allowed Hitler to abolish rival political parties / trade unions.' (2)
'The death allowed Hitler to become Fuhrer.'
'Following Hingenburg's death he had total power over the Army.'
'The army had to swear an oath of personal loyalty to Hitler.'
'Hindenburg was the only person with greater power.'
'Hindenburg's death removed any control over Hitler.'

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

e.g. 'Both events gave Hitler tremendous powers.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

12 (a) Describe the Nazi policy of autarky.

Level 1 **[1–4]**

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

e.g. 'Autarky was the policy of making Germany economically self-sufficient.'
'Hitler wanted to stop Germany being dependent on imports.'
'He wanted to import less food and raw materials.'
'Hitler did not want to be dependent on imports if war began.'
'Goering was given the task of making Germany self-sufficient within four years.'
'There was an increase in internal production of key commodities such as iron, steel, coal and food.'
'Controls were put on imports.'
'Farmers were subsidised to produce more food and food imports were reduced.'
'Scientists tried to make oil from coal.'
'They worked to find substitutes for rubber, petrol, cotton and coffee.'
'It was a partially successful policy.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why did the Nazis see women as important?

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. 'Since 1900, the German birth rate had been falling as many women pursued jobs and careers. The Nazis were determined to boost the birth rate because if Germany went to war, then more and more men would be required to replace losses at the battlefront and work in the war-supporting industries. Women, therefore, were encouraged to marry and have children.'
'When Hitler came to power, he partly solved the unemployment problem by requiring women to leave work and stay at home giving jobs to men.'
'In 1937, the Nazis performed a U-turn towards women. There was a labour shortage, especially in the armaments industries. Women were enticed back to work.'

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

(One mark for each identification/description)

e.g. 'Hitler needed to halt the decline in the birth rate.'
'The Nazis held traditional views.'
'Women were expected to bring up children as Nazi supporters.'
'Hitler wanted to create the Aryan Race.'
'Later, women were needed for the war effort.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were seen in a special role.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) How successful was the Nazi regime in winning the loyalty and support of young Germans? 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. 'The Hitler Youth was a success. By 1939, it had over 7 million members. Many were happy to join as other associations were banned and this offered activities such as camps and sports. It was a preparation for adult life such as being prepared for the armed forces.'
OR
e.g. 'Even when it was compulsory to join the Hitler Youth, over a million did not. Many joined the Catholic Youth Organisation. 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 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Many joined the Hitler Youth.'
'Young people enjoyed the leisure activities.'
'Some joined the Catholic Youth.'
'The Swing Movement rejected Nazi control.'
'The Edelweiss Pirates were anti-Nazi.'
'To help by changing the school curriculum.'

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

e.g. 'Young people were put under pressure to give support.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

13 (a) What was the Provisional Government set up in 1917?

Level 1 **[1–4]**

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

e.g. 'It ruled Russia on the abdication of the Tsar.'
'It was to rule until elections could be held for a new Assembly.'
'The first Prime Minister was Prince Lvov.'
'The government had members from several parties.'
'Kerensky was the leader.'
'It transformed Russia into one of the freest countries in the world.'
'There was freedom of the press.'
'All adults over 21 had the vote.'
'The death penalty was abolished.'
'There were full civil rights regardless of religion.'
'It was set up by the Duma.'
'It had a twelve man executive.'
'It was an ineffective unpopular government.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why was there little support for the Provisional Government?

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 one major decision that the Government did take was very unpopular and disastrous. It decided to continue the war. When Russia's armies were ordered to take the offensive in June, the response was wholesale desertion and mutiny.'
'The Government was unpopular because it failed to improve food supplies to the cities. Rationing was introduced and the Government established a monopoly over grain trading. Transporting food supplies was a serious problem and the peasants did not want to sell their grain for increasingly worthless money.'

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

(One mark for each identification/description)

e.g. 'The Government failed to solve the food and land problems.'
'The Government took the decision to continue the war.'
'The Petrograd Soviet undermined the Government's authority.'
'The people were facing another winter of shortages.'
'Support moved to the Bolsheviks and the Petrograd Soviet.'
'The Provisional Government was a divided government.'
'Lenin's offer was more attractive.'
'It failed to deal with Kornilov.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Government did not solve the problems.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'Trotsky was the key to the success of the Bolsheviks in1917.' 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. 'Lenin's part in the Bolshevik success is indisputable. He realised immediately after the collapse of Kornilov that the time for action had come. He did not relax his pressure on the Party Central Committee until his proposals were accepted.'
OR
e.g. 'The planning of the insurrection fell to Trotsky. He seemed to be everywhere: issuing orders to the Military Revolutionary Committee, presiding over the Soviet, addressing the soldiers' and workers' meetings. He was able to stir up the pro-Bolshevik forces to convince them of the rightness of their cause.'

