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Grade thresholds – March 2018

Cambridge IGCSE History (0470)

Grade thresholds taken for Syllabus 0470 (History) in the March 2018 examination.

		minimum raw mark required for grade:						
	maximum raw mark available	A	B	C	D	E	F	G
Component 12	60	33	29	23	20	16	12	8
Component 22	50	28	23	19	17	15	12	9
Component 3	40	32	27	23	18	14	11	8
Component 42	40	20	15	11	9	8	7	6

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

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

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

Option	Combination of Components	A*	A	B	C	D	E	F	G
AY	03, 12, 22	107	93	79	65	55	45	35	25
BY	12, 22, 42	95	81	67	53	46	39	31	23



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY

0470/12

Paper 1

March 2018

MARK SCHEME

Maximum Mark: 60

Published

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

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

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

Cambridge International is publishing the mark schemes for the March 2018 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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

This document consists of **92** printed pages.

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.



GENERAL INSTRUCTIONS**Applying the Mark Scheme**

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

Assessment Objectives

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

Question	Answer	Marks
1(a)	<p>Describe events leading to the Plombières meeting of 1858.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Emperor Napoleon was keen to settle the 'Italian Question'.' 'When young, Napoleon had been a member of the Carbonari.' 'Napoleon had been prompted by the Orsini Bomb Plot.' 'Napoleon was convinced a war with Austria would help ease the Italian problem.' 'Napoleon also saw the war would deliver glory to France and humiliate Austria.' 'Supporting Italian nationalist aspirations would show France as progressively liberal.' 'Cavour was looking to remove Austrian influence from as many Italians as possible.' 'Cavour wanted to remind Paris of the help Piedmont had given in the Crimean War.' 'Jacques Bixio acted as a 'go between' between Turin and Paris.' 'There was a proposed marriage between the daughter of the Piedmontese King and the Emperor's cousin.' 'Napoleon suggested a meeting between himself and Cavour at Plombières.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks	
1(b)	Why was the Plombières agreement important?	6	
	Level 4 Explains TWO reasons		6
	Level 3 Explains ONE reason (Four marks for an explanation, five marks for full explanation) e.g. 'The Plombières agreement was important because Piedmont was able to get a major power to support their efforts to remove the influence of Austria from the northern Italian states. If this agreement was successful, Piedmont would be able to unite with Lombardy and Venetia and form a northern Italian confederation.'		4–5
	Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) e.g. 'The agreement involved Napoleon in Italian affairs.' 'A major power was needed to help remove Austria from Italian states.' 'It put Piedmont at the head of the Italian unification movement.' 'It made Cavour the leading Italian politician.' 'It would give France Savoy and Nice.' 'It showed France to be aggressive in its foreign policy.' 'To the French it would mean a weak state on its southern border.'		2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It changed Italian history.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
1(c)	<p>‘Garibaldi deserves to be seen as the creator of the Kingdom of Italy.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. 7–9</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. 4–6 e.g. ‘Garibaldi had worked with Mazzini in forming the Roman Republic and he campaigned for the liberation of Rome. Later Garibaldi had led a daring expedition to Sicily, which he captured. He seized Naples and then liberated the whole of southern Italy. Despite his republican views, Garibaldi graciously recognised Victor Emmanuel II as King of Italy when he surrendered all his conquests.’ OR e.g. ‘Cavour’s diplomatic skills ensured Piedmont-Sardinia dominated Italian politics in the 1850s. His troops acquitted themselves well in the Crimea and at the peace conference he gained the support of Napoleon, who was sympathetic to Italian liberation in northern Italy. As part of the Plombières Agreement, it was Cavour who provoked Austria to declare war and enabled the French to help Piedmont remove Austrian forces from Lombardy.’</p>	10

Question	Answer	Marks
1(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Mazzini was the prophet for a united Italy.’ ‘Mazzini set up the ‘Young Italy’ movement.’ ‘Mazzini shaped the thoughts of a united Italy.’ ‘Cavour made Piedmont strong to lead the liberation of Italy.’ ‘Cavour worked with the French in secret.’ ‘Cavour’s troops fought in the Crimea and to remove the Austrians from Lombardy.’ ‘Garibaldi was an inspiring and romantic figure.’ ‘Garibaldi liberated Sicily and Naples.’ ‘Garibaldi supported the King of Italy.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Mazzini, Cavour and Garibaldi all played their part.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
2(a)	<p>What actions were taken between 1859 and 1862 to increase the strength of the Prussian army?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Von Roon was appointed Minister of War.' 'The budget was increased for the army.' 'The Landwehr was subordinated to the regular army.' 'Moltke, the Chief of the General Staff, increased the General Staff.' 'Moltke issued a handbook for warfare.' 'He produced war-game training for officers.' 'Moltke introduced the breech-loading needle gun to troops.' 'Moltke supported many independent smaller armies.' 'This allowed quick movement and encirclement of the enemy.' 'Senior officers were allowed to use their initiative.' 'The railways were developed to enable quick movement of troops.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
2(b)	<p>Why did Frederick William IV accept the Treaty of Olmütz?</p>	6
	<p>Level 4 Explains TWO reasons</p>	6
	<p>Level 3 Explains ONE reason</p>	4–5
	<p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'The League of Princes was set up as a Prussian dominated union, but, when the ruler of Hesse-Cassel was overthrown, he turned to Austria not Prussia for help in suppressing the revolution. Austria sent an army of 200 000 demonstrating clearly to other German states that Austria, not Prussia, was still the dominant force in Germany.'</p>	
	<p>Level 2 Identifies AND / OR describes reasons</p>	2–3
	<p>(One mark for each identification/description)</p> <p>e.g. 'The Frankfurt Parliament had failed in its primary aim.' 'Frederick William had rejected the crown.' 'Frederick William had given up his opportunity to lead Germany.' 'States still looked to Austria for guidance.' 'Austria was militarily strong.' 'Frederick William felt he had little choice but to accept the terms.'</p>	
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Austria re-imposed its authority.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
2(c)	<p>‘The most important outcome of the Treaty of Prague (1866) was that Schleswig-Holstein became Prussian.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. 7–9</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The treaty was lenient toward the Austrian Empire because Bismarck persuaded Wilhelm I that maintaining Austria’s place in Europe would be better in the future for Prussia than harsh terms as Bismarck realised he might need Austria’s neutrality in any future conflict with France. If harsh terms were applied, then Austria might form an alliance in the future with France against Prussia.’ OR e.g. ‘Schleswig-Holstein became Prussian and provided Prussia with some good farming land, especially for wheat production and animal production. It also gave Prussia a thriving fishing industry. Its numerous ports facing the Baltic Sea and North Sea were ideal harbours for the Prussian navy. Taking the provinces meant a canal could be cut across Holstein thus avoiding sailing around Denmark, when entering or exiting the Baltic from the North Sea.’ 4–6</p>	10

Question	Answer	Marks
2(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Bismarck did not impose harsh terms on Austria.' 'Bismarck did not want to make a permanent enemy of Austria.' 'The Habsburgs were permanently excluded from German affairs.' 'Prussia was the only major power among the German states.' 'The German Confederation was abolished.' 'The North German Confederation formed as a military alliance.' 'The Southern German states outside the Confederation paid large indemnities to Prussia.' 'The treaty meant Italy would receive Venetia.' 'Schleswig-Holstein gave Prussia access to the Baltic Sea.' 'Schleswig-Holstein gave Prussia excellent harbours to the North and Baltic seas.' 'Schleswig-Holstein provided some good farmland and fishing ports.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The outcome gave Bismarck control.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
3(a)	<p>What issues arose when Missouri applied to be admitted to the Union?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Missouri applied to join the Union as a slave state.' 'This caused tensions between pro-slavery and anti-slavery factions.' 'Up to the request, the Union was balanced with slave and non-slave states.' 'Admitting Missouri as a slave state would upset the balance.' 'It would set a precedent for the acquiescence of Congress in the expansion of slavery.' 'Proposals in Congress to end slavery in Missouri were passed in the House of Representatives but defeated in the Senate.' 'A Compromise was reached accepting Missouri as a slave state and Maine as a free state.' 'Southerners criticised the established principle that Congress could make laws regarding slavery.' 'Many northerners criticised it for accepting a slave state at all into the Union.' 'The Missouri Compromise kept the Union together for more than thirty years.' 'The issue of Missouri had highlighted the slavery problem for the future.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
3(b)	<p>Why was the publication of the novel 'Uncle Tom's Cabin' significant?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'The novel captured the imagination of many Americans. In the first year of publication, it sold over 300 000 copies. Many have credited this novel with focusing Northern anger at the injustices of slavery and the Fugitive Slave Law and helping to fuel the abolitionist movement. It has been suggested that the novel helped lay the groundwork for the Civil War. It is reported that Lincoln met Stowe at the start of the Civil War and declared that she was the 'little lady' that started 'this great war'.'</p> <p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'It was an anti-slavery novel.' 'The novel depicts the reality of slavery.' 'The main theme of the book is the evil and immorality of slavery.' 'It sold hundreds of thousands of copies.' 'Upon publication, the novel ignited protest from the defenders of slavery.' 'It was translated into many languages.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'It was the best-selling novel of the nineteenth century.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
3(c)	<p>How successful was John Brown in aiding the abolitionist cause? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how successful'</p> <p>As Level 4 plus evaluation.</p>	10
	<p>Level 4 Explanation of both sides</p> <p>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p>	7–9
	<p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'John Brown's actions during the 'Bleeding Kansas' crisis and at Harper's Ferry captured the nation's attention. He was hailed as the man who killed slavery, sparked the Civil War and set the seed for civil rights. The Civil War broke out less than a year after Harper's Ferry and to many in the North John Brown was considered a martyr and was remembered in the Union's marching song.'</p> <p>OR</p> <p>e.g. 'To many in the South, John Brown was no more than a madman and a terrorist, who deserved to be executed for the lives he was responsible for taking during slave raids. He had slaughtered innocent people and in earlier campaigns had been involved in sadistic butchery. It served no purpose other than to vent an old man's rage.'</p>	4–6

Question	Answer	Marks
3(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'John Brown drew attention to the evils of slavery.' 'He highlighted slavery by various violent campaigns.' 'His attack on Harper's Ferry attracted the nation's attention.' 'He had an influence on starting the Civil War.' 'In the South he was considered a murderer and a terrorist.' 'Some considered him mad and demented.' 'Those who hoped to end slavery by peaceful means objected to Brown's methods.' 'Brown had an influence on slave uprisings in the Caribbean.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'John Brown strongly divided opinion over slavery.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
4(a)	<p>What was the impact of the introduction of the German ‘Weltpolitik’ policy in 1890?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Germany had an aggressive foreign policy.’ ‘Germany attempted to acquire colonies in Africa.’ ‘It led to the Kaiser attempting to gain control of Morocco.’ ‘Germany began building a strong navy to protect its colonies.’ ‘It impacted on Germany’s finances.’ ‘The Kaiser’s actions alarmed Britain and France.’ ‘Britain responded by building up its navy with Dreadnoughts.’ ‘Britain continued to come out of ‘splendid isolationism’.’ ‘Britain and France came closer through the Entente Cordiale.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
4(b)	<p>Why was Italy a member of the Triple Alliance?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'Italy had joined with Germany and Austria-Hungary because of being fearful of France. This occurred when France and Britain concluded an alliance that made Britain responsible for the mutual defence of the English Channel and freed the French fleet to concentrate in the Mediterranean, which could possibly threaten Italy.'</p>	6
	<p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Italy was fearful of France.'</p> <p>'Italy wanted to join an alliance of great powers.'</p> <p>'It would enhance their prestige.'</p> <p>'Italy wanted to protect its newly gained independence and territory.'</p> <p>'Italy had been upset with the French for not helping them take Venetia as agreed at Plombières.'</p> <p>'Italy wanted to take Tunisia but this was seized by the French in 1881.'</p> <p>'Italy wanted influence in Algeria but this was denied them by France.'</p>	
	<p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'Italy felt it needed protection.'</p>	
	<p>Level 0 No evidence submitted or response does not address the question 0</p>	

Question	Answer	Marks	
4(c)	<p>‘Instability in the Balkans was to blame for the First World War.’ How far do you agree with this statement? Explain your answer.</p>	10	
<p>Level 5 Explains with evaluation of ‘how far’</p> <p>As Level 4 plus evaluation.</p>			10
<p>Level 4 Explanation of both sides</p> <p>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p>			7–9
<p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘With the Turkish Empire in serious decline, Serbia hoped to annex Bosnia-Herzegovina, but in 1908 Austria took the provinces. Germany supported Austria and its intervention added to the tension and instability. Serbia asked for support from Russia, but it backed down because it was not ready for war especially against the military might of Germany. Russia vowed it would not back down again.’ OR e.g. ‘Germany entered the arms race building up a navy to challenge British supremacy. There was a race to see who could build the largest and most powerful battleships. Germany’s army was already powerful and Britain feared German world domination if it too had the strongest navy.’</p>			4–6

Question	Answer	Marks
4(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The Alliance System created two armed camps.' 'Colonial rivalry was a cause of war.' 'The arms race was responsible.' 'The Balkan crises were the main cause of the war.' 'Germany's aggressive attitude was partly responsible for war.' 'The Moroccan crises contributed to the causes of war.' 'The growth of Serbia contributed to the causes.' 'The assassination of Archduke Franz Ferdinand led to war.' 'The Austrian ultimatum to Serbia led to the war.' 'The invasion of Belgium by Germany was a significant cause of war.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'War was caused by countries being aggressive towards each other.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
5(a)	<p>In what ways did the Treaty of Versailles restrict Germany's ability to fight a war in the future?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The German Army was limited to 100 000.' 'There was to be no conscription.' 'No tanks or armoured vehicles were permitted.' 'No heavy artillery was permitted.' 'No air force was permitted.' 'The German Navy was not allowed submarines.' 'The German Navy was allowed a maximum of 36 warships.' 'Included within the 36 warships was a maximum of 6 battleships.' 'Sailor numbers were limited to 15 000.' 'The Rhineland became a demilitarised zone.' 'The League of Nations would act as a deterrent.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
5(b)	<p>Why was Lloyd George unhappy with Wilson's Fourteen Points?</p>	6
	<p>Level 4 Explains TWO reasons</p> <p style="text-align: right;">6</p>	
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'President Wilson wanted to establish the principle of self-determination. This inevitably clashed with the self-interested ambitions of Britain with regard to acquiring Germany's colonies. If the principle was applied to those territories, the inhabitants should have been able to determine whether they wished to stay under the rule of Germany or become independent.'</p>	
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Lloyd George did not want the application of self-determination.' 'Britain wanted to gain German colonies.' 'Britain had a huge empire and feared self-determination.' 'He was not convinced that self-determination for eastern Europe would work in practice.' 'Lloyd George did not want free navigation of the seas.' 'Lloyd George wanted Britain to continue its dominance at sea.' 'Lloyd George was uneasy about the role of the League of Nations.'</p> <p style="text-align: right;">2-3</p>	
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Lloyd George thought some of the 14 Points were not realistic.'</p> <p style="text-align: right;">1</p>	
	<p>Level 0 No evidence submitted or response does not address the question</p> <p style="text-align: right;">0</p>	

Question	Answer	Marks
5(c)	<p>‘The German reaction to the Treaty of Versailles was not justified.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. 7–9</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The German reaction was not justified because they had treated Russia more harshly in the Treaty of Brest-Litovsk. Under the terms of this treaty, Russia lost 32% of their agricultural land and 54% of their industry, and was fined 300 million roubles. The Germans had little cause for complaint given their treatment of Russia.’ OR e.g. ‘The German reaction was justified because Germany was forced to disarm to an extent not expected of any other nation. Their army was reduced to just 100 000 men, a very small number for a country of Germany’s size. The Germans felt this would leave them vulnerable to attack.’ 4–6</p> <p>Level 2 Identifies AND/OR describes One mark for each point. e.g. ‘The reaction was justified because their armed forces were severely reduced.’ ‘The reaction was justified because the reparations were very high.’ ‘The reaction was justified because the war was not solely Germany’s fault.’ ‘The reaction was justified because Germany was not allowed to negotiate.’ ‘The reaction was not justified because Germany treated Russia worse.’ ‘The reaction was not justified because Germany had agreed to the terms of the Armistice.’ ‘The reaction was not justified because Germany would have imposed a harsh treaty if it had won.’ 2–3</p>	10

Question	Answer	Marks
5(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'Their reaction was justified because the Treaty was too harsh.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1</p> <p>0</p>



