

IGCSE HISTORY 4380, NOVEMBER 2005 MARK SCHEME

Paper 2H

B1: The Napoleonic Wars 1803-15

1. (a) Does Source B support the evidence of Source A about the fighting qualities of the British sailors at Trafalgar? Explain your answer.

Target: AO2 Comprehension and cross-referencing of sources. 5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source B says the sailors were so determined. Source A shows this determination. (1-2)

Level 2 Developed explanation referring to the tone or attitude of the sources and referring to the content of the sources, eg Strong support. Source B praises the British sailors and stresses their determination and discipline. This is supported by A which suggests they acted with great determination in dealing with the grappling irons and discipline in doing so. Both suggest they acted with great confidence, in B in contrast to French sailors, in A in being prepared to put their ship alongside that of the enemy. (3-5)

- (b) Source C portrays the death of Nelson as a heroic event. Why might the artist want to portray the event in this way?

Target: AO1/AO3 Making a judgement about evidence related to own knowledge. 8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The artist would want people to believe that his death influenced the outcome of the battle OR shows that Nelson was extremely brave and tried to delay his death until he knew the outcome of the battle. (1-2)

Level 2 Developed statements making inferences from the sources AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg As Level 2. The British artist was probably commissioned by the government to depict the battle in a heroic way in order to promote Nelson's role in the victory as well as inspire further patriotism at a time when Britain was still at war with Napoleon. (6-8)

- (c) The writer of Source D suggests that the main reason for the British victory at Trafalgar was the leadership of Nelson? Do you agree that this was the main reason for the British victory Explain your answer.

Target: A01/A03 Making AN Interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes because, as mentioned in Source D, Nelson steered his ships in two columns into enemy lines. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 and uses evidence of Source C and greater explanation of the effects of the role of Nelson AND/OR starts to look at alternative view and other reasons for victory using Sources A and B and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses the sources and own knowledge to explain the role of Nelson, using Sources C and D and other factors such as superior British seamanship, Sources A and B, the weaknesses and mistakes of the French, Source B. (9-12)

Total 25 marks

B2: Bismarck's Wars 1864-1871

2. (a) Does Source B support the evidence of Source A about how a united Germany should come about? Explain your answer.

Target: A02 comprehension and cross-referencing of sources. 5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the nature of the evidence, eg No because Source A says it must come about by blood and iron and B says by law and popular self-government. (1-2)

Level 2 Developed explanation referring to the tone and attitude of the sources AND referring to the content of the evidence, eg Much disagreement as in Source A Bismarck rejects the idea of speeches and majority votes which is promoted by the writer of Source B who believes law and popular government the only way to achieve and maintain German unity. Bismarck, in Source A, suggests unity by war whilst the liberal in Source B totally rejects such methods. (3-5)

- (b) **Source C suggests that, in 1864, Bismarck wanted to work with Austria to achieve his aims by force. Why might Bismarck want to portray his policy in this way?**

Target: A01/A03 making a judgement about evidence related to own knowledge.

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg Bismarck would want to allay any Austrian fears over German unity OR Bismarck was planning for future war with Austria and saw war with Denmark over Schleswig-Holstein as providing possible means to this end. (1-2)

Level 2 Developed statements making inferences from the source supported by relevant own knowledge, eg Both level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by relevant own knowledge, eg This letter is sent just before war with Denmark at a time when Bismarck did not want to provoke Austria. He therefore wanted to work with Austria against Denmark in the clash over the two provinces. Moreover he intended to use the two provinces to promote war with Austria. (6-8)

- (c) **The writer of Source D suggests that Bismarck wanted war with Denmark in order to promote a later conflict with Austria. Do you agree that this was the main reason for the war over Schleswig-Holstein? Explain your answer.**

Target: A01/A03 Making an interpretation of a key event related to own knowledge.

12

Level 1 Developed statements using the sources and own knowledge, eg Yes, because, as mentioned in D, he manoeuvred Austria into declaring war with Prussia, through differences over the two provinces. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 uses evidence of Sources C and D and greater explanation of how Bismarck used the provinces to promote war between Austria and Prussia AND/OR start to look at other motives, such as promoting German unity through war, with Prussia leading the way, using Source A. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge e.g. balanced answer which uses the sources and own knowledge to explain a variety on inter-linked motives, including planning for future war with Austria, Sources C and D, promoting German claims to provinces to highlight leading role of Prussia, Source C, and showing that unification only achieved by war, Source A, and diverting support from liberal methods advocated in B. (9-12)

Total 25 marks

B3: The Balkans, 1876-1914

3. (a) Does Source B support the evidence of Source A about the effects of the Balkan Wars on Serbia? Explain your answer.

Target: AO2 Comprehension and cross-referencing of sources. 5

Level 1 Developed statements referring to the tone or attitude of the sources, OR referring to the contents of the sources, eg Source A suggests Austria determined to crush Serbia, Source B suggests Serbia greater threat OR Source A suggests Serbia greater threat as twice size. Source B shows much bigger Serbia. (1-2)

Level 2 Developed explanation referring to the tone or attitude of the sources, AND referring to the contents of the sources, eg Strong support. Source A suggests that Serbia much greater threat to Austria and much more likely to want war. This is clearly shown in maps with Serbia having made gains and larger than before wars. However some differences. Map does not show Serbia twice size as suggested in A. (3-5)

(b) Source C shows the situation in the Balkans reaching boiling point? Why might a cartoonist portray the situation in the Balkans in this way in 1912?