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

(One mark for each point)

e.g. 'Lenin had a sense of timing.'
'Lenin had an overall plan.'
'Lenin was an opportunist.'
'Trotsky was President of the Petrograd Soviet.'
'The Red Guard controlled post offices and banks.'
'The planning of the insurrection fell to Trotsky.'
'It was the July Days / the Kornilov Affair.' (2 marks)
'The Petrograd Soviet played its part.'
'He gained military support for the uprising.'
'He created detailed plans for military operations.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Lenin and Trotsky both had important roles.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

14 (a) Describe how ethnic minorities were affected by Stalin's rule.

Level 1 **[1–4]**

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

e.g. 'Stalin discouraged differing national identities within Russia.'
'He pursued a policy of Russification.'
'Ethnic minority groups were encouraged to see themselves as Soviet citizens rather than separate nationalities.'
'The Russian language was made a compulsory subject in the school curriculum.'
'Russian was made the official language of state organisations like the army.'
'Russians were encouraged to migrate into non-Russian areas.'
'Non-Russian graduates were found jobs in Russia.'
'Thousands of Islamic schools, hospitals and mosques were forced to close.'
'1.5 million ethnic minorities were deported back to Asia.'
'Despite attempts to enforce changes in language and education, different identities remained strong, especially in the rural areas.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why did Stalin consider collectivisation necessary?

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 needed to fund his industrial reforms. He wanted to increase grain production so that he could export large amounts of grain. This would earn foreign currency which could be used to buy in technical help and equipment for his Five Year Plans.'

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

(One mark for each identification/description)

e.g. 'To increase food production.'
'Stalin wanted to modernise farming with machinery such as tractors.'
'He wanted fewer people working on the land and more in factories.'
'Stalin wanted to increase production so that he could export grain.'
'He wanted to earn foreign currency.'
'Stalin wanted to fix the price of food so that he could keep industrial wages low.'
'It stopped the creation of the kulak class of peasant which went against communist ideology.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The old system was not working well.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'The period of the Five-Year Plans brought misery and suffering for 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. 'Industrial workers experienced very harsh discipline. Absenteeism was punished by fines, loss of ration cards or dismissal. By 1940, absenteeism and lateness had become a crime and prison sentences were given for second offences.'
OR
e.g. 'Workers who stayed in their jobs and kept to the rules could do well. Training courses were available which meant that they could improve their qualifications and position, pay and prospects.'

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

(One mark for each point)

e.g. 'Living conditions in the towns were often poor.'
'Workers were punished severely.'
'The value of some workers' wages fell.'
'Unemployment was almost non-existent.'
'Huge sums of money were invested in training schemes for workers.'
'Workers could earn bonuses for meeting targets.'

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

e.g. 'There were some benefits for the Soviet people.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

15 (a) What difficulties faced older, heavy industries in the USA, during the 1920s?

Level 1 **[1–4]**

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

e.g. 'The traditional industries lost markets.'
'Traditional industries faced competition from newer industries.'
'Synthetic materials, like rayon, became more popular than cotton and woollen textiles.'
'Synthetic materials were often cheaper.'
'Less material was needed as hemlines went up.'
'Newer and cleaner fuels were used.'
'Coal lost ground in the home and in industry to oil, gas and electricity.'
'Coal was used more efficiently so adding to the reduction in demand.'
'The industry was plagued by wage cuts, pit closures and strike action.'
'Shipbuilding suffered because of a decline in world trade.'
'They had to cut back on staff.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why did the American economy boom in the 1920s?

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. 'Presidents Harding and Coolidge believed in a policy of laissez-faire or not interfering in the economy. Instead, they encouraged the growth of industry by low taxes. This encouraged business owners to invest and give consumers more money to spend.'
'The expansion of the car industry boosted the whole economy as more cars were bought. It stimulated other industries such as oil, iron and steel, rubber, leather and tarmac.'