Question	Answer	Marks
6(a)	<p>What was the role of the Permanent Court of Justice?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Court could advise League members on legal issues.' 'The Court could advise institutions of the League, such as the Council.' 'The Court made judgments on issues between League members.' 'The Court interpreted international treaties.' 'The Court intervened in matters of international law.' 'The Court advised the ILO on its legality in applying measures across all member states.' 'The Court advised on the changes from the Treaty of Sévres to the Treaty of Lausanne.' 'The Court made a judgment on the Aaland Islands.' 'The Court gave advice on German and Polish interests in Upper Silesia.' 'The Court could not enforce its decisions.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
6(b)	<p>Why did the League not include all countries in its membership?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'President Wilson's Democratic Party had run the USA for eight troubled years. The Republicans saw the League as an ideal opportunity to defeat him. When Congress voted in 1919, Wilson was defeated. Wilson did not run in the 1920 election because of ill health, but his Democrat successor fought on supporting the League. He lost by a landslide to Warren Harding who favoured isolationism and returning to 'normalcy.'</p>	6
	<p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The Senate voted to stop the USA being a member of the League.' 'The 1920 presidential election voted for isolationism.' Some countries did not join because of the USA's absence.' 'Germany as a defeated nation was not allowed to join.' 'All defeated countries were not allowed to join.' 'Soviet Russia was not invited to join because it was communist.' 'Japan and Italy were both original members but left after disputes with the League.' 'Germany joined in 1926 but Hitler took Germany out of the League in 1933.' 'The USSR was allowed to join in 1934 but was expelled in 1939 for invading Finland.' 'Many considered the League a club for the victorious powers.'</p>	
	<p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'Some chose not to join.'</p>	
	<p>Level 0 No evidence submitted or response does not address the question 0</p>	

Question	Answer	Marks
6(c)	<p data-bbox="217 371 277 1917">‘The League of Nations failed in its peacekeeping role.’ How far do you agree with this statement? Explain your answer.</p> <p data-bbox="316 1301 344 1917">Level 5 Explains with evaluation of ‘how far’</p> <p data-bbox="384 1570 413 1917">As Level 4 plus evaluation.</p> <p data-bbox="448 1447 478 1917">Level 4 Explanation of both sides</p> <p data-bbox="518 398 616 1917">A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p data-bbox="651 864 681 1917">Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p data-bbox="719 1115 748 1917">More detailed explanation of one issue to be given two marks.</p> <p data-bbox="786 304 919 1917">e.g. ‘The League was successful in settling small disputes during the 1920s. The League was new and countries were willing to give it a chance to be successful. It settled the dispute between Finland and Sweden over the Aaland Islands. Most islanders wanted to be ruled by Sweden but Finland was given control of the islands although with safeguards for the islanders and Sweden accepted the decision.’</p> <p data-bbox="922 1872 951 1917">OR</p> <p data-bbox="959 309 1086 1917">e.g. ‘The League was unsuccessful in its peace-keeping role in the 1930s. When the Japanese invaded Manchuria, the League sent a commission of enquiry under Lord Lytton to Manchuria. By the time Lytton arrived, the invasion was complete and by the time the League had voted on Lytton’s Report, which blamed Japan, eighteen months had passed since the original Japanese action.’</p>	10

Question	Answer	Marks
6(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The League was generally successful in keeping the peace in the 1920s.'</p> <p>'The League was unsuccessful in keeping the peace during the 1930s.'</p> <p>'The League organised a plebiscite and partition of Upper Silesia.'</p> <p>'Greece and Bulgaria fought over their borders and the League settled it successfully.'</p> <p>'A dispute between Peru and Columbia was settled.'</p> <p>'A dispute between Bolivia and Paraguay was peacefully settled.'</p> <p>'There were failures in the 1920s such as the failure to remove the Poles from Vilna.'</p> <p>'Mosul was given to Iraq and Turkey accepted the decision.'</p> <p>'The League failed to remove Japan from Manchuria.'</p> <p>'The League failed to stop Mussolini conquering Abyssinia.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Peace-keeping became increasingly difficult for the League.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
7(a)	<p>What happened at the United Nations Security Council meetings in June and July 1950?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Security Council met the day the North Koreans invaded South Korea.' 'The Security Council passed a resolution demanding that hostilities cease.' 'The resolution demanded that the North Koreans withdraw to the 38th parallel.' 'The resolution was passed because of the absence of the Soviet representative.' 'If present, it was thought the Soviet delegate would have used his veto.' 'When the North Koreans refused to obey the resolution, a second resolution was passed.' 'It called on members of the UN to provide troops to repel the North Koreans.' 'A third resolution put the forces under a unified command of the USA.' 'The UN forces were put under the command of General MacArthur.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

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

Question	Answer	Marks
7(c)	<p>How far was the US policy of containment between 1950 and 1975 a failure? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. 7–9</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'It appears that the USA used the UN to reinforce its foreign policy over the Korean issue and containing communism. The USA was determined to end the aggression of North Korea in 1950. Although it did not unite Korea under Syngman Rhee, it pushed back the communists to the 38th Parallel.' OR e.g. 'The war in Vietnam was a disaster for US foreign policy. The US wanted to stop the domino effect whereby if one country fell to communism then the surrounding ones would follow. The USA failed to defeat the Vietcong in South Vietnam and, after the evacuation of US troops, the South was overrun. As a result of Vietnam becoming communist, so did Laos and Cambodia become communist.' 4–6</p>	10

Question	Answer	Marks
7(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. Korea – ‘The USA persuaded the UN to support their actions.’ ‘Containment was successful.’ ‘US forces, under the UN, pushed the North back to its border.’ Cuba – ‘Cuba remained communist after the Cuban missile crisis.’ ‘Castro remained in power and was allied with the USSR.’ ‘Some of Kennedy’s critics did not want to see communism on the US’ doorstep.’ ‘Kennedy was happy to isolate Cuba with no trade and no diplomatic contact.’ ‘The US managed to contain communism in Cuba for the immediate future.’ Vietnam – ‘The US failed to stop the spread of communism from the north.’ ‘The USA failed because the whole of Vietnam became communist.’ ‘As a result, neighbouring Laos and Cambodia became communist.’ ‘President Nixon ended the containment policy.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There were some successes and some failures.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
8(a)	<p>Describe events leading to Saddam Hussein becoming President of Iraq.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The role of his uncle in Saddam's life.' 'Saddam became a member of the Baath Party.' 'When Bakr became president in 1968, Saddam was made Deputy Chairman of the Revolutionary Command Council.' (2 marks)</p> <p>'Saddam was the second most powerful man in Iraq.' 'Saddam outwitted and eliminated those who might be a threat to him.' 'He had control of the party's security apparatus.' 'He could uncover or invent plots and conspiracies.' 'Both military and civilian rivals were targeted by Saddam.' 'Saddam appointed those friendly to himself to the Revolutionary Command Council.' 'Saddam showed potential presidential skill by negotiating a treaty with the USSR.' 'He gained popularity with the people for using money from nationalising the oil industry.' 'Saddam spent money on hospitals, schools and improving transport facilities.' 'Bakr became increasingly ill and was 'persuaded' to hand over the presidency to Saddam.' 'Saddam became President of Iraq in 1979.'</p>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks	
8(b)	Why did Saddam Hussein repress the Iraqi people?	6	
	Level 4 Explains TWO reasons		6
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. ‘One of Saddam’s aims was to unify Iraq. This was a major challenge since 20% of the population from the oil-rich north were Kurds who wanted independence, while 60% of the population situated in the central and southern parts were Shiites, who were hostile to the Sunni-dominated regime. Saddam could use diplomacy but too often he resorted to exceptional brutality and ruthlessness against these two groups.’</p>		4–5
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Saddam would not give the Kurds independence.’ ‘He did not want to lose the oil-rich northern states.’ ‘The Shiites were hostile towards the ruling Sunnis.’ ‘There were attempts on Saddam’s life.’ ‘Saddam wanted to build a new waterway where the Marsh Arabs lived.’ ‘He needed to remove the Marsh Arabs.’ ‘He removed any political or military opponent who he feared might challenge him.’</p>		2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Saddam repressed those he saw as challenging Iraq’s unity.’</p>	1	
	<p>Level 0 No evidence submitted or response does not address the question</p>	0	

Question	Answer	Marks
8(c)	<p>‘The main reason for the First Gulf War was Saddam’s need to restore his reputation with his own people following the Iran-Iraq War.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. 7–9</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘Saddam needed to divert attention away from the problems he was considered to have caused. After the war with Iran, the Iraq economy was in tatters. There was no post-war economic recovery. Kuwait had valuable oil wells that could be taken over and increase the wealth of Iraq.’ OR e.g. ‘Saddam claimed that Kuwait was historically part of Iraq, although Britain recognised the full independence of Kuwait in the 1960s. Saddam was angry that Kuwait was demanding the repayment of a \$14 billion loan of money lent during the war with Iran. Many Iraqis thought the Kuwaitis ungrateful after being protected from the threat of Iranian expansion.’ 4–6</p>	10

Question	Answer	Marks
8(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Saddam wanted Kuwait's oil wells.' 'Saddam needed to improve the Iraqi economy.' 'Saddam blamed Kuwait for over-production of oil to undermine the Iraqi economy with falling oil prices.' 'Saddam claimed Kuwait was part of Iraq.' 'Saddam was angry with Kuwait for demanding the repayment of a loan to Iraq.' 'The Gulf War was an opportunity for Saddam to show he was the most powerful Arab leader in the Middle East.' 'Saddam did not expect intervention from Britain or the USA.' 'No international action had been taken for crushing the Kurds and suppressing the Shiites.' 'Saddam needed to distract the people at home from an economy in tatters.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Kuwait was a tempting and seemingly defenceless country.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
9(a)	<p>What happened to the British Expeditionary Force during the first month of the war (August 1914)?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The BEF landed in Calais and Boulogne.' 'The BEF had landed in France within 3 days of the declaration of war.' 'Two divisions remained in Britain in case there was a German invasion.' 'The BEF engaged the German Army at Mons.' 'It was the 23rd of August.' 'The rifle fire of the BEF inflicted heavy casualties on the German front lines.' 'The BEF retreated to a second defensive line because of the weight of German numbers.' 'The BEF fought a costly battle at Elouges on 24th of August.' 'The BEF continued to slow down the Schlieffen Plan when engaging the Germans at Le Cateau.' 'At Etreux on the 27th of August, the BEF held the Sambre Canal against German forces.' 'The BEF then retreated 400 km to the River Marne.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
9(b)	<p>Why were the Allied forces able to remove the immediate threat to Paris by 19 September 1914?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'The BEF stood with two French armies by the River Marne facing the Schlieffen Plan as it moved towards Paris. A split occurred in the German front lines. BEF reconnaissance balloons spotted the gap and the BEF cautiously moved into the gap to drive a wedge into the German front lines. The Battle of the Marne lasted over a week across 200 kms. The Germans fell back to the River Aisne to avoid a permanent split between the two German armies.'</p>	6
	<p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The French abandoned Plan 17.'</p> <p>'The French regrouped their forces to defend Paris.'</p> <p>'The French in taxis and on bikes poured out of Paris to protect their capital.'</p> <p>'The BEF retreated from Mons and Le Cateau to the River Marne.'</p> <p>'The Schlieffen Plan had been weakened with 100 000 troops going to the Eastern Front.'</p> <p>'The German commander deviated from the original Schlieffen Plan.'</p> <p>'Poor supply chains meant German troops were short of food and were exhausted.'</p> <p>'The British and French counter-attacked.'</p> <p>'They successfully forced the Schlieffen Plan back to the River Aisne.'</p>	
	<p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'it was well defended.'</p>	
	<p>Level 0 No evidence submitted or response does not address the question 0</p>	

Question	Answer	Marks
9(c)	<p>Which was more responsible for extending the war beyond the end of 1914: the First Battle of Ypres or Belgian resistance to the Schlieffen Plan? Explain your answer.</p>	10
	<p>Level 5 Explains with evaluation of ‘which was more responsible’ As Level 4 plus evaluation.</p>	10
	<p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p>	7–9
	<p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The key to the Schlieffen Plan was its speed. It had to take Paris within 6 weeks, but the Belgians were not easily swept aside. Deep concrete forts protecting cities like Antwerp, Liege and Namur seriously delayed the Germans. Antwerp was not taken until October. The slowing of the Plan by the Belgians allowed the British to send the BEF, the French to reorganise their defences and the Russians to create a two front war.’ OR e.g. ‘The Germans tried to capture the Channel ports of Dunkirk, Calais and Boulogne to cut off supplies for the BEF and reinforcements. The BEF met the Germans in the town of Ypres and held the town and saved the ports. The fighting continued until the end of November when both sides dug in for the winter.’</p>	4–6

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

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

Question	Answer	Marks
10(b)	<p>Why was trench warfare made more difficult by the weather?</p>	6
	<p>Level 4 Explains TWO reasons</p>	6
	<p>Level 3 Explains ONE reason (Four marks for an explanation, five marks for full explanation) e.g. 'The prelude to the third Battle of Ypres was unseasonable heavy rains. This meant the ground around Passchendaele became extremely muddy and made movement of men, horses and equipment very difficult. Tanks were impossible to use as they sank into the mud. Moving heavy artillery into position proved difficult for the horses on such difficult ground. Men attacking had to be careful they did not fall into shell holes because they could drown in mud and water.'</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) e.g. 'Trenches were often flooded after heavy rain.' 'Standing in water for long periods caused trench foot which could lead to amputation.' 'Summer heat caused hygiene problems with decomposing bodies attracting rats and lice.' 'Heat caused problems keeping food and water fresh.' 'In summer trenches were often hot, dusty and smelly.' 'In winter it was known that many troops suffered from frostbite.' 'Severe wet weather turned no-man's land into a quagmire.' 'Tanks struggled to go across no-man's land in wet muddy conditions.' 'Men and horses were known to be lost without trace at Passchendaele after heavy rains.' 'It affected the morale of the soldiers.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'The weather determined whether heavy equipment could be used in an attack.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
10(c)	<p>‘The most important achievement of the Battle of the Somme for the Allies was that it saved the French army from destruction.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. 7–9</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘In 1916, the French army came under intense pressure at Verdun. The Germans hoped it would break French morale if this heavily fortified town and symbol of French military pride was captured. The attack by the British on the Somme drew away some of the German troops and relieved some of the pressure on the French defences.’ OR e.g. ‘When the Somme campaign was called off, the British had taken a strip of land 25 km long and 6 km wide. These small gains had been achieved with massive casualties. The Germans lost 500 000 men but these were some of Germany’s best troops. The war of attrition had taken its toll particularly on the German army and would haunt it in 1918.’ 4–6</p>	10

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

Question	Answer	Marks
11(a)	<p>What were the roles of (i) the Chancellor and (ii) the President under the Weimar Constitution?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. (i) Chancellor ‘Appointed a team of ministers to form a government.’ ‘Responsible for establishing government policy.’ ‘Responsible for running day-to-day political events.’ ‘To command the respect of the Reichstag.’ (ii) President ‘Head of State.’ ‘Protected the constitution.’ ‘Appointed the Chancellor.’ ‘Could dismiss the Chancellor.’ ‘Was Supreme Commander of the Armed Forces.’ ‘Appointed and dismissed senior officers in the Armed Forces.’ ‘Appointed the judges.’ ‘In times of emergency, could suspend the constitution and rule by decree.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
11(b)	<p>Why was Ebert able to defeat left and right-wing threats to the Weimar Republic in 1919–20?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'When the Spartacists launched their bid for power, Ebert and the government were in a weak position and had to make an agreement with some members of the army and the Freikorps to put down the rebellion. The Freikorps were anti-communist ex-soldiers who had formed themselves into vigilante groups. Ebert had no direct control over the Freikorps. Even so, the Freikorps crushed all rebellions in Berlin, Bavaria and the Ruhr.'</p> <p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Some army commanders remained loyal in defeating the Left.' 'Ebert relied heavily on the Freikorps to defeat all communist uprisings.' 'Ebert used a combination of army, police and Freikorps to defeat the communists in the Ruhr.' 'Ebert was saved by the industrial workers of Berlin.' 'They declared a general strike which meant no transport, no power or water.' 'Kapp realised he had been outmanoeuvred by the people.' 'Ebert was thankful and showed the government had some support.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'Ebert was successful because of factors outside his control.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
11(c)	<p>‘After 1923, the Weimar Republic was a disaster for Germany.’ How far do you agree with this statement? Explain your answer.</p>	10
	<p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation.</p>	10
	<p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p>	7–9
	<p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘After 1923, there were six years of economic recovery. Stresemann introduced a temporary currency, the Rentenmark, and the Ruhr industries restarted production. In 1924 the Rentenmark was replaced by the permanent Reichsmark. The Dawes Plan and loans from the USA kick-started the economy which helped inflation and unemployment to fall, and industry expanded and exports increased.’ OR e.g. ‘When the American economy went into recession in 1929, many of the loans offered to Germany since 1924 were recalled. The German economy had to cope with a world depression and a reduction in export orders, but also had to repay substantial amounts of money to the USA. Unemployment figures rose to 6 million by 1932 and support for the moderate parties that made up the coalitions of the Weimar governments began to decline.’</p>	4–6