Target: AO1/AO3 Making a judgement about evidence related to own knowledge. 8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The artist would want believe to believe the situation was serious OR shows that the powers had different interests in Balkans which were likely to lead to major war. (1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg as Level 2. The cartoonist may well be trying to prevent war by making the public aware of how serious the situation was in the Balkans, that the clash of interests between the Great Powers in this area was likely to lead to cause an escalation of the first Balkan War into a major conflict. (6-8)

- (c) **The writer of Source D suggests that the main effect of the Balkan Wars was closer relations between Germany and Austria? Do you agree that this was the main effect of the Balkan Wars Explain your answer.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because the Kaiser promised support for Austria as mentioned in D. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of the German support for Austria AND/OR starts to look at alternative view and other effects of wars using Sources A, B and C and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain a the inter-relationship between several effects including greater Austro-Serbian rivalry, Sources A and B, which encouraged Austria and Germany to move closer together, D, which, in turn, made a major war more likely, C. (9-12)

Total 25 marks

B4: The First World War, 1914-1918

4. (a) **Does Source B support the evidence of Source A about the quality of the British Expeditionary Force? Explain your answer.**

Target: AO2 Comprehension and cross-referencing of sources. 5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source B British troops performed well at Mons. Source A also suggests well trained and disciplined. (1-2)

Level 2 Developed explanation referring to the tone or attitude of the sources, AND referring to the content of the sources, eg Very strong agreement between Sources A and B. Both sources suggest that the British troops were of a very high quality. Both also suggest that the Germans under-estimated the BEF - in B Germans saw them as laughing stock and in A described as 'contemptible little army'. A however gives greater details of role of BEF than B. (3-5)

(b) **Source C shows Belgium trying to stop Germany entering its territory? Why might a British cartoonist portray the Belgians and Germans in this way?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge. 8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The cartoonist would want British people to see how threatened the Belgians were OR the cartoonist would want to show that the Schlieffen Plan involved German invasion of Belgium. (1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg as Level 2. The cartoonist would be trying to win support for British entry in the war to defend Belgium by portraying the Belgians as the underdogs being unfairly invaded by the bully, Germany. Cartoonist is highlighting the implications of the Schlieffen Plan and turning public opinion away from the Kaiser and his actions. (6-8)

(c) **The writer of Source D suggests that the main reason for the failure of the Schlieffen Plan was the Battle of the Marne. Do you agree that this was the main reason for the failure of the Schlieffen Plan? Explain your answer.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge Yes, because as mentioned in Source D the British and French were able to stop the German advance. (1-4)

- Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of the Marne AND/OR starts to look at alternative view and other reasons using Sources A, B and C and own knowledge. (5-8)
- Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the inter-action between various reasons including Marne, Belgian resistance, C, part played by BEF, A and B, and changes made in the original plan. (9-12)

Total 25 marks

B5: Weimar Germany and its challengers

5. (a) **Does Source B support the evidence of Source A about the aims of the Spartacists? Explain your answer.**

Target: AO2 Comprehension and cross-referencing of sources. 5

- Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests that Spartacists bring progress especially democracy. Source B suggests they have negative aims and will destroy the achievements of revolution OR Source A suggests getting rid of certain groups supported by idea revolution in Source B. (1-2)

- Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Very strong agreement between Sources A and B. Both sources suggest that the Spartacists intend to bring major change to Germany - A in more positive way through democracy and B by revolution. Both suggest they will use violent methods - smashing upper class in A and brutal beasts in B. (3-5)

- (b) **Source C shows the Spartacists trying to destroy various powerful groups in Germany. Why might the Spartacists portray themselves in this way?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge. 8

- Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The artist would want people to believe that they would remove certain groups from power or the artist shows how it is these groups who brought war and defeat and its consequences. (1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg The artist would be trying to gain support from the German working classes for the Spartacists by showing its revolutionary aims of removing the privileged groups in German society which had brought about war, defeat and the many problems facing Germany, 1918-19. (6-8)

- (c) **The writer of Source D suggests that the Kapp Putsch was the greatest threat to the Weimar Republic in the years 1919-1924? Do you agree that this was the greatest threat in this period? Explain your answer.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes as Source D says how the army refused to help the Republic. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of Kapp Putsch AND/OR starts to look at alternative view and other threats using Sources A, B and C and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain various threats including Kapp Putsch, D, Spartacists, A, B and C, Treaty of Versailles, French occupation Ruhr, hyperinflation and Munich Putsch. (9-12)

Total 25 marks

B6: Russia in Revolution, 1914-24

6. (a) **Does Source B support the evidence of Source A about the strength of the two sides during the Civil War? Explain your answer.**