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

(One mark for each identification/description)

e.g. 'Taxation was kept low.'
'Tariffs protected home produced goods.'
'The government believed in laissez-faire.'
'Trade unions were discriminated against.'
'New technology created consumer goods.'
'There was electricity to power the consumer goods in the home.'
'Profits from the War were invested in industry.'
'Credit facilities became readily available.'
'The expansion of the car industry boosted the economy.'
'Advertising became a major industry during the 1920s.'
'The stock market gained strength.'
'It was supported by Republican policies.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Firms were making sales.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'Prosperity in the 1920s benefited Americans.' 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. 'Most Americans had the benefit of widespread availability of electricity, which meant homes and industry now had a clean, cheap and efficient power source. Domestic appliances powered by electricity, such as fridges, washing machines and vacuum cleaners, became affordable to ordinary Americans, changing the way of life.'
OR
e.g. 'About 5% remained unemployed throughout the 1920s. These millions of unemployed Americans did not share in the boom. These included many poor whites but an even greater proportion of black Americans and Hispanic people.'

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

(One mark for each point)

e.g. 'Many could afford domestic electrical goods.'
'Millions of Americans owned motor cars.'
'Millions owned radios and went to the cinema.'
'Customers could buy goods through hire purchase agreements.'
'There was still much unemployment and low wages.'
'Black Americans met discrimination in the jobs market.'
'Native Americans did not benefit from the new prosperity.'
'New immigrants only had low paid jobs.'
'Farmers and agricultural labourers did not share the prosperity.'

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

e.g. 'Prosperity stood alongside poverty.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

16 (a) What was 'buying on the margin' in relation to the Stock Market?

Level 1 **[1–4]**

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

e.g. 'It was part of speculating on the Stock Market.'
'Speculators did not intend to keep the shares for long.'
'They borrowed money to buy shares and then sold them at a profit.'
'They paid off the loan and still made a quick profit.'
''Buying on the margin' meant they only put down 10% of the cash needed to buy the shares.'
'The speculator could borrow the rest.'
'American banks made large loans so people could 'buy on the margin'.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why did weaknesses in the US economy lead to the Wall Street Crash?

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. 'Towards the end of the 1920s, sales of consumer goods, such as cars, fridges and washing machines, began to fall. Most people who were able to buy them had already done so. Falling sales meant lower profits and share values began to drop.'

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

(One mark for each identification/description)

e.g. 'Overproduction of consumer goods and by farmers.' (2 marks)
'Traditional industries were in decline.'
'Those who could afford consumer goods had bought them.'
'The majority of Americans had little money.'
'Wages did not rise and prices did not fall.'
'People in Europe could not afford US goods.'
'Tariffs were erected by Europeans against US goods.'
'Shares began to lose value.'
'There was an uneven distribution of income.'
'The construction industry was in downturn.'
'Speculators were becoming nervous and began selling shares.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The market for consumer goods was limited.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'The main reason Roosevelt won the 1932 Presidential election was because he promised change.' 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. 'Roosevelt promised a 'new deal', which would offer some hope. He made people feel he was on their side. He promised measures to revive industry and agriculture, relief for the poor and the unemployed, although nothing was in detail.'
OR
e.g. 'It could be said that Hoover lost the Presidential election as much as Roosevelt won it. Hoover was slow to act over the effects of the Depression. He believed that government should stay out of business matters. He assumed that everything would return to normal.'

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

(One mark for each point)

e.g. 'Roosevelt had charisma / gave hope.'
'Roosevelt promised a 'new deal'.'
'Roosevelt gave hope to the unemployed and needy.'
'Roosevelt promised to use public money to tackle problems.'
'Roosevelt was a charismatic speaker.'
'Hoover failed to address the problems of the Depression.'
'Hoover did too little and too late.'
'Hoover's attitude towards the Bonus Marchers.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was Roosevelt's promises which made him popular.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

17 (a) Describe the Shanghai Massacre of 1927.

Level 1 **[1–4]**

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

e.g. 'The Kuomintang (KMT) and the Chinese Communist Party had been working together on re-uniting much of southern China from the hands of the warlords.'
'The KMT, under the leadership of Chiang Kai-shek, began to see the Communist Party as a threat to the power of the KMT.'
'In 1927 in Shanghai, Chiang ordered that leading members of the city's Communist Party be arrested.'
'300 were rounded up and Communist members of the government were expelled.'
'The Communist Party and its supporters took to the streets to protest.'
'Chiang ordered the army to take control.'
'There was much violence with 1000 arrests, 300 public executions and a further 5000 went missing.'
'The Communist Party was decimated in Shanghai and Chiang had complete control.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why were the extermination campaigns between 1930 and 1934 important?