Question	Answer	Marks
11(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Stresemann stabilised the economy.' 'He introduced a new permanent currency, the Reichmark.' 'He negotiated the Dawes Plan and loans from the USA.' 'Unemployment and inflation fell.' 'Unemployment was still too high.' 'The German economic recovery was based on foreign loans.' 'Germany was admitted to the League of Nations.' 'The 1920s was a decade of cultural revival.' 'Civil liberties improved ending censorship, and encouraging a wide range of artists.' 'Night clubs, dance halls, cafes and restaurants increased.' 'Many considered artistic development as a sign of decadence, corruption and moral decay.' 'With the Depression, American loans had to be repaid.' 'Unemployment reached 6 million.' 'Support for the two extreme parties, the Communist and the Nazis, rapidly increased.' 'Hitler's appointment as Chancellor effectively brought an end to the Weimar Republic.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Six years of recovery followed by years of misery.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
12(a)	<p>In what ways was agriculture affected by Nazi rule?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Hitler introduced the Reich Food Estate.' 'This set up central boards to buy agricultural produce from the farmers.' 'The boards then distributed it to markets across Germany.' 'German citizens were encouraged to buy German agricultural produce.' 'Peasant farmers got a guaranteed market and a guaranteed price.' 'Hitler passed the Reich Entailed Farm Law which gave peasants state protection for their farms.' 'Banks could not seize their land if they could not repay loans or mortgages.' 'Hitler believed in 'Blood and Soil', that the peasant farmers were the basis of the German master race.' 'Peasant farmers' way of life was protected and the farmers appreciated it.' 'Farms were inherited by one son, so they were not split up.' 'Banks were unwilling to lend money to farmers.' 'Farmers were made to feel important.' 'Agriculture was subsidised.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
12(b)	<p>Why were the Nazis a male-dominated organisation?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'The Nazis were a very male-dominated organisation because Hitler held a traditional view of the roles of men and women. All the Nazi leaders were men. It is worth remembering that many women agreed with Hitler that men should take the lead and women should give support. This view was particularly expressed in the rural parts of Germany. The Nazis talked of the 'traditional balance' between men and women.'</p> <p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'It followed Hitler's personal beliefs.' 'Hitler had 'grown up' with many of the leaders in the 1920s.' 'The Nazis followed the traditional view of women's place in society.' 'This view was reinforced at school and in the youth movements.' 'Many women accepted that senior party politics was not for them in the 1920s and 1930s.' 'It was not unusual in the 1930s to have this view.' 'Most European countries' political parties were male dominated.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'It was part of the Nazis restoring old-fashioned values.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
12(c)	<p>Are you surprised that not all young people in Germany supported the Nazi regime? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'are you surprised' As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'It is surprising because schools indoctrinated the young people with Nazi ideas and racial beliefs and instilled a sense of loyalty towards Hitler. The Hitler Youth similarly indoctrinated the young but also gave them exciting activities such as camps, hiking, tracking, military training and domestic training.' OR e.g. 'It is not surprising because some young people believed in freedom of expression and values that often conflicted with those of the Nazis. For example, members of the 'Swing' movement were interested in British and American popular music and dance, including banned jazz music. They also accepted Jews into their groups, which was not allowed in the Hitler Youth.'</p>	10

Question	Answer	Marks
<p>12(c)</p>	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Children were indoctrinated at school in Nazi beliefs.'</p> <p>'They were taught to be loyal to Hitler.'</p> <p>'Many willingly joined the Hitler Youth.'</p> <p>'The Hitler Youth indoctrinated the young in Nazi beliefs.'</p> <p>'The Hitler Youth had many exciting activities.'</p> <p>'Many youngsters did not believe in Nazi beliefs.'</p> <p>'Members of the 'Swing' movement preferred British and American cultural activities.'</p> <p>'The Edelweiss Pirates mocked the Nazis and attacked members of the Hitler Youth.'</p> <p>'They produced anti-Nazi propaganda during the war.'</p> <p>'They did not like strict regimentation and gender segregation of the Hitler Youth.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Some groups resented Nazi control of their lives.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
13(a)	<p>Describe Kerensky's reaction to the Kornilov Putsch.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Kerensky dismissed Kornilov as Commander-in-Chief.' 'Kerensky demanded the arrest of Kornilov.' 'He panicked.' 'He was unsure of the support of his army generals.' 'Kerensky called upon the soviets and people of Petrograd to repulse Kornilov's troops.' 'Kerensky armed the Bolsheviks to fight Kornilov.' 'He encouraged the Bolsheviks to dig trenches and fortify Petrograd.' 'Kerensky worked with the soviets at railway stations to stop the movement of Kornilov's troops by rail.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
13(b)	<p>Why was the Petrograd Soviet a threat to the Provisional Government?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'To defeat Kornilov, Kerensky had asked for the help of the Petrograd Soviet to enlist a large enough force to stop him. Kerensky had provided arms for the Soviet which distributed them among the 25 000 volunteers. When Kornilov was defeated, the Soviet did not return the weapons and, therefore, the Petrograd Soviet was a serious threat to the Government because its members were already armed.'</p>	6
	<p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The Soviet helped rule Russia in a system of 'dual power'. 'There were often contradicting voices for people to listen to.' 'It had control of the railways, power supplies and factories.' 'The Soviet could cause paralysis of industry.' 'A network of soviets spread across the country based on the Petrograd model.' 'The Petrograd Soviet welcomed Lenin back to Finland Station.' 'It issued Order No 1 which only allowed orders in the Army to be carried out if they did not conflict with the orders of the Soviet.' 'This Order meant soldiers could disobey their officers.'</p>	
	<p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'The influence of the Petrograd Soviet spread across the country.'</p>	
	<p>Level 0 No evidence submitted or response does not address the question 0</p>	

Question	Answer	Marks
13(c)	<p>‘The Provisional Government was overthrown because it failed to pass reforms.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. 7–9</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The Provisional Government did not approve of peasants and returning soldiers seizing land from the nobility and wealthy landlords. The Government wanted to do it within the framework of the law, but it failed to control the peasants or please them over the issue of land. This made the politicians appear to be failing to understand the poor or to be willing to meet their needs.’ OR e.g. ‘The fall of the Tsar can be attributed to problems that stemmed from the war. By not removing Russia from the war the Government in effect allowed these problems to continue. The Kerensky Offensive failed and two million soldiers had run away and many had killed their officers. There was a demand to leave the war from the soldiers and the people at home, who were suffering from food and fuel shortages.’ 4–6</p>	10

Question	Answer	Marks
<p>13(c)</p>	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The Provisional Government decided to continue with the war.' 'Offensives at the front failed and there was mass desertion.' 'The Petrograd Soviet undermined the Provisional Government.' 'The Soviet had control over the railways, power supplies, factories and the troops.' 'The Government failed to stop the seizure of land.' 'It did not re-distribute the land to the peasants successfully.' 'Food shortages and high prices continued.' 'The Government continued with grain seizures to feed the troops at the front.' 'People at home demanded an end to the war because of the numerous shortages.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The Provisional Government could not deliver the basics to live in peace.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
14(a)	<p>What part did GOSPLAN play in Soviet modernisation?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'GOSPLAN was the state economic planning organisation.' 'Initially, it had an advisory role.' 'It set overall targets for an industry.' 'It concentrated its efforts on heavy industries such as coal and iron.' 'It planned and invested in vital industries.' 'Each region of the USSR was told its targets.' 'The region set targets for each mine or factory.' 'Individuals were set targets.' 'GOSPLAN was responsible for the administration of the Five Year Plans.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>4</p> <p>1–4</p> <p>0</p>

Question	Answer	Marks
14(b)	<p>Why was Stalin determined to modernise the economy of the Soviet Union quickly?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'Stalin wanted to rival the economies of the USA and other capitalist countries. When Stalin took power, much of Russia's industrial equipment had to be imported. Stalin wanted to make the USSR self-sufficient so that it could make everything it needed for itself. Stalin also wanted to improve standards of living in Russia so that people would value Communist rule.'</p> <p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'To increase the USSR's military strength.' 'It needed industries to produce weapons and other equipment for war.' 'Stalin wanted to make the USSR self-sufficient.' 'He wanted to improve his peoples' standard of living.' 'Stalin wanted to increase food supplies.' 'Stalin needed to reorganise farming methods.' 'Stalin wanted to sell grain abroad to buy industrial equipment.' 'Stalin wanted to create a true Communist society.' 'Stalin wanted to prove to be a great leader by bringing about great changes.' 'Stalin believed the USSR was 50 to 100 years behind the advanced countries.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'Stalin believed that Russia would be crushed if the economy did not improve.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
14(c)	<p>‘In modernising the Soviet economy, Stalin’s plans for industry were more successful than his plans for agriculture.’ How far do you agree with this statement? Explain your answer.</p>	10
	<p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation.</p>	10
	<p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p>	7–9
	<p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘By 1940 Russia produced 20% of the world’s manufacturing output. Since 1928, coal and steel output had increased five times while oil production doubled. This was achieved through the planning of GOSPLAN through Five Year Plans, which concentrated on heavy industry, the chemical industry, communications and defence. Russia began to resemble the industrialised nations of Europe and the USA.’ OR e.g. ‘Stalin’s agricultural policy was based around collectivisation which meant creating state farms. Each household had one acre of land, which proved to be productive, and the state farms produced 1.7 million tons of grain for export in 1933. In 1933, 5 million died in a famine and 10 million were deported or imprisoned for opposing the plans.’</p>	4–6

Question	Answer	Marks
14(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'GOSPLAN set targets in key parts of industry.' 'The First Five Year Plan concentrated on heavy industry.' 'Electricity production trebled and coal and iron production doubled.' 'The Second Five Year Plan saw the chemical industry grow.' 'The Third Five Year Plan concentrated on defence and rearmaments.' 'By 1940, the USSR was only second to the USA in industrial output.' 'There were very few consumer goods produced.' 'Collectivisation brought state farms.' 'This was opposed by the kulaks, who were deported, killed or imprisoned.' 'Most kulaks had burned their crops and killed their animals.' 'Grain was produced for export.' 'There were famines in which millions died.' 'Only the individual household plots were really productive.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The human cost in both areas was not a success.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
15(a)	<p>In what ways did the economic boom impact on the American people?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Many Americans had the benefit of electricity.' 'Many could afford domestic electrical goods.' 'Vacuum cleaners, fridges and washing machines were becoming common.' 'This enabled women to go out to work.' 'Millions of Americans owned motor cars.' 'Millions owned radios and went to the cinema.' 'Customers could buy goods through hire purchase agreements.' 'Farmers and agricultural labourers did not share the prosperity.' 'There was still much unemployment and low wages.' 'Black and Native Americans did not benefit from the economic boom.' 'New immigrants only had low paid jobs.' 'Improved living standards.' 'Jobs were created.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
15(b)	<p data-bbox="217 645 248 1917">Why was the First World War beneficial to the developing American economy of the 1920s?</p> <p data-bbox="280 275 312 1917">Level 4 Explains TWO reasons 6</p> <p data-bbox="344 275 376 1917">Level 3 Explains ONE reason 4–5</p> <p data-bbox="408 1111 440 1917">(Four marks for an explanation, five marks for full explanation)</p> <p data-bbox="480 342 544 1917">e.g. 'As a result of the war, when the USA lent money to the Allies and sold arms and foodstuffs to Britain and France, the American industry and agriculture was given a real boost which continued into the 1920s.'</p> <p data-bbox="584 275 616 1917">Level 2 Identifies AND / OR describes reasons 2–3</p> <p data-bbox="647 1335 679 1917">(One mark for each identification/description)</p> <p data-bbox="719 1312 751 1917">e.g. 'The US lent money to Britain and France.'</p> <p data-bbox="751 1447 783 1917">'The US sold weapons to the Allies.'</p> <p data-bbox="783 965 815 1917">'Money made from selling weapons to the Allies was invested in industry.'</p> <p data-bbox="815 1267 847 1917">'The US took Europe's markets around the world.'</p> <p data-bbox="847 1066 879 1917">'The US outstripped Germany in the supply of chemical products.'</p> <p data-bbox="879 1133 911 1917">'Explosives manufacture led to by-products such as plastics.'</p> <p data-bbox="911 819 943 1917">'The USA only joined the war for a short time and this did not drain the US economy.'</p> <p data-bbox="943 1111 975 1917">'Expanding trade markets boosted the economy of the 1920s.'</p> <p data-bbox="1015 275 1046 1917">Level 1 General answer lacking specific contextual knowledge 1</p> <p data-bbox="1086 1223 1118 1917">e.g. 'The War acted as a stimulus to many industries.'</p> <p data-bbox="1158 875 1190 1917">Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
15(c)	<p data-bbox="217 349 280 1917">‘The boom made the US economy stronger and more secure.’ How far do you agree with this statement? Explain your answer.</p> <p data-bbox="316 1301 344 1917">Level 5 Explains with evaluation of ‘how far’</p> <p data-bbox="384 1570 413 1917">As Level 4 plus evaluation.</p> <p data-bbox="448 1447 478 1917">Level 4 Explanation of both sides</p> <p data-bbox="518 394 616 1917">A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p data-bbox="651 864 681 1917">Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p data-bbox="719 1111 748 1917">More detailed explanation of one issue to be given two marks.</p> <p data-bbox="786 315 884 1917">e.g. ‘The boom was based mainly on new industries. As these industries boomed the number of jobs increased. Wages for many Americans rose as did a feeling of confidence. Increased wealth meant people could afford the consumer goods. The steel industry prospered because of the boom in the construction and car industries. The US economy seemed strong.’</p> <p data-bbox="890 1872 916 1917">OR</p> <p data-bbox="922 293 1019 1917">e.g. ‘The boom was built up on consumer spending on new products such as cars, fridges, washing machines and radios. Once those who could afford them had bought them, demand fell especially as exports were poor because of tariff retaliation. This led to a fall in shares and a collapse of the economy with the Wall Street Crash leading to Depression.’</p>	10

Question	Answer	Marks
<p>15(c)</p>	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The US economy became strong because of consumer demand.'</p> <p>'New products were invented or developed which were attractive to consumers.'</p> <p>'The assembly-line production in the car industry led to a huge demand.'</p> <p>'The automobile industry boosted numerous associated industries.'</p> <p>'The US was confident about its economy, it did not worry about exports.'</p> <p>'When demand was saturated, production began to fall in the consumer industries.'</p> <p>'Export markets were poor because of foreign tariffs on US goods.'</p> <p>'Europe could not afford US goods because of the aftermath of the war.'</p> <p>'As demand fell, shares were sold on the stock market.'</p> <p>'This led to the Wall Street Crash as shares lost their value.'</p> <p>'The economy was no longer strong and secure as Depression set in.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'For most of the 1920s the US economy gained in wealth.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
16(a)	<p>In what ways was Hoover’s credibility damaged by the Bonus Marchers?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The Bonus Marchers were ex-First World War servicemen who had been promised a bonus payment of \$500.’ ‘This was not payable until 1945.’ ‘25 000 destitute veterans marched on Washington in 1932 to claim their bonus.’ ‘They gathered in camps around the city.’ ‘Hoover refused to meet them and considered them as a revolutionary threat.’ ‘Congress voted against paying the bonus early but the veterans remained.’ ‘Hoover decided the veterans had to be evicted.’ ‘He asked General MacArthur and the Army to clear the camps.’ ‘Tanks, machine guns and tear gas were used and the tents and shelters were burnt.’ ‘Two veterans were killed and nearly a thousand were injured.’ ‘Hoover failed to keep control of MacArthur’s actions.’ ‘Hoover publically thanked God that the USA still knew how to deal with a mob.’ ‘The Bonus Army was defeated but Hoover became even more unpopular.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
16(b)	<p>Why did the Wall Street stock market crash have serious consequences for the American economy?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'After the first series of business and banking failures, the whole economy had to adjust to a reduction in trade and demand for American goods. Businesses had to reduce their operations by sacking workers and reducing the wages of those who remained. It became a vicious cycle as these actions took even more money out of the economy and further reduced the demand for goods.'</p>	6
	<p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The crash in share prices caused a lack in confidence.' 'Many Americans were forced into bankruptcy.' 'There were many bank closures.' 'There was a fall in demand for goods at home.' 'Other countries cut back on buying American goods.' 'Businesses cut back production.' 'This created unemployment.'</p>	
	<p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'There was a general reduction in trade.'</p>	
	<p>Level 0 No evidence submitted or response does not address the question 0</p>	

Question	Answer	Marks
16(c)	<p>‘Hoover did not deserve to be regarded as the “do nothing” President.’ How far do you agree with this statement? Explain your answer.</p>	10
	<p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p>	10
	<p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p>	7–9
	<p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘Hoover did bring in measures to combat the Depression. He made tax cuts to inject more purchasing power into the economy and provided money to finance a building programme to create more jobs. He encouraged employers to make voluntary agreements with their employees to maintain wages and production. He set up the Federal Farm Board to buy surplus produce in an attempt to stabilise prices.’ OR e.g. ‘Hoover created an image of being heartless and uncaring by believing that government should stay out of business matters. He believed in ‘rugged individualism’, the idea that people should work hard for themselves and not expect government help.’</p>	4–6

Question	Answer	Marks
16(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Hoover offered little until it was too late.' 'His tax cuts of \$130 million were too little and too late.' 'He did not believe in state handouts.' 'He thought it was up to the individual to get work.' 'Hoover supported limited welfare provision.' 'His job creation included the Hoover Dam in Colorado.' 'He set up the Reconstruction Finance Corporation to provide loans to businesses.' 'The loans amounted to over \$1500 million.' 'He increased tariffs by the Hawley-Smoot Act to protect American produced goods.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Hoover did more than 'nothing'.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
17(a)	<p>What benefits did changes in agriculture bring to the peasants before 1957?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Under the Agrarian Reform Law, land was taken from the landlords.' 'The land was redistributed amongst the peasants.' 'Grain production rose to a record high by 1952.' 'In 1953, cooperative farms were introduced to produce improved efficiency.' 'A village combined to buy machinery and bulk supplies of seed and fertiliser.' 'Families legally still retained their land.' 'Peasants grew more food and ate better.' 'In 1955, collectives were formed to improve efficiency further.' 'Apart from a small plot of land, peasants had their land taken over by the state collective.' 'Peasants received a wage for their work on the collective.' 'Their own small plots were very productive.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
17(b)	<p>Why did Mao want to change Chinese industry?</p>	6
	<p>Level 4 Explains TWO reasons</p> <p style="text-align: right;">6</p>	
	<p>Level 3 Explains ONE reason</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'Chinese industrial output had been stagnant for generations. Mao wanted to boost industrial production by reorganising industry under state control and planning so that China could rival the Western industrial countries in output and be able to turn China into a great military power.'</p>	
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Mao realised China was backward compared to the Western industrial countries.' 'He wanted to make China a world leader in industrial production.' 'Mao did not want to import machinery and industrial goods.' 'The country needed an infrastructure.' 'Industry had been family run for generations.' 'Mao wanted an industrial country to develop its military capability.' 'Mao wanted communist ideology as part of the industrial ethos.' 'Mao realised China's population was increasing and needed consumer goods.'</p> <p style="text-align: right;">2–3</p>	
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Mao wanted China to be a modern industrial country.'</p> <p style="text-align: right;">1</p>	
	<p>Level 0 No evidence submitted or response does not address the question</p> <p style="text-align: right;">0</p>	

Question	Answer	Marks
17(c)	<p>‘Mao was successful in developing China’s industry between 1953 and 1961.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. 7–9</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘When Mao took over China, industrial production was down 50% on the best pre-war figure and there was rapid inflation. In 1953, the First Five Year Plan was introduced concentrating on heavy industry such as coal, iron, steel and oil. Inflation was brought under strict control and output increased dramatically, such as steel 400%, coal 200% and iron 300%.’ OR e.g. ‘In 1958, Mao announced the ‘Great Leap Forward’, a bold economic plan to quickly develop China’s economy. The centrepiece of the plan was the development of communes. Some 600 000 ‘backyard furnaces’ were set up to produce iron and steel in the commune. It was a total failure as the iron and steel was brittle and worthless.’ 4–6</p>	10

Question	Answer	Marks
<p>17(c)</p>	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Output increased under the First Five Year Plan.' 'Inflation was brought under control.' 'Soviet advisers helped to organise the Chinese economy.' 'There was rapid development of infrastructure such as railways.' 'The 'Great Leap Forward' concentrated on the development of the commune.' 'The 'backyard furnaces' failed to produce good quality iron and steel.' 'Coal was diverted from the railways for the furnaces.' 'Farmers were taken off the land to produce industrial goods.' 'As a result, there was less agricultural production which led to famines.' 'The 'Great Leap Forward' was a failure and Mao resigned as head of state in 1959.' 'The communes were quickly dismantled and private ownership re-introduced.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Early success was followed by disaster.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
18(a)	<p>What were the outcomes of Mao's visit to the USSR in 1950?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'China and the USSR signed the Sino-Soviet Treaty of Friendship and Alliance.' 'The USSR loaned China a \$300 million low-interest loan.' 'The loan was spread over five years.' 'There was a 30 year military alliance between the two countries.' 'The trip to Moscow for Mao was a disaster.' 'Mao felt he was treated as a minor dignitary.' 'Mao felt he was not treated as an equal by Stalin.' 'It took many days before he met Stalin.' 'The lack of generosity of the Russians staggered the Chinese delegation.' 'Mao achieved relatively little for a two month stay in Moscow.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
18(b)	<p>Why did Stalin's death lead to a worsening in relations between China and the USSR?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'Khrushchev favoured good relations between communist and capitalist nations, which directly challenged Mao's own policy of only working with communist states. The final blow for Mao came as the USSR pursued better relations with the USA and ignored China's pleas for help in a dispute with India.'</p> <p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Mao was irritated by Khrushchev's post-Stalin policies.' 'Khrushchev condemned Stalin for ruling as a dictator, much like Mao was.' 'Khrushchev thought China was a peasant-led economy unlike USSR's worker-based economy.' 'Khrushchev wanted good relations between capitalist and communist countries.' 'Khrushchev wanted to improve relations with the USA.' 'Mao got no help from the USSR over border problems with India.' 'Russia refused to help China develop an atomic bomb.' 'Khrushchev withdrew all Russian experts from China with many projects unfinished.' 'There were border disputes between China and the USSR.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'Mao's and Khrushchev's views of communism were different.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
18(c)	<p>Was Mao successful in establishing Communist China as a superpower? Explain your answer.</p>	10
	<p>Level 5 Explains with evaluation of 'was Mao successful' As Level 4 plus evaluation.</p>	10
	<p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p>	7–9
	<p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'China was a powerful nation compared to its weakness of 1945. Its population of 100 million was more than four times that of either the USA or the USSR. China was the dominant Asian nation, a nuclear power, and had been admitted to the UN and was an important nation in discussions with the USA and the USSR.' OR e.g. 'China was an important power in the world but not yet a superpower. Industrially and militarily it lagged behind the USA and the USSR and did not yet have influence over many other states. It was after Mao that China's economy developed rapidly and there were many technological advances.'</p>	4–6

Question	Answer	Marks
18(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'China had a huge population.' 'China had been admitted to the United Nations.' 'China had tested its first hydrogen bomb.' 'China was capable of producing nuclear weapons.' 'China had defeated India and controlled Tibet.' 'China was an ally to Korea and had aided Vietnam.' 'China was behind the USA and the USSR militarily.' 'China was still behind the USA and the USSR in economic activity.' 'China had problems feeding its population.' 'It lacked control over its near neighbours, especially Taiwan.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'China was on the road to being a superpower under Mao.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
19(a)	<p>What was the impact of the migrant labour system?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Many black men left their Homelands to work in the mines and factories.' 'Their contract meant they had to stay in a segregated compound.' 'It was a criminal offence to break the contract.' 'When the contract ended, they had to return to their Homeland.' 'Wages were low and conditions in the compound were basic.' 'They were subject to harsh work, harsh discipline and long hours.' 'Men might not see their wives and children for many months.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
19(b)	<p>Why had the Native Urban Areas Act (1923) increased segregation by 1940?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'The Native Urban Areas Act led to most South African towns having starkly contrasting residential sectors. Typically, whites would live in spacious, leafy paved suburbs with detached houses equipped with every available amenity. In contrast, black Africans lived in mud or corrugated-iron houses on tiny plots of land.'</p>	6
	<p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'White neighbourhoods had the best housing and amenities.' 'They were often guarded communities to keep the blacks out.' 'Black communities were well away from white communities.' 'Black houses were built of poor quality materials.' 'Black houses had outside earth closets and occasional standpipes for water.' 'Roads and paths were usually dust tracks.'</p>	
	<p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'Black and white residential communities were well apart.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question 0</p>	

Question	Answer	Marks
19(c)	<p>‘The main reason the National Party won the 1948 election was that voters thought it would deal more effectively with the race issue.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. 7–9</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘Nationalist Party policy towards the position of the non-whites was outlined in the Sauer Report. It advocated total segregation or apartheid. The Afrikaner community had originally set up the Nationalist Party and now it expected it to apply the policy of apartheid. This had considerable support from the white population.’ OR e.g. ‘By 1948, the leader of the United Party, Jan Smuts was 78 and widely regarded as out of touch. He was also regarded with suspicion for supporting the ideas of equal human rights and liberty in the Charter of the United Nations drawn up after the war.’ 4–6</p>	10

Question	Answer	Marks
19(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The United Party suggested that complete segregation between black people and white people was impossible.'</p> <p>'The United Party wanted to support the United Nations Charter on human rights.'</p> <p>'Jan Smuts was considered too old to lead the country.'</p> <p>'Many white people were shocked by black boycotts, strikes and passive resistance.'</p> <p>'There were increasing numbers of black squatter camps around the major cities.'</p> <p>'The Nationalist Party thought total segregation was possible.'</p> <p>'The Dutch Reformed Church supported Afrikaners to rule over non-whites.'</p> <p>'Dr.Malan suggested it was possible to reverse the more liberal policies towards race of the previous government.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The War meant black people outnumbered white people in and around the towns and cities.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
20(a)	<p>In what ways was apartheid weakening by the early 1980s?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'P.W.Botha's reforms, such as the repeal of the pass laws, weakened apartheid.' 'The non-enforcement of the Group Areas Act weakened apartheid.' 'ANC attacks on government buildings and power installations were effective.' 'The ending of white rule in Zimbabwe gave the ANC bases from which to attack.' 'Increasingly, city centre streets, restaurants, shops and sporting venues became targets.' 'The government was unable to re-establish control over black townships.' 'Firms, such as Barclays, Esso, IBM and Pepsi Cola, decided to leave South Africa.' 'The ending of the Cold War meant that South Africa was no longer a useful anti-communist ally to the West.' 'Increasing violence, a struggling economy and a lack of international friends meant South Africa's apartheid was not sustainable.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>4</p> <p>1–4</p> <p>0</p>

Question	Answer	Marks
20(b)	<p>Why were the pass laws reformed in the mid-1980s?</p>	6
	<p>Level 4 Explains TWO reasons</p>	6
	<p>Level 3 Explains ONE reason</p>	4–5
	<p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'By the mid 1980s, the government finally realised that it could not hope to prevent the movement of black people from the Homelands to the urban areas. This was because the Homelands were incapable of sustaining their populations and Africans were forced to leave if they wanted to survive. As a result, in 1986 the government repealed the pass laws.'</p>	
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The Homelands were too small for the black population.' 'Africans had to leave the Homelands for work.' 'Industry needed more skilled black workers.' 'Skilled workers would not be produced if they had to keep returning to their Homelands.' 'The authorities were finding it difficult to stop and check passes of so many workers.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The system was at breaking point.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
20(c)	<p>‘Actions by government security forces were the greatest problem faced by those working towards ending apartheid.’ How far do you agree with this statement? Explain your answer.</p>	10
	<p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation.</p>	10
	<p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p>	7–9
	<p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘De Klerk had a problem maintaining control over his own security forces. On a number of occasions, they took the law into their own hands and carried out arrests without warrants, killings, the use of torture, beatings, using electric shock treatment, kidnappings and other atrocities. As a result, this led to violence from many black communities because of this illegal treatment.’ OR e.g. ‘Mandela’s main problem concerned Chief Buthelezi, Prime Minister of KwaZulu and head of Inkatha. Buthelezi was a Zulu nationalist and hoped to make KwaZulu an independent state. This was at odds with Mandela’s ambitions for a unified South Africa. Friction between the ANC and Inkatha often led to violence testing the fragile relationship between Mandela and de Klerk.’</p>	4–6

Question	Answer	Marks
20(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The security services used illegal methods, such as torture and murder.' 'Mandela thought the security forces used a 'Third Force' to stir up trouble between Inkatha and the ANC.' 'De Klerk had to convince many white people that apartheid had to come to an end.' 'Many of the ANC did not want talks with de Klerk.' 'Many of the ANC wanted to gain 'freedom' by the armed struggle.' 'Buthelezi wanted an independent state for Zulus.' 'There was fighting between the ANC and Inkatha.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There was fighting due to tribal rivalries.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
21(a)	<p>Describe the actions of Haganah in relation to British plans for Palestine.'</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Before and during the Second World War, the British Army trained the Haganah.' 'Haganah gained fighting experience and weapons.' 'In 1945, the Zionist Conference ordered the Haganah to co-operate with the Irgun and Stern gangs.' 'Members of the Haganah were less active than the other two groups especially towards assassinations.' 'Many members of Haganah were reluctant to fight the British because of their previous co-operation.' 'British military bases, railways, trains and bridges in Palestine became targets.' 'The Haganah did all they could to obstruct the British and to assist illegal immigration.' 'Many members preferred the more passive methods of opposition to the British.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4



Question	Answer	Marks
21(b)	<p>Why did the USA support the United Nations' proposal for Palestine?</p> <p>Level 4 Explains TWO reasons 6</p> <p>Level 3 Explains ONE reason 4–5</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'The United Nations Special Committee on Palestine spent months considering evidence about the future of Arabs and Jews in Palestine. Its proposal of a two state solution was supported by President Truman because, although he realised the Arabs had been luke-warm about the Committee, he respected the thoroughness the Committee had shown in coming to their decision and the Arabs had a chance to put their point of view.'</p> <p>Level 2 Identifies AND / OR describes reasons 2–3</p> <p>(One mark for each identification/description)</p> <p>e.g. 'President Truman respected the United Nations' decision.' 'Truman thought that was what the UN was set up to do.' 'Truman realised there were many American Jews supporting the UN proposal.' 'Truman wanted to see more Jewish immigrants into Palestine.' 'Truman thought the two state solution had a chance of success as the USSR also supported it.' 'Truman thought the two state solution would bring long term peace.'</p> <p>Level 1 General answer lacking specific contextual knowledge 1</p> <p>e.g. 'President Truman thought this was the sensible solution to a difficult problem.'</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	6

Question	Answer	Marks
21(c)	<p>'Israel won the war of 1948–49 because of its greater military leadership and strength.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. 7–9</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Israeli forces were very well organised and led. The Haganah, using its experiences of fighting for the British during the Second World War, was transformed into a more structured army consisting of six field brigades. Israeli forces were also well equipped having stockpiled weapons from their wartime raids and securing heavy artillery and tanks from Czechoslovakia.' OR e.g. 'Arab military forces were inexperienced and poorly led. The Arab forces were outnumbered having 23 000 men at the start of the war compared to Israel's 30 000. Some Arab states were very half-hearted in their support of the Arab cause. Syria and Lebanon did little fighting and provided only a small number of troops.' 4–6</p>	10