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. 'Chiang Kai-shek launched KMT forces against the Communists in Kiangsi Province. Four times they were repulsed by the Communists despite the Communists being outnumbered by ten to one. The Communists' guerrilla tactics had been successful. On the fifth campaign, Chiang blockaded the Communist settlement. The Communists managed to break out and start the Long March.'

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

(One mark for each identification/description)

e.g. 'It led to the Long March.'
'The Communists developed guerrilla fighting.'
'It won over support for the Communists.'
'Chiang Kai-shek could not finally defeat the Communists.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Communists survived.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'The Long March was a complete success for the Communists.' 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 travelling to rural China, the Communist Party was able to live and work alongside the Chinese peasantry. These peasants grew to support the Communists due to their work and co-operation with them. The Communists redistributed land to the peasants and armed them with captured KMT weapons.'
OR
e.g. 'The numbers of Communists breaking out of the blockade in Kiangsi Province were thought to be about 130 000. The Long March took its toll in lives due to battles and the harsh environment. Only 30 000 reached Yenan, on the edge of the Gobi Desert in northern China.'

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

(One mark for each point)

e.g. 'The Communists suffered massive casualties.'
'The Communists survived.'
'The Communists had a new base.'
'Mao was the unchallenged leader of the Communists.'
'The Communists were treated as heroes.'

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

e.g. 'The Long March became a significant episode in Chinese history.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

18 (a) In what ways did Mao disagree with the direction taken by the Chinese Communist Party (CCP) between 1962 and 1966?

Level 1 **[1–4]**

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

e.g. 'Mao did not like specialist technicians and professional advisers and managers being sent into industry.'
'He disapproved of the payment of bonuses.'
'Mao thought this resulted in a new privileged class of workers.'
'Mao did not like the return of private garden plots.'
'He thought this would create a new class of rich peasants.'
'Mao thought government officials were being allowed to act as a privileged ruling class.'
'Mao thought the measures were moving away from true Communism.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why did the 'Gang of Four' lose the power struggle after Mao's death?

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 'Gang of Four', which included Mao's widow, wanted to pursue the style of Communism set up by Mao. Many were tired of the disorganised methods of Mao and the poor outcomes. Deng wanted to modernise China by encouraging peasants and workers to produce more. This meant new incentives such as piecework, overtime, bonus payments and profit-sharing. This was very different from Mao's methods. Deng persuaded senior politicians that his methods were those of the future.'

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

(One mark for each identification/description)

e.g. 'They wanted to continue in Mao's footsteps.'
'They had been involved in the Cultural Revolution.'
'Most of Chinese society was fed up with the excesses of Mao's rule.'
'Many senior Chinese politicians wanted to move China in a different direction.'
'Deng Xiaoping suggested a more western style economy.'
'He suggested more foreign trade and foreign investment.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Chinese people wanted a change.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'The social consequences of economic development in China in the 1980s were greater than the political ones.' 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. 'Deng's policies to modernise China meant huge changes to the lives of many Chinese. In farming, the collectives were dismantled and farmers were given incentives with state prices for grain increasing. Peasants could grow cash crops and sell their surplus at market value. The income of agricultural workers tripled from 1977 to 1983.'
OR
e.g. 'At first, it appeared Deng would move China closer to democracy. With western economic development, many wanted western style freedoms. This was shown on the Democracy Wall, but the protesters were arrested and the democracy movement crushed.'

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

(One mark for each point)

e.g. 'Collective farming was dismantled.'
'Farming returned to family farming.'
'Many gave up farming and went into other businesses.'
'Rapid economic growth meant great changes in infrastructure.'
'Many lost their land and houses for factories.'
'Greater freedoms were demanded.'
'Protesters were met with government force.'
'Deng's determination to crush opposition was shown at Tiananmen Square in 1989.'

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

e.g. 'Deng's economic reforms brought increased political demands.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

19 (a) What did separation of the races mean in practice after 1948?

Level 1 **[1–4]**

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

e.g. 'No mixed marriages.'
'No sexual relations between Whites and non-whites.'
'White people, Black people and Coloured people had to live in separate areas.'
'Black people could not remain in urban areas without a permit.'
'There were separate schools for Black people and White people.'
'There were separate public amenities.'
'There were separate toilets, parks, beaches, cemeteries.'
'Bantustans were created as the homelands of Black people.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why did the newly-elected National Party see the implementation of a policy of apartheid as important?