Question	Answer	Marks
21(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The Israelis had experience of fighting in World War II.' 'The Israelis had developed guerrilla tactics against the British.' 'Israel had total air superiority.' 'Israel had better equipment to fight.' 'Israel had superior quality military leadership.' 'Arab forces were poorly led and inexperienced.' 'The Arabs did not have enough soldiers in the field of conflict.' 'Some Arab nations contributed very little to the fighting.' 'King Abdullah of Transjordan was not trusted by other Arab leaders.' 'The Israeli people were fighting for their existence.' 'Israel was supported by the USA.' 'Israel received financial support from Europe and the USA.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The Jews were fighting for a homeland.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
22(a)	<p>Describe the activities of Hamas between 1996 and 2006.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Hamas embarked on a campaign of suicide bombings.' 'The Israeli occupied part of Jerusalem became a particular target.' 'There were a series of suicide bombings on crowded buses in Israeli towns.' 'Hamas ran schools and hospitals to gain the support of Palestinians.' 'Hamas was involved in many charitable works.' 'It funded soup kitchens, libraries, women's organisations and sports clubs.' 'Hamas used short-range Qassam rockets against Israeli border towns.' 'They used long-range rockets to hit Tel Aviv and Haifa.' 'Hamas stood in the 2006 Palestinian parliament elections.' 'Hamas won the majority of seats in the elections.' 'The Hamas majority in the Palestinian parliament refused to recognise the state of Israel.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
22(b)	<p>Why have differences between the Israeli Likud and Labor parties affected the peace process?</p>	6
	<p>Level 4 Explains TWO reasons</p>	6
	<p>Level 3 Explains ONE reason (Four marks for an explanation, five marks for full explanation) e.g. 'There are members of the Labor Party who feel Palestine should be a state and that Israeli settlements on occupied land should be handed back to the Palestinians. They believe that Israelis should leave Hebron to help the peace process. Likud believe in expanding the Israeli settlements and do not recognise the right of Palestinians to an independent state.'</p>	4–5
	<p>Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) e.g. 'Likud have pursued the goal of creating a 'Greater Israel'. 'Likud deny the claims of the Palestinians to the West Bank.' 'Likud will not recognise Palestinian rights to an independent state.' 'Likud believes in expanding the settlements in the Occupied Territories.' 'Labor believes in the resolution of the Arab-Israeli conflict to preserve Israeli security.' 'Labor believes that there should be no more Israeli building in the Occupied Territories.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'There are fundamental differences between the two parties for the future.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
22(c)	<p>‘Hezbollah is responsible for the failure to secure peace in Palestine.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation. 10</p> <p>Level 4 Explanation of both sides A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. 7–9</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. 4–6 e.g. ‘Hezbollah continues to be a physical threat to Israel. Hezbollah has 150 000 rockets stationed on the Israeli-Lebanon border. Some of these rockets have the capability of reaching Eilat. Many of these rockets have been stored beneath schools, hospitals and civilian homes. Hezbollah has even used drones to penetrate Israeli defence systems.’ OR e.g. ‘The Likud Party does not believe that Palestinians should have an independent state. It does not recognise Hamas, the party which holds power in the Palestinian parliament and believes it is a terrorist group. Likud refuses to vacate the Israeli settlements in the Occupied Territories and, in fact, continues to build new settlements which annoy the Palestinians.’</p>	10

Question	Answer	Marks
22(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Hezbollah does not recognise the state of Israel.' 'Hezbollah launch missile attacks on Israeli towns.' 'Hezbollah have a strong military presence within Lebanon.' ' Hamas refuses to recognise the state of Israel.' ' Hamas represent the Palestinian people.' 'The Likud Party will not stop building settlements in the Occupied Territories.' 'Likud will not recognise the right of the Palestinians to an independent state.' 'The USA needs to exert more pressure on Israel to negotiate.' 'The USA could withdraw aid from Israel if they refuse to negotiate.' 'Israel needs to abide by UN resolutions.' 'The UN needs to force Israel to abide by its resolutions.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The leaders do not have the will to bring about peace.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Cambridge
IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY

0470/12

Paper 1

February/March 2018

2 hours

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

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

Answer **three** questions.

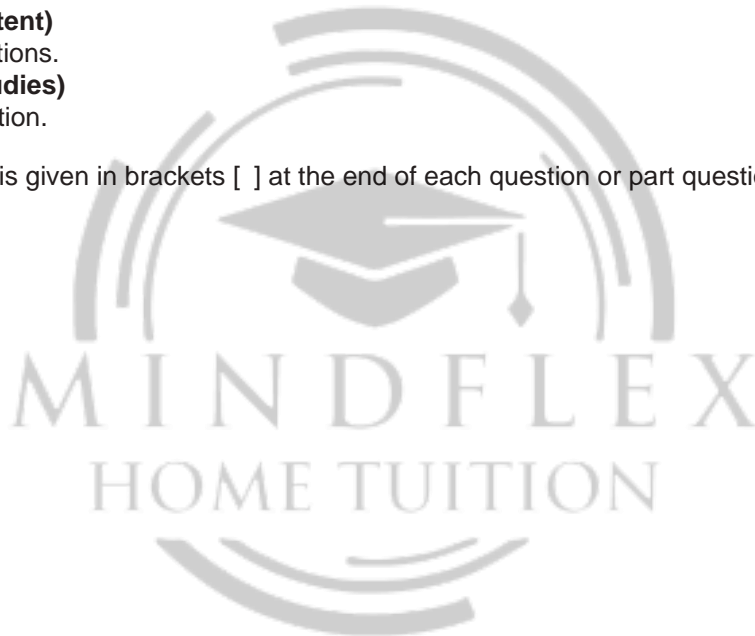
Section A (Core Content)

Answer any **two** questions.

Section B (Depth Studies)

Answer any **one** question.

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



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

This document consists of **10** printed pages, **2** blank pages and **1** Insert.

SECTION A: CORE CONTENT

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

- 1 Progress towards the unification of Italy before 1858 was slow.
- (a) Describe events leading to the Plombières meeting of 1858. [4]
 - (b) Why was the Plombières Agreement important? [6]
 - (c) 'Garibaldi deserves to be seen as the creator of the Kingdom of Italy.' How far do you agree with this statement? Explain your answer. [10]
- 2 After 1850 Germany made steady progress towards unification.
- (a) What actions were taken between 1859 and 1862 to increase the strength of the Prussian army? [4]
 - (b) Why did Frederick William IV accept the Treaty of Olmütz? [6]
 - (c) 'The most important outcome of the Treaty of Prague (1866) was that Schleswig-Holstein became Prussian.' How far do you agree with this statement? Explain your answer. [10]
- 3 Slavery was a controversial issue for American people after 1820.
- (a) What issues arose when Missouri applied to be admitted to the Union? [4]
 - (b) Why was the publication of the novel 'Uncle Tom's Cabin' significant? [6]
 - (c) How successful was John Brown in aiding the abolitionist cause? Explain your answer. [10]
- 4 Tension between the Great Powers in Europe increased between 1890 and 1914.
- (a) What was the impact of the introduction of the German 'Weltpolitik' policy in 1890? [4]
 - (b) Why was Italy a member of the Triple Alliance? [6]
 - (c) 'Instability in the Balkans was to blame for the First World War.' How far do you agree with this statement? Explain your answer. [10]

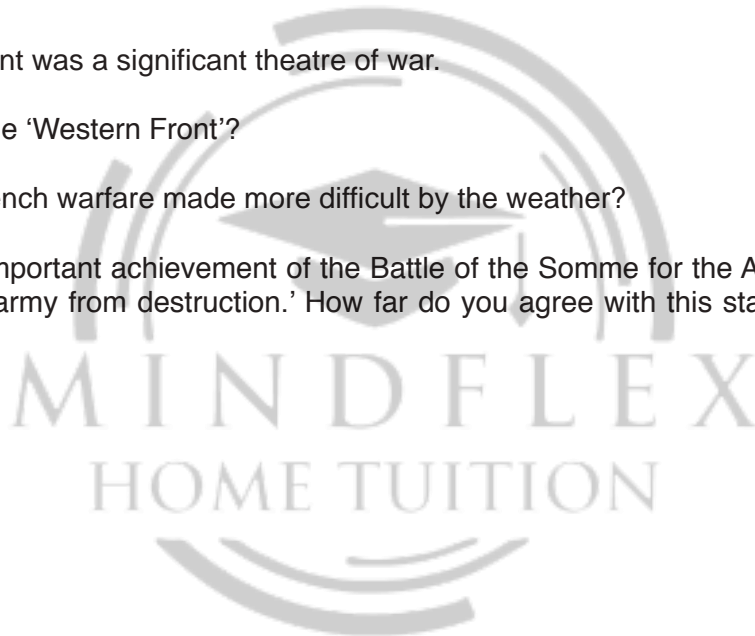
- 5 The Treaty of Versailles was a result of compromises.
- (a) In what ways did the Treaty of Versailles restrict Germany's ability to fight a war in the future? [4]
 - (b) Why was Lloyd George unhappy with Wilson's Fourteen Points? [6]
 - (c) 'The German reaction to the Treaty of Versailles was not justified.' How far do you agree with this statement? Explain your answer. [10]
- 6 The League of Nations was set up to keep the peace.
- (a) What was the role of the Permanent Court of Justice? [4]
 - (b) Why did the League not include all countries in its membership? [6]
 - (c) 'The League of Nations failed in its peacekeeping role.' How far do you agree with this statement? Explain your answer. [10]
- 7 The USA had varying degrees of success with its policy of containment.
- (a) What happened at the United Nations Security Council meetings in June and July 1950? [4]
 - (b) Why was the USA concerned about North Korea's invasion of South Korea? [6]
 - (c) How far was the US policy of containment between 1950 and 1975 a failure? Explain your answer. [10]
- 8 Saddam Hussein established a totalitarian regime in Iraq.
- (a) Describe events leading to Saddam Hussein becoming President of Iraq. [4]
 - (b) Why did Saddam Hussein repress the Iraqi people? [6]
 - (c) 'The main reason for the First Gulf War was Saddam's need to restore his reputation with his own people following the Iran-Iraq War.' How far do you agree with this statement? Explain your answer. [10]

SECTION B: DEPTH STUDIES

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

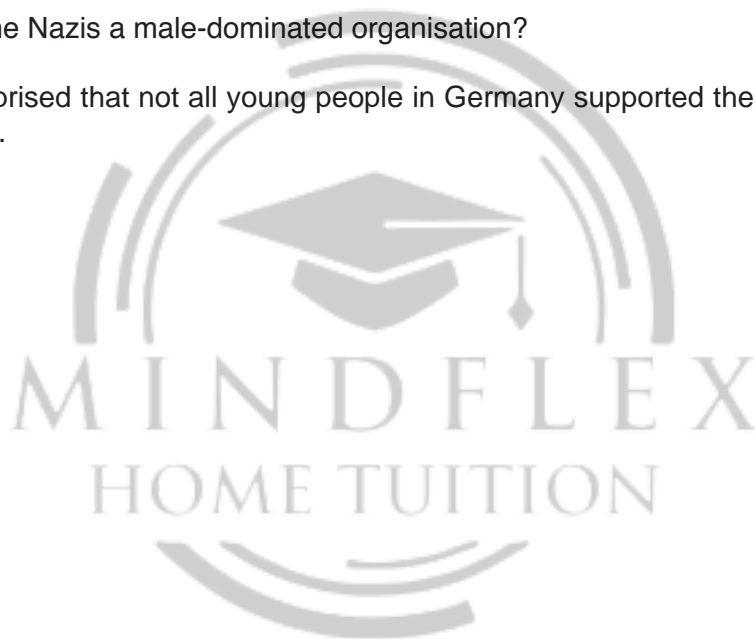
DEPTH STUDY A: THE FIRST WORLD WAR, 1914–18

- 9 The British Expeditionary Force played an important part in the early months of the war.
- (a) What happened to the British Expeditionary Force during the first month of the war (August 1914)? [4]
 - (b) Why were the Allied forces able to remove the immediate threat to Paris by 19 September 1914? [6]
 - (c) Which was more responsible for extending the war beyond the end of 1914: the First Battle of Ypres or Belgian resistance to the Schlieffen Plan? Explain your answer. [10]
- 10 The Western Front was a significant theatre of war.
- (a) What was the 'Western Front'? [4]
 - (b) Why was trench warfare made more difficult by the weather? [6]
 - (c) 'The most important achievement of the Battle of the Somme for the Allies was that it saved the French army from destruction.' How far do you agree with this statement? Explain your answer. [10]



DEPTH STUDY B: GERMANY, 1918–45

- 11** The Weimar Republic had to deal with many issues.
- (a) What were the roles of (i) the Chancellor and (ii) the President under the Weimar Constitution? [4]
 - (b) Why was Ebert able to defeat left and right-wing threats to the Weimar Republic in 1919–20? [6]
 - (c) 'After 1923 the Weimar Republic was a disaster for Germany.' How far do you agree with this statement? Explain your answer. [10]
- 12** People living in Nazi Germany had different experiences.
- (a) In what ways was agriculture affected by Nazi rule? [4]
 - (b) Why were the Nazis a male-dominated organisation? [6]
 - (c) Are you surprised that not all young people in Germany supported the Nazi regime? Explain your answer. [10]



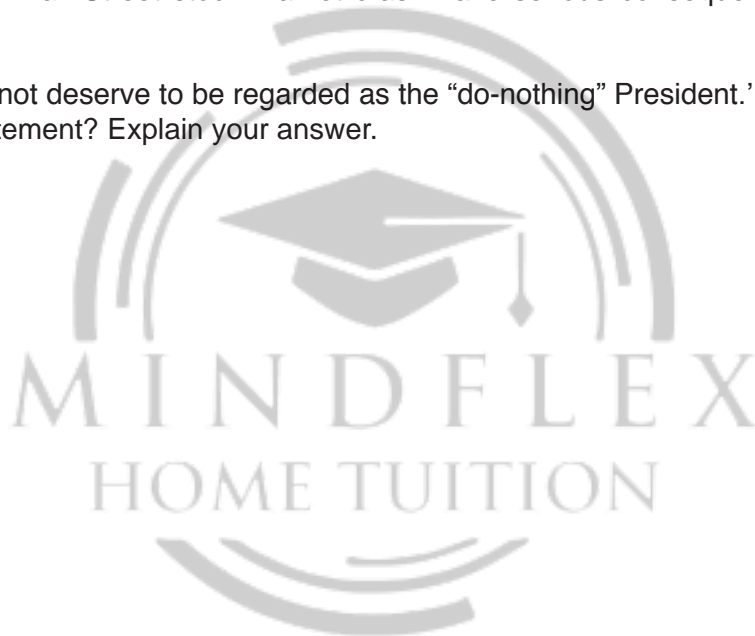
DEPTH STUDY C: RUSSIA, 1905–41

- 13** The Provisional Government was in power for eight months.
- (a) Describe Kerensky's reaction to the Kornilov Putsch. [4]
 - (b) Why was the Petrograd Soviet a threat to the Provisional Government? [6]
 - (c) 'The Provisional Government was overthrown because it failed to pass reforms.' How far do you agree with this statement? Explain your answer. [10]
- 14** Once in power Stalin was determined to modernise the Soviet Union.
- (a) What part did GOSPLAN play in Soviet modernisation? [4]
 - (b) Why was Stalin determined to modernise the economy of the Soviet Union quickly? [6]
 - (c) 'In modernising the Soviet economy, Stalin's plans for industry were more successful than his plans for agriculture.' How far do you agree with this statement? Explain your answer. [10]



DEPTH STUDY D: THE USA, 1919–41

- 15** In the 1920s American citizens enjoyed greater prosperity.
- (a)** In what ways did the economic boom impact on the American people? [4]
 - (b)** Why was the First World War beneficial to the developing American economy of the 1920s? [6]
 - (c)** 'The boom made the US economy stronger and more secure.' How far do you agree with this statement? Explain your answer. [10]
- 16** The Wall Street Crash affected most people living in America.
- (a)** In what ways was Hoover's credibility damaged by the Bonus Marchers? [4]
 - (b)** Why did the Wall Street stock market crash have serious consequences for the American economy? [6]
 - (c)** 'Hoover did not deserve to be regarded as the "do-nothing" President.' How far do you agree with this statement? Explain your answer. [10]



DEPTH STUDY E: CHINA, c.1930–c.1990

- 17** Mao changed China's industry and agriculture before 1961.
- (a) What benefits did changes in agriculture bring to the peasants before 1957? [4]
 - (b) Why did Mao want to change Chinese industry? [6]
 - (c) 'Mao was successful in developing China's industry between 1953 and 1961.' How far do you agree with this statement? Explain your answer. [10]
- 18** Communist China's relations with world powers were not always harmonious.
- (a) What were the outcomes of Mao's visit to the USSR in 1950? [4]
 - (b) Why did Stalin's death lead to a worsening in relations between China and the USSR? [6]
 - (c) Was Mao successful in establishing Communist China as a superpower? Explain your answer. [10]



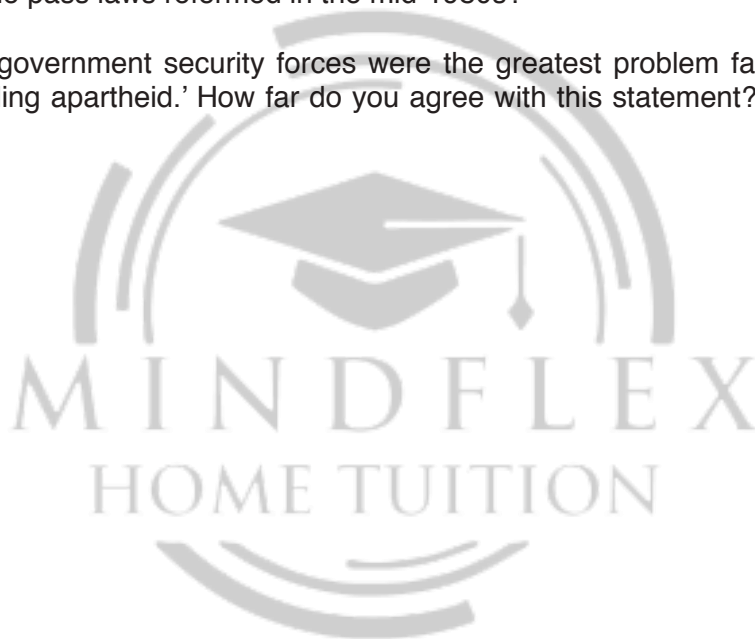
DEPTH STUDY F: SOUTH AFRICA, c.1940–c.1994

19 Before 1948 the foundations for apartheid were already in place.

- (a) What was the impact of the migrant labour system? [4]
- (b) Why had the Native Urban Areas Act (1923) increased segregation by 1940? [6]
- (c) 'The main reason the National Party won the 1948 election was that voters thought it would deal more effectively with the race issue.' How far do you agree with this statement? Explain your answer. [10]

20 Dismantling the apartheid system took some time.

- (a) In what ways was apartheid weakening by the early 1980s? [4]
- (b) Why were the pass laws reformed in the mid-1980s? [6]
- (c) 'Actions by government security forces were the greatest problem faced by those working towards ending apartheid.' How far do you agree with this statement? Explain your answer. [10]



DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

21 After 1945 tension was high in Palestine.

- (a) Describe the actions of Haganah in relation to British plans for Palestine. [4]
- (b) Why did the USA support the United Nations' proposal for Palestine? [6]
- (c) 'Israel won the war of 1948–49 because of its greater military leadership and strength.' How far do you agree with this statement? Explain your answer. [10]

22 Threats to any lasting peace in the Middle East still exist.

- (a) Describe the activities of Hamas between 1996 and 2006. [4]
- (b) Why have differences between the Israeli Likud and Labor parties affected the peace process? [6]
- (c) 'Hezbollah is responsible for the failure to secure peace in Palestine.' How far do you agree with this statement? Explain your answer. [10]



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HISTORY

0470/22

Paper 2

March 2018

MARK SCHEME

Maximum Mark: 50

Published

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

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

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

Cambridge International is publishing the mark schemes for the March 2018 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **15** printed pages.

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.



19th Century topic

Question	Answer	Marks
1	<p>Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.</p> <p>Level 5 Compares big messages 7</p> <p>1848 was crucial in Germany's history in both sources but in A although liberalism was killed, the idea of a nation state had been born; B – 1848 was a complete failure and led to a state that was based on force with no room for liberalism.</p> <p>Level 4 Agreement and disagreement of detail or sub-messages 5–6</p> <p>Level 3 Agreement or disagreement of detail or sub-messages 3–4</p> <p>Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject or compares the provenance of the sources 2</p> <p>Level 1 Writes about the sources but makes no valid comparison 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	7

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

Question	Answer	Marks
3	<p>Study Sources D and E. Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.</p> <p>Level 6 Compares the sources and evaluates both 8</p> <p>Level 5 Compares the sources and evaluates one of them 7</p> <p>Level 4 Evaluates D but no valid use of Source E 6</p> <p>Level 3 Answers based on agreements/disagreements 4–5 e.g. D is confident that Prussia (Frederick William) will lead a united Germany but E shows Frederick William rejected this</p> <p>Level 2 Answers based on undeveloped provenance or identifies what is surprising but no explanation or analyses the source appropriately but fails to state whether surprised or not 2–3</p> <p>Level 1 Writes about the sources but does not address the question 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

Question	Answer	Marks
4	<p>Study Source F. Why did the Prussian government issue this statement in January 1849? Explain your answer using details of the source and your knowledge.</p> <p>Level 6 Explains purpose in context of 1849 8</p> <p>Level 5 Explains the purpose of the source (must include intended impact on audience) 6–7</p> <p>Level 4 Explains the big message 5</p> <p>Level 3 Explains context only – fails to explain message or purpose of source 3–4</p> <p>or</p> <p>Level 3 Explains a valid sub-message</p> <p>Level 2 Misreadings of the source or interprets source or describes the context – but not used as a reason for publication 2</p> <p>Level 1 Surface descriptions of the source 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

Question	Answer	Marks
5	<p>Study Sources G and H. How similar are these two sources as evidence about events in Germany in 1848–1849? Explain your answer using details of the sources and your knowledge.</p> <p>Level 7 As for Level 6 but qualifies answer 8</p> <p>Level 6 Compares big messages – compares the points of view 7</p> <p>Level 5 Compares valid sub-messages 5–6</p> <p>Level 4 Interprets big message of one or both sources – no valid comparison 4</p> <p>Level 3 Interprets valid sub-message of one or both sources – no valid comparison 3</p> <p>Level 2 Answers based on use of undeveloped provenance 2</p> <p>Level 1 Surface comparisons 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

Question	Answer	Marks
6	<p>Study all the sources. How far do these sources provide convincing evidence that the 1848 revolutions in Germany achieved nothing? Use the sources to explain your answer.</p> <p>Level 3 Uses sources to support and reject the statement 7–10</p> <p>Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).</p> <p>Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement.</p> <p>Use a ✓ in the margin for each source use in support of the statement and a ✗ for each source use rejecting the statement.</p> <p>✓ – B, C, E, G, H ✗ – A, D, F</p> <p>Level 2 Uses sources to support or reject the statement 4–6</p> <p>Level 1 No valid source use 1–3</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	12

20th Century topic

Question	Answer	Marks
1	<p>Study Sources A and B. How far did Blum and Chamberlain agree? Explain your answer using details of the sources.</p> <p>Level 5 Compares big messages 7</p> <p>This must be about the international situation – Blum thinks that a victory for the Fascists will be a disaster for international peace, Chamberlain does not think the result in Spain matters as long as everyone else keeps out – this will keep international peace.</p> <p>Level 4 Agreement and disagreement of detail or of sub-messages 5–6</p> <p>Level 3 Agreement or disagreement of detail or sub-messages 3–4</p> <p>Agreements include: they both want peace, they both agree European peace is in danger, they both support non-intervention, both say intervention has taken place.</p> <p>Disagreements include: Blum supports Spanish government but Chamberlain sits on the fence; Blum thinks that non-intervention has not worked but Chamberlain thinks it might; Blum is hostile to Germany while Chamberlain is sympathetic; Blum says that intervention would be desirable while Chamberlain thinks it is not required</p> <p>Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject or compares the provenance of the sources 2</p> <p>Level 1 Writes about the sources but makes no valid comparison 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	7

Question	Answer	Marks
2	<p>Study Source C. Are you surprised by this source? Explain your answer using details of the source and your knowledge.</p> <p>Level 7 Not surprised because the Non-Intervention Committee was a charade and explains how what he is saying illustrates this 7</p> <p>Level 6 Not surprised because of the purpose of the Soviets in C – must have valid explanation. Likely to be that the Soviets are justifying the fact that they are intervening 6</p> <p>Level 5 Not surprised by claims in C supported by valid reasoning 5</p> <p>Level 4 Surprised by claims in C supported by valid reasoning – could be based on knowledge or other sources 4</p> <p>Level 3 Assertions based on everyday empathy 3</p> <p>Level 2 Valid analysis of source but fails to state whether surprised or not or identifies what they are or are not surprised about but no valid reasoning 2</p> <p>Level 1 Writes about source but fails to address the question 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	7

Question	Answer	Marks
3	<p>Study Source D. Why was this cartoon published at this time? Explain your answer using details of the source and your knowledge.</p> <p>Level 6 Explains purpose in context of 1937 (the intervention of Germany, Italy or the Soviet Union) 8</p> <p>Level 5 Explains the purpose – to persuade the British public that the government’s policy of non-intervention is wrong (must include intended impact on audience) 7</p> <p>Level 4 Explains the big message – to criticise Britain’s non-involvement – used as a reason for publishing 6</p> <p>Level 3 Explains context only – fails to explain message or purpose of publishing 4–5</p> <p>OR</p> <p>Level 3 Explains a valid sub-message – used as a reason for publishing</p> <p>Level 2 Interprets source or describes the context – but not used as a reason for publishing 2–3</p> <p>Level 1 Surface descriptions of the source 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

Question	Answer	Marks
4	<p>Study Sources E and F. Does Source E prove Source F to be wrong? Explain your answer using details of the sources and your knowledge.</p> <p>Level 6 Evaluates one source to show E does not prove F to be wrong 8</p> <p>Note: Answers based on E proving F wrong cannot get beyond Level 3.</p> <p>Level 5 Evaluates F but no valid use of E 7</p> <p>Level 4 Answers based on valid comparisons of content to show E does not prove F wrong 5–6</p> <p>Level 3 Any answers that argue that E proves F wrong on basis of difference in content (including cross-references to support E) 3–4</p> <p>Level 2 Answers based on undeveloped provenance or asserts that E does/does not prove F to be wrong 2–3</p> <p>Level 1 Writes about the sources but does not address the question 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

Question	Answer	Marks
5	<p>Study Sources G and H. How similar are the messages of these two cartoons? Explain your answer using details of the sources and your knowledge.</p> <p>Level 6 Compares the big messages with qualification 8</p> <p>Level 5 Compares the big message – they agree non-intervention was a mistake or was not working 7</p> <p>Level 4 Answers based on agreements/disagreements of sub-messages 5–6</p> <p>Level 3 Valid interpretation of one or both sources but no valid comparison 3–4</p> <p>Level 2 Answers based on comparison of undeveloped provenance 2</p> <p>Level 1 Writes about the sources but does not address the question 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

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

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HISTORY

0470/22

Paper 2

February/March 2018

2 hours

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

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

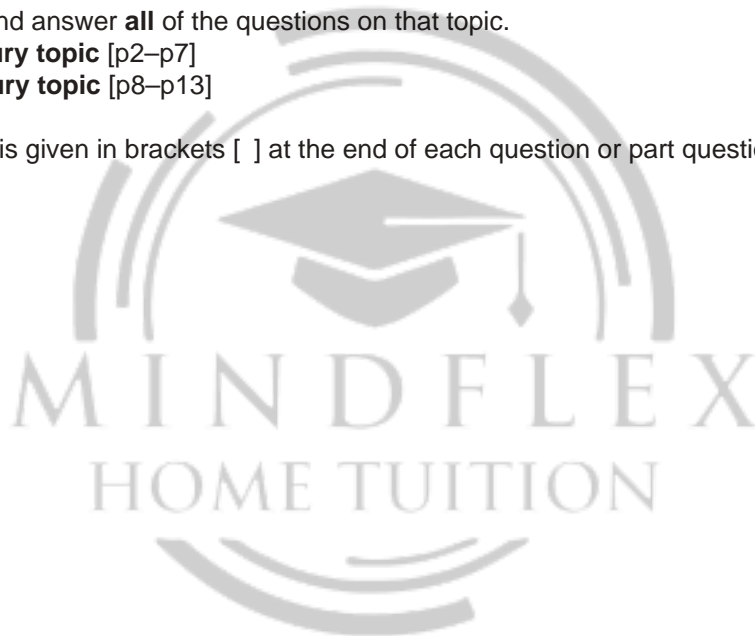
This paper has two options.

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

Option A: 19th Century topic [p2–p7]

Option B: 20th Century topic [p8–p13]

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



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

Option A: 19th Century topic

DID THE 1848 REVOLUTIONS IN GERMANY ACHIEVE ANYTHING?

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

Background Information

In 1847–48 there were uprisings in a number of German states including Prussia, Austria and Bavaria. Across Germany princes promised to grant constitutions. In March 1848 politicians from all over Germany met at Frankfurt and arranged elections to a National Assembly. By March 1849 this assembly, known as the Frankfurt Parliament, had drawn up a constitution for Germany. In April it offered the position of constitutional monarch of Germany to Frederick William IV of Prussia. He disdainfully rejected it on the grounds that the Parliament had no right to offer it to him. By this time both the Austrian and Prussian monarchies had recovered and crushed the revolutions. In the summer of 1849 what was left of the Frankfurt Parliament was dispersed by troops.

Some historians believe the revolutions achieved nothing. In fact, some argue that the progress of German liberalism was set back by decades. Others argue that the established order had been given a sharp shock and that the ideas supported by the revolutionaries lived on. Some argue that the way forward had been established – a united Germany under Prussian, rather than Austrian, leadership.

SOURCE A

The outstanding achievement of the German people in the nineteenth century was the creation of the nation-state, and 1848 was a milestone on the road. It is the story of a courageous experiment with high ideals. In March 1848 the pent-up dissatisfaction of Berlin broke into open revolt. The March Days buried the doctrine of the Divine Right of Kings and encouraged reformers all over Germany to act. Frederick William IV capitulated at the first challenge. The supreme achievement of the Year of Revolution was the Frankfurt Parliament. Its members agreed to summon a National Assembly elected by universal suffrage. A new spirit was revealed when Germany witnessed a major political initiative by private citizens without seeking permission from their Hohenzollern masters.

However, the triumph of reaction in Austria and Prussia sealed the fate of the Frankfurt Parliament. It was now little more than a debating society, for at any moment it might be dissolved. Neither Prussia nor Austria felt the slightest obligation to preserve its life. Frederick William's refusal of the offer of the Imperial crown was the final end of the Frankfurt Parliament. Its members melted away, with only the radicals remaining. The revolution never had a chance because the real power was on the other side.

German liberalism received a blow from the failure of the German revolution from which it never recovered. However, the desire for a nation-state survived in the hearts and minds of millions.

From a history book published in 1948.

SOURCE B

1848 was the decisive year of German history. It anticipated Germany's future. The failure of the revolution discredited liberal ideas. After it, nothing remained but the idea of Force, and this stood at the helm of German history from then on. The refusal of Frankfurt to go with the masses, the failure to offer a programme of social reform, was a decisive moment in the failure of the German liberals. If they had allied with the masses they might have succeeded. There was another, and even more important, cause of failure. The Frankfurt Parliament had come into being when the armed power of Austria and Prussia collapsed. Its prestige declined as Austrian and Prussian armed power revived. Germany had to hitch itself to one of them and so the Frankfurt Parliament excluded Austria from Germany and offered the Imperial Crown to Frederick William IV of Prussia. Thus even at the moment of its failure, the Frankfurt Parliament predicted the future of Germany: Prussia would dominate Germany. With Frederick William's refusal of the Crown, the Frankfurt Assembly was over. The moderate men went home. Only the radical minority was left. When they tried to put into effect a revolutionary programme they were chased by the Prussian army out of existence. The German revolution had been defeated, and liberal Germany was never to be renewed.

From a history book published in 1946.

SOURCE C



A cartoon published in Germany, March 1848. King Frederick William IV is saying to the revolutionaries, 'You up ahead! Hurry to me because I want to lead the movement.'

SOURCE D

We cannot conceal the fact that the whole German question is a simple alternative between Prussia and Austria. In these states German life has its positive and negative extremes: in the former, all the interests are national and reformatory, in the latter, all are dynastic and destructive. The German question is not a constitutional question, but a question of power; and the Prussian monarchy is now wholly German, while that of Austria cannot be. We need a powerful ruling house. Austria's power meant lack of power for us, whereas Prussia desires German unity in order to supply the deficiencies of her own power. Already Prussia is Germany in its early stages. It will merge with Germany.

From a speech in the Frankfurt Parliament by Johann Gustav Droysen, a leading member of the Parliament. He was one of the first to withdraw from the Parliament after Frederick William rejected the German crown.

SOURCE E

About the crown which the Parliament has for sale. Every German nobleman is a hundred times too good to accept such a crown moulded out of the dirt and dregs of revolution, disloyalty and treason. If accepted, it demands from me enormous sacrifices and burdens me with heavy duties. The German National Assembly has counted on me in all things, which were calculated to establish the unity, power and glory of Germany. I feel honoured by their confidence but I should not justify that confidence if I, violating sacred rights, were without the voluntary agreement of the crowned princes and free states of our Fatherland, to make a decision which must be of decisive importance to them and to the states which they rule.

Frederick William's response in April 1849 to the offer of the German crown, made to him by a deputation from the Frankfurt Parliament.