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 National Party, in practice, represented the White population. The economy boomed for much of the time and firms benefited from the extremely low wages they paid Black employees. Whites became as prosperous as the professional and business classes of Europe and North America, enjoying one of the highest standards of living in the world at the expense of their Black workers.'

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

(One mark for each identification/description)

e.g. 'Low wages could be paid to Black employees.'
'Many Whites had Black servants.'
'Most Whites had a high standard of living.'
'It meant Whites had excellent public services.'
'The average Black person earned a tenth of the average White person.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a great benefit to the White population.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) How effective was opposition to apartheid before 1960? 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. 'The ANC, by 1948, was becoming an effective organisation with a large support base. It was well supported by Black Africans. It had a successful Youth League with members such as Nelson Mandela, Walter Sisulu and Oliver Tambo.'
OR
e.g. 'The government was intent on making any form of overt opposition illegal. Every act of protest or defiance prompted a brutal response followed by even more repressive laws.'

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

(One mark for each point)

e.g. 'The African National Congress was the main anti-apartheid protest organisation.'
'It was limited at the start to educated and middle class Black people.'
'It tried to use persuasion with little success.'
'The ANC Youth League tried to involve the Black masses in taking a more militant stance.'
'Every act of protest or defiance was met by a brutal response.'
'The Congress of the People set up the Freedom Charter but it was declared illegal.'
'The Pan African Congress decided that Black people should work on their own to achieve their rights.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Apartheid continued to strengthen.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

20 (a) What was the purpose of Botha's 'Total Strategy'?

Level 1 **[1–4]**

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

e.g. 'Botha wanted to improve relations with the USA and Britain.'
'Botha wanted to stop the loss of foreign investment.'
'Botha wanted to be less repressive.'
'Botha wanted to stop the slide on the Rand.'
'Botha wanted to uphold apartheid but with changes.'
'He wanted more skilled Black workers for industry.'
'He wanted to rigorously enforce the law.'
'He wanted to introduce moderate reform to blunt the opposition of apartheid.'
'He wanted to allow trade unions for Black people and an end to the Pass system.'
'Botha wanted to repeal some of the petty segregation laws.'
'He wanted to empower the Coloureds and Asians.'
'Abroad, Botha wanted to raid ANC bases.'
'He thought it was necessary for political assassinations of exiled activists.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why did internal pressure increase on the Botha government in the years up to1989?

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 most obvious underlying cause for the violence was the continued opposition to the apartheid system combined with the outrage and disappointment at Botha's new constitutional reforms; these excluded Black people altogether from national politics and placed other non-white groups in an inferior position.'

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

(One mark for each identification/description)

e.g. 'White hardliners felt that Botha was undermining apartheid.'
'The Afrikaner Resistance Movement was willing to fight.'
'There were increases in rent and electricity charges.'
'There were attacks on public buildings.'
'There were assassinations against Black councillors and police.'
'There were school boycotts.'
'The violence was because Black people were excluded from the constitutional reforms.'
'There was state sponsored violence.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was pressure from White groups as well as Black groups.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'Mandela was responsible for the ending of minority rule.' 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 August 1962, Mandela was arrested, put on trial and put in jail for raising issues of white supremacy. It was Mandela who had to appear on TV to appeal for calm after the assassination of Chris Hani. It was Mandela who worked with de Klerk for eight years that produced an interim constitution, which led to the first democratic election.'
OR
e.g. 'De Klerk decided that the 1989 election result was a mandate for change. In 1990 the ban on the ANC, the PAC and the SACP was lifted. He promised that hundreds of political prisoners including Mandela would be released. He stated he was prepared to work with all political groups.'

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

(One mark for each point)

e.g. 'Mandela had the charisma.'
'De Klerk removed the ban on the ANC.'
'There were attacks on military and police installations.'
'The UN was often a lone voice.'
'Sports teams were boycotted.'
'Pressure was increasing on the government.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was the threat of increasing violence.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

21 (a) What were the proposals for Palestine made by the United Nations in 1947?

Level 1 **[1–4]**

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

e.g. 'The creation of two independent states, one Arab and one Jewish.'
'The areas that were more Jewish in population and land ownership were to be allocated to the Jewish state.'
'Those areas which were mainly Arab were to be allocated to the Arab state.'
'The Arab territories would consist of Galilee, the southern coastal strip and the interior.'
'The Jewish territories would be the northern valleys, southern Palestine, Tel Aviv, Haifa and the Negev Desert.'
'Jerusalem was to be an international zone governed by an international force.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why was the new state of Israel immediately involved in a struggle for its existence?