SOURCE F

The royal government views with great satisfaction the confirmation from Austria that, like us, it considers the German federation as continuing to exist and wishes to come to some understanding with the National Assembly. This understanding must not stand in the way of German efforts to present to the world a united political body nor of a merging of commercial interests. Prussia is not striving to extend its power and has no desire to share in the running of the federal authority except in so far as is appropriate to the importance of its power. Prussia supports the independence of the individual states and is of the opinion that the creation of a new German imperial house is not necessary for achieving a real unification of Germany.

A statement from the Prussian government to Prussian diplomats in the other German states, January 1849.

SOURCE G



A German cartoon, 1848. It shows Germany in 1848.

SOURCE H



A drawing, from the time, of the Württemberg army and the last members of the Frankfurt Parliament in Stuttgart in June 1849.

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

1 Study Sources A and B.

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

2 Study Source C.

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

3 Study Sources D and E.

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

4 Study Source F.

Why did the Prussian government issue this statement in January 1849? Explain your answer using details of the source and your knowledge. [8]

5 Study Sources G and H.

How similar are these two sources as evidence about events in Germany in 1848–49? Explain your answer using details of the sources and your knowledge. [8]

6 Study **all** the sources.

How far do these sources provide convincing evidence that the 1848 revolutions in Germany achieved nothing? Use the sources to explain your answer. [12]

Option B: 20th Century topic

WERE PEOPLE AWARE OF WHAT HITLER WAS TRYING TO ACHIEVE IN SPAIN?

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

Background Information

In 1936 the Spanish Civil War began between the Republican government and the Nationalists consisting of fascists, monarchists and conservatives. The USA announced it would remain neutral. At first France sent arms to the Republicans, but under pressure from Britain called for European countries not to intervene. A Non-Intervention Committee was set up and 27 countries signed the Non-Intervention Agreement in August 1936 including Germany, Britain, France, Italy and the Soviet Union.

Despite this, Italy, Germany and the Soviet Union did intervene – as early as July 1936 Hitler was sending planes. He was keen for Spain to become fascist as this would help encircle France and strengthen the German position in Europe. To hide Germany's involvement, he sent troops, planes, tanks and munitions through Portugal. He also claimed that any Germans fighting in Spain were volunteers and nothing to do with the German government.

Were people aware of the possible dangerous consequences of Germany's involvement in Spain?

SOURCE A

Our foreign policy has been inspired by two simple principles: the determination to place France's interests above all others, and the conviction that France has no greater aim than that of peace. I shall not accuse anyone of trying to push us directly or indirectly toward war. Everyone in France wants peace. Everyone understands that war cannot be contained within national borders, and that a people can only protect itself from it by helping to protect all others from it.

As far as we are concerned, there is only one legal government in Spain, or, to put it better, only one government. I recognise that France's direct interest includes and calls for the presence of a friendly government on Spanish soil, and one that is free of certain other European influences. I have no hesitation in agreeing that the establishment in Spain of a military dictatorship too closely bound by links of support to Germany and Italy would represent not only an attack on the cause of international democracy, but a source of anxiety for French security and a threat to peace. I deplore that such an obvious truth was not understood from the start by all of French and international public opinion. I do not deny the personal friendship tying me to the Spanish Socialists and Republicans despite the bitter disappointment they feel about me.

All of us were hoping that the Non-Intervention Pact would be signed more promptly; that we were counting on the other governments keeping their commitments. The policy of non-interference has not produced all we expected of it. But is that a reason to condemn it?

If we must prevent the rebellion on Spanish soil from succeeding, it is not enough to denounce the Non-Intervention Agreement or to re-establish the arms trade between France and Spain. This would not be adequate. To assure the success of Republican legality in Spain we would have to take a much greater step.

*From a speech in the French House of Representatives by Léon Blum,
Prime Minister of France, December 1936.*

SOURCE B

Our policy has been consistently directed to one aim – to maintain the peace of Europe by confining the war to Spain. Although it is true that intervention has been going on and is going on, in spite of the Non-Intervention Agreement, it is also true that we have succeeded in achieving the aim of our policy, and we shall continue that aim and policy as long as we feel there is reasonable hope of avoiding a spread of the conflict.

I do not believe that it is fantastic to think that we can continue this policy successfully, even to the end. The situation is serious, but it is not hopeless. Although it may be true that various countries or various governments desire to see one side or the other side in Spain winning, there is not a country or a government that wants to see a European war. Let us keep cool heads. Neither say nor do anything to cause a disaster which everybody really wishes to avoid.

When I think of the experience of German officers and the loss of life on the *Deutschland*, and the natural feelings of indignation and resentment that must have been aroused by such incidents, I must say that I think the German government, in wisely withdrawing their ships and then declaring the incident closed, has shown a degree of restraint which we ought to be able to recognise.

I make an earnest appeal to those who hold responsible positions both in this country and abroad to weigh their words very carefully before they utter them on this matter, bearing in mind the consequences that may flow from some thoughtless phrase. By exercising caution and patience we may yet be able to save the peace of Europe.

From a speech in the House of Commons by British Prime Minister Neville Chamberlain, February 1938. The Deutschland was a German battleship that was attacked off the Spanish coast in 1936 by Republican planes. Germany claimed it had been on a non-intervention patrol.

SOURCE C

If the Spanish government succeeds in suppressing the rebellion it will not only keep one more country in the camp of peace but will influence the whole situation in Europe by inspiring new confidence in the strength of democracy and in the possibility of the peaceful settlement of international questions. In this event the danger of war would be lessened.

Violations of the Non-Intervention Agreement by certain governments have made it an empty, torn scrap of paper. If success goes to the rebel generals, supported in contravention of the Non-Intervention Agreement by fascist powers, then the whole outlook in Europe will be blackened. It would be such an encouragement to all the forces of aggression, hatred and destruction in Europe that war would engulf our part of the world in the very near future.

The Soviet Ambassador to Britain speaking at a meeting of the Non-Intervention Committee, October 1936.

SOURCE D



A British cartoon published in January 1937. On the left are Hitler, Mussolini, Stalin, Blum and Eden (a leading member of the British government) playing cards. 'Trustful Tony' (Eden) is saying, 'Just to discourage cheating, I'll wear a strait-jacket and let you chaps play my cards.' In the top left is the rock of Gibraltar.

SOURCE E

It is clear that the German government does not want any more trouble in connection with the Spanish Civil War. It seems to believe that further support of the rebels will injure Franco-German and, above all, Anglo-German relations. Much as Germany desires a rebel victory and concerned as it is over what it believes to be the spread of so-called 'Bolshevism' in Europe, it prefers, for the moment at least, not to take any risks where no vital interests of its own are involved.

Interference with the internal affairs of other countries is a conscious instrument of German foreign policy, and is for that very reason used only when it is safe to do so, or, if any risks are taken, only when the end in view is regarded as being of vital interest to Germany. It is therefore unlikely that Germany will put any further obstacles in the way of an agreement for non-intervention.

It is therefore possible that the international crisis produced by the Spanish Civil War is coming to an end.

From an English newspaper, August 1936.

SOURCE F

One has to repeat it and repeat it again. It is a lie that the fight is going on between Communism and Fascism. The Spanish government is not attacking private property or the Church. The government is doing just the same as President Roosevelt strives to do: free the country from the power of economic Royalists. The Spanish government has an international right to defend itself against a clique of rebels who called German Nazis and Italian Fascists to fight the war against Spanish people for them. To say it frankly, the democracies have let Spain down.

I have talked to prisoners – Nazi and Italian pilots who have killed dozens of children, dozens of women. They all pretended to have come voluntarily to Franco's aid, even officers of the regular German army – presumably as deserters! One prisoner, a lieutenant in the German army, said to me, 'We in the German army consider the war in Spain to be a preparation for a preventative war against France.' May this be a warning to all concerned!

I ask you in America, witnesses of a war which is fought not only for Spain, but for all democracy: Have we the right to be deaf and blind? Have we not the responsibility to help them?

An American journalist broadcasting from Madrid to the USA, October 1938.

SOURCE G



An American cartoon published in 1938.

SOURCE H



An Australian cartoon published in June 1938. The man represents Britain.

MIND FLEX
HOME TUITION

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

1 Study Sources A and B.

How far did Blum and Chamberlain agree? Explain your answer using details of the sources. [7]

2 Study Source C.

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

3 Study Source D.

Why was this cartoon published at this time? Explain your answer using details of the source and your knowledge. [8]

4 Study Sources E and F.

Does Source E prove Source F to be wrong? Explain your answer using details of the sources and your knowledge. [8]

5 Study Sources G and H.

How similar are the messages of these two cartoons? Explain your answer using details of the sources and your knowledge. [8]

6 Study **all** the sources.

How far do these sources provide convincing evidence that people understood the danger posed by Hitler's intervention in Spain? Use the sources to explain your answer. [12]

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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY

0470/42

Paper 4 Alternative to Coursework

March 2018

MARK SCHEME

Maximum Mark: 40

Published

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

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

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

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This document consists of **18** printed pages.

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Assessment Objectives 1 and 2

Level 5

[33–40]

Candidates:

- Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers.
- Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions.
- Demonstrate a good understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question. They demonstrate an awareness of the importance of the broad context and of interrelationships of the issues of the question.
- Produce well-developed, well-reasoned and well-supported conclusions.
- Write with precision and succinctness, showing structure, balance and focus.

Level 4

[25–32]

Candidates:

- Deploy mostly relevant and accurate contextual knowledge to support parts of their answers.
- Select a range of relevant information which is generally well-organised and deployed appropriately.
- Demonstrate a reasonable understanding of the significance of the key features, reasons, results and changes of societies, events, people and situations relevant to the question with awareness of the broad context. They have some understanding of interrelationships of the issues in the question.
- Can produce developed, reasoned and supported conclusions.
- Write with precision and succinctness, showing structure, balance and focus.

Level 3

[17–24]

Candidates:

- Demonstrate and select some relevant contextual knowledge and deploy it appropriately to support parts of their answers.
- Select and organise mostly relevant information, much of it deployed appropriately with a structured approach, either chronological or thematic.
- Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations relevant to the question with some awareness of the broad context.
- Produce structured descriptions and explanations.
- Support conclusions although they are not always well-substantiated.
- Write with some precision and succinctness.

Level 2

[9–16]

Candidates:

- Demonstrate some, but limited contextual knowledge.
- Select and organise some relevant information. This is only deployed relevantly on a few occasions.
- Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but with little awareness of the broad context. There is some structure in the descriptions.
- Attempt conclusions but these are asserted, undeveloped and unsupported.
- Present work that lacks precision and succinctness.
- Present a recognisable essay structure, but the question is only partially addressed.

Level 1

[1–8]

Candidates:

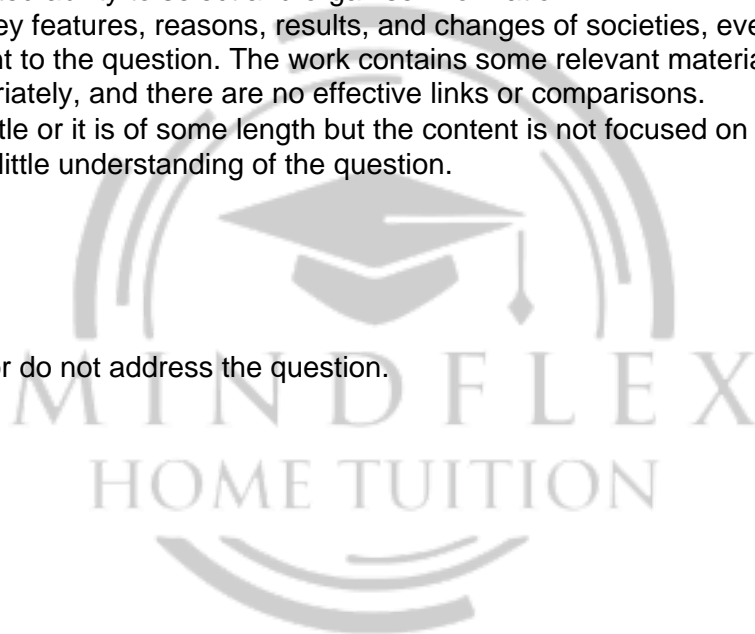
- Demonstrate little relevant contextual knowledge.
- Demonstrate limited ability to select and organise information.
- Describe a few key features, reasons, results, and changes of societies, events, people and situations relevant to the question. The work contains some relevant material but this is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

Level 0

[0]

Candidates:

Submit no evidence or do not address the question.



Information Suggestions

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

Question	Answer	Marks
Depth Study A: The First World War, 1914–1918		
1	<p>How important was Belgian resistance in 1914 to the outcome of the war? Explain your answer.</p> <p>YES Belgian Army fought invading German Army from the protection of their forts; Germans had to halt and bombard with artillery; Belgian resistance won them many friends and sympathy from Allies; Britain honoured Treaty of London and declared war on Germany; resistance bought the French and British time to mobilise; slowed the German advance and thus the Schlieffen Plan failed to achieve its strict military targets; allowed Russian mobilisation to have greater effect, etc.</p> <p>NO Belgian resistance was easily crushed due to small army; more important – entry of BEF and their impact at the Battle of the Marne; Russian mobilisation was quicker than the expected 6 weeks which led to a war on two fronts; new weapons were more important – machine gun, artillery etc.; trench warfare led to a static war and stalemate on the Western Front; war at sea; Battle of Verdun and the Somme; US entry into the war; British Blockade, etc.</p>	40



Question	Answer	Marks
2	<p>How significant were the Allies' improved military tactics as a cause of German defeat in 1918? Explain your answer.</p> <p>YES Use of new weapons in battles such as the tank led to combined arms tactics to be developed after the Somme – used successfully in Cambrai, 1917; tanks used to lower German morale and boost Allied morale; creeping barrage developed to protect infantry advancing across no-man's-land; aircraft used more successfully by 1918 and slowed up advance during Ludendorff Offensive; used successfully at sea to observe convoys and attack shipping; failures at the Somme led to generals allowing field commanders to make tactics as opposed to following a grand plan, etc.</p> <p>NO More significant – British Blockade starved Germany out of the war; food and fuel shortages helped lead to the Kiel Mutiny and spark German Revolution in October 1918; US entry into the war – 50 000 a month by early 1918; fresh troops overwhelmed tired German troops and allowed Allies to use veteran soldiers on important campaigns; Allies had greater resources compared to Germany; Germany was forced to equip and support weaker Allies like Austria, etc.</p>	40



Question	Answer	Marks
Depth Study B: Germany, 1918–1945		
3	<p>How important was President Ebert in ensuring the Weimar Republic had not collapsed by the time of his death in 1925? Explain your answer.</p> <p>YES Ebert formed the first Weimar Government in 1919; during Spartacist Uprising, he made a deal with the freikorps to crush the rebellion; freikorps also used to crush other left-wing uprisings in Bavaria and the Ruhr; Ebert used the workers in Berlin to bring the Kapp Putsch to a halt and regain control of Germany; Ebert used Article 48 over 150 times to ensure reforms were passed; Ebert kept support of workers and nationalists during the Ruhr occupation in 1923 by supporting passive resistance; Ebert appointed Stresemann Chancellor in 1923, etc.</p> <p>NO Ebert never had a majority in the Reichstag, so relied on coalition governments; Ebert had very slight loyalty from Reichswehr – they refused to fire on freikorps during Kapp Putsch; Ebert's policy of printing more money led to hyperinflation in 1923; blamed by nationalists for signing Treaty of Versailles; 'November Criminal'; more important – the freikorps crushed left-wing rebellions; workers stopped the Kapp Putsch Stresemann from 1923–29 solved many problems – Dawes Plan, Locarno Pacts, ended hyperinflation and Ruhr occupation; President Hindenburg brought widespread support from many Germans after 1925, etc.</p>	40



Question	Answer	Marks
4	<p>How significant was the role of the SA in bringing Hitler to power in January 1933? Explain your answer.</p> <p>YES SA aided Hitler during the Munich Putsch in 1923; protected Nazi meetings and attacked communists; after 1925, the SA were used more for rallies, marches and propaganda purposes; SA membership grew to over 100 000 by 1928; Hitler used the SA to demonstrate discipline and order during the chaos of the Depression; SA intimidated opponents; effectively led by Rohm; SA used to cause disruption on the streets to entice middle-class to support the Nazis; made many fear a communist uprising was imminent; SA gave the unemployed purpose through membership, etc.</p> <p>NO SA was viewed as violent and extremist by many in the middle-class; some committed criminal acts; Rohm unpopular with Army and traditional elites including Hindenburg; SA sometimes seen as too radical and socialist by other Nazi members and conservatives; more significant – Depression led to mass unemployment – 6 million by 1932; extremists more attractive to many; fear of communism; negative cohesion; Goebbels propaganda machine attracted voters from different classes; Nazi promises; Hitler's leadership qualities; political manoeuvring by von Papen and Hindenburg, etc.</p>	40