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 Palestinian Arabs did not believe the state of Israel should exist. They believed the land on which it was founded belonged entirely to the Palestinians. This view was supported by their Arab colleagues in the surrounding countries and they were willing to fight to destroy Israel. As a result, Israel would have to immediately fight for its survival.'

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

(One mark for each identification/description)

e.g. 'Palestinian Arabs believed it was their land.'
'The Arab states did not recognise the state of Israel.'
'The Arab states thought they could destroy Israel.'
'Some Arab states saw it as an opportunity to benefit.'
'Arab states surrounded Israel.'
'Many Arabs were living within the new Israel.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It had hostile neighbours.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) 'The Second World War was the main reason for Britain's withdrawal from Palestine.' 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 Second World War had been an exhausting and costly war for Britain. Britain had been left with huge debts. Britain found it too expensive to keep large numbers of troops in Palestine, especially as the Labour Government needed the finances for the Welfare State.'
OR
e.g. 'Irgun attacked British military camps and convoys. It occasionally captured British soldiers and executed them. This put the British government under pressure to 'bring the boys home' especially after having fought the Nazis and Japanese for six years.'

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

(One mark for each point)

e.g. 'The Second World War left Britain with huge debts.'
'Britain could not cope with the numbers of Jews coming to Palestine.'
'There was considerable violence against the British.'
'The actions of Irgun proved decisive.'
'The Labour Government had different priorities.'
'The lack of support from the USA for two independent provinces.'

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

e.g. 'The Second World War left Britain exhausted.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

22 (a) Describe events leading to the signing of the March 1979 peace agreement.

Level 1 **[1–4]**

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

e.g. 'After the Yom Kippur War, Henry Kissinger engaged in shuttle diplomacy between Egypt, Israel and Syria.'
'In November 1977, Anwar Sadat flew to Israel to address the Israeli parliament.'
'In December 1977, Menachem Begin went to Egypt and peace talks started.'
'In 1978, President Carter invited both the Egyptian and Israeli leaders to Camp David for talks.'
'A framework for peace was agreed.'
'Israeli forces to be withdrawn from Sinai.'
'Egypt to regain all of Sinai within three years.'
'Israeli shipping to have free passage through the Suez Canal and the Straits of Tiran.'
'Six months after Camp David, in March 1979, the Egyptian and Israeli leaders signed the Treaty of Washington.'
'This confirmed what had been agreed at Camp David.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(b) Why were the Camp David Accords opposed by some Arab countries?

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. 'Some Arab countries felt that Egypt had not demanded enough at Camp David to further the cause of the Palestinians. The peace treaty did not demand from Israel the recognition of the Palestinians' right to self-determination. There was no provision in the Agreement for an independent Palestinian State centred on the West Bank.'

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

(One mark for each identification/description)

e.g. 'The Agreement did not remove Israeli occupation of the West Bank.'
'No agreement on an independent Palestinian State.'
'Jewish settlements could be built in the West Bank.'
'These settlements could be built on Arab land.'
'Palestinians in the West Bank would be restricted in their movements.'
'There was a feeling that Egypt had broken a united Arab front.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Agreement did not go far enough.'

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

© Cambridge International Examinations 2015

www.dynamicpapers.com

(c) How different were Israeli and Palestinian views of the Oslo Accords? 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. 'The Oslo Accords delayed a decision over Jerusalem, which annoyed most Palestinians. They demanded the return of the eastern sector of the city, which was dominated by Palestinians but was captured by Israel in 1967. The Palestinians wanted Jerusalem to be the capital of their new Palestinian state.'
OR
e.g. 'The Israeli parties were split on their views. Labor was willing to make concessions as Rabin had shown in the Oslo Accords, but Likud considered the Accords as a betrayal of the Jews by giving away parts of the Jewish homeland. Likud continued to support the expansion of Jewish settlements in the Occupied Territories.'

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

(One mark for each point)

e.g. 'At the start, both sides seemed to be pleased with the progress.'
'The Palestinians saw it as a slow process to self-rule.'
'Palestinians wanted decisions over Jerusalem.'
'Palestinians were unhappy about future water resources.'
'Likud took a hard line towards settlements.'
'Peres gave up little land around Jericho.'
'Rabin had tried to be cooperative and willing to make concessions.'

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

e.g. 'Both sides had a wide range of views.'

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

© Cambridge International Examinations 2015