Question	Answer	Marks
Depth Study C: Russia, 1905–1941		
5	<p>How important was the Russo-Japanese War as a cause of the 1905 Revolution? Explain your answer.</p> <p>YES In 1904 Russia went to war against Japan – many including the Tsar thought this would be an easy victory; defeats on land and at sea; in 1905 the Russian fleet was sunk by a smaller nation; caused a drop in morale amongst troops and population; many blamed the Tsar and his government; many peasants were in the army which caused food shortages at home; led to miserable living and working conditions for peasants and workers in the cities, etc.</p> <p>NO More important – fast, dramatic reform – 6% economic growth annually, but workers and peasants did not share in the wage rises; poor living and working conditions; no trade union representation; workers and middle classes demanded representation; autocracy still in place – growing opposition from liberals and socialists; peasant rebellions over land issue; liberal prime minister supported concessions; Bloody Sunday sparked revolution – Father Gapon and 200 000 protestors were fired on by Winter Palace guard with as many as 4000 casualties, etc.</p>	40



Question	Answer	Marks
6	<p>How significant was Lenin to Bolshevik success in November 1917? Explain your answer.</p> <p>YES Lenin was the undisputed leader of the Bolshevik Party after April 1917 and his return from exile; united party; committed to revolution using committed revolutionaries; April Theses promised Peace, Bread and Land; 'all power to the Soviets'; Lenin was an intellectual who adapted Marxism to Russia's situation – Marxism-Leninism; gained support from urban workers, sailors and some soldiers; appealed to poor peasants by encouraging them to seize land; Lenin's role in the seizure of power was crucial in terms of timing, etc.</p> <p>NO Lenin was in exile for many years; more significant – failures of Provisional Government in dealing with Russia's problems: continuation of war, failed Summer Offensive, land issue not solved etc.; Kornilov Affair – armed the Red Guard and Bolsheviks were viewed as heroes of the revolution; Petrograd Soviet seen as representative government by many workers, soldiers and sailors, mutiny of sailors and soldiers; Trotsky's role as Chairman of the Petrograd Soviet and head of the PRC – organised the seizure of power; Bolshevik majorities in Petrograd, Moscow and most other industrial towns; increased Bolshevik membership, etc.</p>	40



Question	Answer	Marks
Depth Study D: The USA, 1919–1941		
7	<p>How important was the introduction of Prohibition as a factor in changing US society in the 1920s? Explain your answer.</p> <p>YES Prohibition was not popular in many urban areas of the USA; bootlegging made vast sums of money; rise of gangsterism – Capone made around \$60 million a year; illegal speakeasies were popular in towns and cities – more speakeasies than saloons in 1919 by 1925; illegal distilleries sprang up in many cities – over 280 000 seized by 1929; moonshine led to deaths and blindness; “rum-runners”; corruption of officials – bribery of local authorities, etc.</p> <p>NO Alcohol consumption actually declined by about 30% in the early 1920s; some effective policing by Prohibition Agents; more important – popularity of motor car brought freedom of movement to many; led to growth in cafes, motels, new suburbs; advertising changed fashions and led to consumer society; entertainment industry flourished – cinema and Hollywood stars; radio; new music such as Jazz (Black American performers); women’s freedom – flappers, right to vote from 1920; bars, nightclubs and cabarets, etc.</p>	40



Question	Answer	Marks
8	<p>How significant was his election campaign as a reason for Roosevelt becoming President in 1933? Explain your answer.</p> <p>YES Roosevelt campaigned on a promise to help those affected by the Depression; he was not radical but believed in active government as a last resort to help normal people; planned to use public money to create jobs; used his experience as governor of New York; met and spoke with union leaders and businesses; went on a grand tour of the USA to drum up support attacking Hoover; promised a New Deal and the three Rs (Relief, Recovery, and Reform); excellent public speaker – 16 major speeches in 1932, etc.</p> <p>NO More significant – Hoover seen as the ‘do-nothing’ President; until 1932, he refused to accept there was a major problem; he left himself open to bitter criticism – “prosperity is just around the corner”; Hoover’s reforms and intervention were too little too late; tariffs strangled international trade further; Hoover was associated with the Depression – Hooverilles and Hoover blankets; believed in rugged individualism and denied government help; blocked Garner-Wagner Bill in 1932 which would have provided \$2.1 billion to create jobs; Hoover’s reaction to the Bonus Marchers, etc.</p>	40



Question	Answer	Marks
Depth Study E: China, c.1930–c.1990		
9	<p>How important was the support of the peasantry in Communist victory in the Chinese Civil War? Explain your answer.</p> <p>YES Peasants formed the backbone of the Communist Party; during the Second World War and Civil War, peasants saw the Communists as a patriotic party compared to the KMT as they fought the Japanese, unlike the KMT forces; Yen-an Settlement increased peasant support and spread Maoist dogma; Maoism focused on the peasants as opposed to the industrial workers; Communists built up good relations with Chinese villages and many were used as bases for guerrilla warfare; Communist propaganda was effective in the countryside – increased peasant membership, etc.</p> <p>NO More important – the leadership of Mao; Mao was seen as the focus point of an ideology which focused on peasant support – Maoism; weak and corrupt KMT leadership under Chiang Kai-shek; KMT misused American funds in the Second World War – many deserted and joined the Communists; effective guerrilla warfare tactics by Communist Party – key city of Shanghai captured in 1949 and KMT forced to flee, etc.</p>	40



Question	Answer	Marks
10	<p>How significant was the Cultural Revolution in maintaining Mao's position in the Communist Party? Explain your answer.</p> <p>YES Cultural Revolution re-imposed Mao's leadership and dictatorship over China after the failure of the Great Leap Forward; attempted to reverse some revisionist policies of Liu Shaoqi and reconnect people with communist ideas; Mao used young people, especially students to restart the revolution; Mao's Little Red Book used to spread Maoism; Red Guard supported by Mao to hunt out non-conformists and revisionists; led to violence, rape, murders and beatings; property seized; people forcibly re-educated; closure of colleges and universities; traditional art and culture wiped out and only socialist culture was endorsed; children encouraged to question their parents, etc.</p> <p>NO More significant – Land Reforms in the 1950s introduced collective farms, cooperatives and then communes; reorganised peasants based on socialist ideas; Maoist propaganda in the communes; social reforms – new access to healthcare and education; 90% literacy rate by the 1960s; free primary education for all; Five Year Plans – led to massive increase in industrial output for coal, iron, steel and oil; growth of railways and urban areas; women's lives improved – new laws made divorce easier, banned foot binding and gave women opportunities in the Party; use of terror – People's Liberation Army arrested revisionists and counter-revolutionaries; Hundred Flowers Campaign exposed Mao's enemies, etc.</p>	40



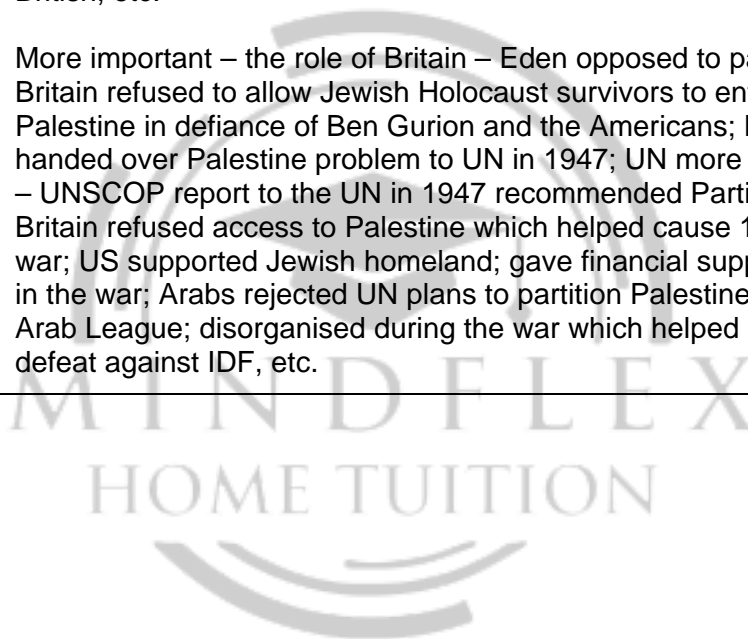
Question	Answer	Marks
Depth Study F: South Africa, c.1940–c.1994		
11	<p>How important were peaceful protests in the development of opposition to apartheid? Explain your answer.</p> <p>YES ANC used Defiance Campaign in 1952 to oppose apartheid on public services – given full media coverage at home and internationally and led to international condemnation by some nations; Freedom Charter, 1955 promoted democracy and equality before the law; 1960 PAC began a national campaign against the Pass Laws – mainly peaceful operations; women campaigned alongside men in demonstrations – occupied government buildings in 1956 in Pretoria; protests after Sharpeville in 1960; Black Sash saw white middle class women joining in with black women opposing Pass Laws; Steve Biko and Black Consciousness Movement advocated peaceful and moderate opposition to apartheid, etc.</p> <p>NO More important – ANC Youth League used more active methods of protest including boycotts and violent demonstration – led by Mandela and Sisulu; Programme of Action in 1949–50 led to riots and civil disobedience; ANC and PAC both formed militant wings – MK and Poqo; led to violent resistance including sabotage and terrorism; riots in Soweto in 1976 led to widespread violence and protest in the 1980s, etc.</p>	40



Question	Answer	Marks
12	<p>How significant was increased violence during the 1980s in bringing about the end of white minority rule? Explain your answer.</p> <p>YES The 1976 Soweto riots created uneasy tension towards white minority rule in the 1980s; increased rents and electricity charges in 1984 led to outbreaks of violence – ANC called for the community to make apartheid unworkable; collaborators of apartheid were targeted; attacks on government buildings and assassinations led to a State of Emergency in 1985; 1986–88 ANC launched terror campaign in cinemas, restaurants and shops; state of almost civil war by 1989 which led to foreign investors and companies pulling out of South Africa leading to pressure on the government to change, etc.</p> <p>NO More significant – work of ANC and PAC; release of Mandela; Botha’s other reforms caused more calls for an end to minority rule – constitutional reform led to petty apartheid; Pass Laws reformed in the mid-1980s allowing blacks and whites to live in the same area in parts of South Africa; Education Reforms – increased spending on black schools; work of other leaders – Tambo, Tutu, Slovo, Buthelezi and de Klerk; Steve Biko and Black Consciousness movement, etc.</p>	40



Question	Answer	Marks
Depth Study G: Israelis and Palestinians since 1945		
13	<p>How important were the actions of Jewish paramilitary groups, 1945–49, in bringing about the creation of the state of Israel? Explain your answer.</p> <p>YES The Haganah had fought for the Allies during WWII and gained useful experience as well as access to weaponry in the 1948–49 war; later it attacked military targets and key elements of the infrastructure, leading to a British withdrawal from Palestine; Irgun were more radical Zionists – led by Begin, it declared war on the British mandate in 1944 – responsible for King David Hotel attack killing 92 people including 28 British; the attack led to a split in the resistance movements but also helped cause the British to hand over the Palestinian problem to the UN; the Lehi, led by Stern was responsible for assassinations and terrorist actions against the British, etc.</p> <p>NO More important – the role of Britain – Eden opposed to partition; Britain refused to allow Jewish Holocaust survivors to enter Palestine in defiance of Ben Gurion and the Americans; Bevin handed over Palestine problem to UN in 1947; UN more significant – UNSCOP report to the UN in 1947 recommended Partition Plan, Britain refused access to Palestine which helped cause 1948–9 war; US supported Jewish homeland; gave financial support to IDF in the war; Arabs rejected UN plans to partition Palestine; formed Arab League; disorganised during the war which helped lead to defeat against IDF, etc.</p>	40



Question	Answer	Marks
14	<p>How significant were the Israeli armed forces in bringing about Israel's victories in the wars of 1956, 1967 and 1973? Explain your answer.</p> <p>YES 1956 – Israeli government had secret meetings with British and French to invade Egypt by invading Sinai; used paratroopers to attack; showed the Arab nations it was able to inflict heavy damage on its neighbours; 1967 – Israeli pre-emptive strike against Egypt, Syria and Jordanian airfields; wanted to stop PLO raids; strategy developed by Defence Minister Moshe Dayan – used air superiority to destroy Arab air forces before they left the ground; overran the West Bank, pushed the Egyptians back to the Suez Canal and captured the Golan Heights; Israel tripled its size in six days; was most powerful nation in the region; 1973 – Israel managed to launch a determined and effective counter-attack within three days of the surprise attack by Egypt and Syria; within two days they had recaptured the Golan Heights using air superiority; Israel managed to get US backing, etc.</p> <p>NO 1956 – British and French more significant – supported Israeli attack with Anglo-French invasion; British bombed Cairo; British and French paratroopers landed west of Port Said; 1967 – Israel had been modernising its armed forces with financial and military support from the USA, aircraft from France and tanks from Britain; King of Jordan not fully committed to war; Nasser did not want to plunge Egypt into war either, but forced to by Syria – urged to by USSR; 1973 – USSR technology better for defence than offence; poor tactics from Syria and Egypt – underestimated Israeli military might and importance of US backing, which sent tanks; President Nixon refused to negotiate a ceasefire until Israel had recaptured all lost territory, etc.</p>	40

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HISTORY

0470/42

Paper 4 Alternative to Coursework

February/March 2018

1 hour

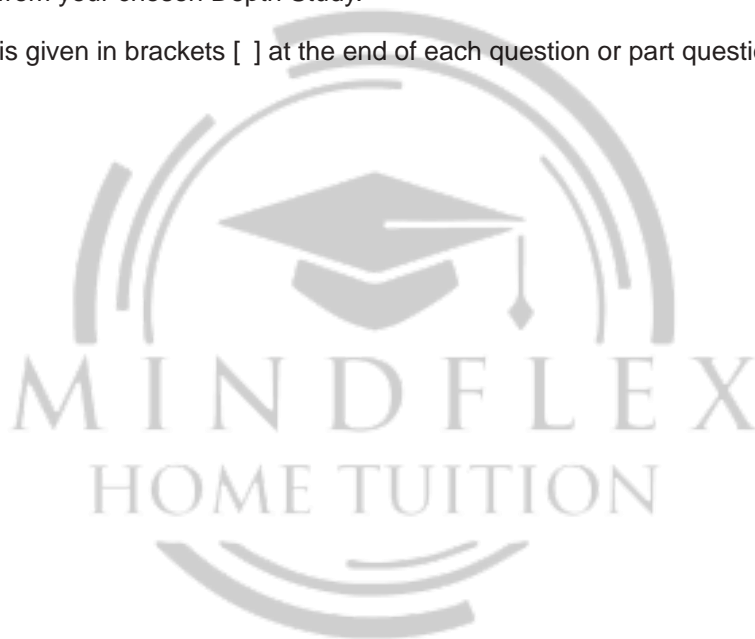
No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

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

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

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



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

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

- 1 How important was Belgian resistance in 1914 to the outcome of the war? Explain your answer. [40]
- 2 How significant were the Allies' improved military tactics as a cause of German defeat in 1918? Explain your answer. [40]

DEPTH STUDY B: GERMANY, 1918–1945

- 3 How important was President Ebert in ensuring the Weimar Republic had not collapsed by the time of his death in 1925? Explain your answer. [40]
- 4 How significant was the role of the SA in bringing Hitler to power in January 1933? Explain your answer. [40]

DEPTH STUDY C: RUSSIA, 1905–1941

- 5 How important was the Russo-Japanese War as a cause of the 1905 Revolution? Explain your answer. [40]
- 6 How significant was Lenin to Bolshevik success in November 1917? Explain your answer. [40]

DEPTH STUDY D: THE USA, 1919–1941

- 7 How important was the introduction of Prohibition as a factor in changing US society in the 1920s? Explain your answer. [40]
- 8 How significant was his election campaign as a reason for Roosevelt becoming President in 1933? Explain your answer. [40]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 9 How important was the support of the peasantry in Communist victory in the Chinese Civil War? Explain your answer. [40]
- 10 How significant was the Cultural Revolution in maintaining Mao's position in the Communist Party? Explain your answer. [40]

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

- 11 How important were peaceful protests in the development of opposition to apartheid? Explain your answer. [40]
- 12 How significant was increased violence during the 1980s in bringing about the end of white minority rule? Explain your answer. [40]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 13 How important were the actions of Jewish paramilitary groups, 1945–49, in bringing about the creation of the state of Israel? Explain your answer. [40]
- 14 How significant were the Israeli armed forces in bringing about Israel's victories in the wars of 1956, 1967 and 1973? Explain your answer. [40]



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