Target: AO2 Comprehension and cross-referencing of sources. 5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests Whites were stronger than Bolsheviks whilst B suggests Bolsheviks were far stronger. (1-2)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Some agreement as both mention that Bolsheviks had great number of troops. Strong disagreement as B suggests that Bolsheviks had all advantages including resources, numbers and position whilst A suggests White were better equipped and trained and had more soldiers. (3-5)

- (b) **Source C shows the White commanders being controlled by foreign powers. Why might the Bolsheviks want to portray the Whites in this way?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge. 8

Level 1 Developed statements making inferences from the source, OR using relevant own knowledge, eg Source C suggests that the White commanders were the puppets of the foreign powers who would control Russia should the Whites win the Civil War OR foreign powers were sending supplies to help the Whites due to their fears of Bolshevism spreading to rest of Europe (1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge eg The Bolsheviks made use of propaganda to discredit the Whites. In this poster the artist is trying to convince the Russian people that the Whites are being controlled by foreign powers and a White victory would mean foreign control. This, in turn, would increase support for the Reds and take support away from the Whites. (6-8)

- (c) **The writer of Source D suggests that Trotsky's leadership was the main reason for the Bolshevik victory in the Civil War. Do you agree that this was the main reason for the Bolshevik victory ? Explain your answer.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because he was responsible for setting up, organising and leading the Red Army as mentioned in D. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As Level 1 and greater explanation of role of Trotsky AND/OR starts to look at alternative view and other reasons using Sources A, B and C and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain that this was due to the inter-action of a variety of factors including Trotsky, Source D, strengths of Reds, Sources B and C and the weaknesses of the Whites, Source C and own knowledge. (9-12)

Total 25 marks

B7: The USA, 1917-29

7. (a) Does Source B support the evidence of Source A about the impact of the new dances in the 1920s? Explain your answer.

Target: AO2 Comprehension and cross-referencing of sources. 5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests that dancing is immoral which is shown in B OR Source A says that it degrades men and women but B shows them enjoying themselves. (1-2)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Strong disagreement as Source B suggests that pleasurable recreation enjoyed by men and women whilst A strongly against suggesting immoral and great evil. Source B does not suggest doing anything wrong. (3-5)

(b) Source C describes the cinema as a form of escape from everyday life. Why might the advertisers portray the cinema in this way?

Target: AO1/AO3 Making a judgement about evidence related to own knowledge. 8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The advertisers would want to appeal to as many people as possible to encourage them to go to the cinema. Cinema is described as form of escapism. (1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge.
 Much development in advertising in the 1920s with greater focus on direct appeal to people. Thus advertisers subtly use escapism as main appeal - excitement and adventure as alternative to boring daily routine. Hollywood was making number of movies designed to achieve these aims. (6-8)

- (c) **The writer of Source D suggests that the cinema was the most important form of entertainment by 1930. Do you agree that this was then the most important form of entertainment? Explain your answer.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because Source D mentions the numbers who went to cinema. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of impact of cinema using also Source C AND/OR starts to look at other reasons using Sources A and B and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain that there were variety of popular forms of entertainment in 1920s including cinema, Sources C and D, dancing, Sources A and B, music, especially Jazz and radio. (9-12)

Total 25 marks

B8: The Holocaust: 1939-45

8. (a) **Does Source B support the evidence of Source A about the conditions in the Polish ghettos? Explain your answer.**

Target: AO2 Comprehension and cross-referencing of sources. 5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests overcrowded conditions which is supported by Source B OR Source A says 6 or 7 people per room and Source B 25 to 30 per house. (1-2)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Strong agreement as suggest unpleasant and overcrowded living conditions. Source B suggests that house of normally 5 or 6 had 25 to 30 whilst Source A suggests 5 or 6 per room. Some differences as overcrowding seems greater in Source B. (3-5)

- (b) **Source C shows starving children. Why might a Jewish photographer want to take this photograph?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

8

- Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The photographer is trying to show how terrible the conditions were for the children in the ghettos. (1-2)
- Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Both Level 1 options. (3-5)
- Level 3 Developed explanation using the source as evidence supported by selected own knowledge eg The photographer could be trying to show the outside world the reality of life for the Jews in the ghetto at the time or as evidence for later years. The photographer may also be trying to win support from Jews themselves against the ghetto. (6-8)

- (c) **The writer of Source D suggests that the main reason why the Nazis set up the ghettos was to break the spirit and morale of the Jewish people. Was this the main reason for the setting up of the ghettos? Explain your answer.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge.

12

- Level 1 Developed statements using the sources and relevant own knowledge eg Yes, because, as mentioned in Source D, the Jewish way of life attacked. (1-4)
- Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As Level 1 and greater explanation of attack on Jewish way of life AND/OR starts to look at alternative view as prison camp using Sources A, B and C and own knowledge. (5-8)
- Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the varied reasons for the ghettos including to break their spirit, Source D, prison camp, Sources A, B and C, and segregation before 'final solution'. (9-12)

Total 25 marks

B9: The Second World War, 1939-45

9. (a) **Does Source B support the evidence of Source A about the reasons for the Japanese attack on Pearl Harbor? Explain your answer.**

Target: AO2 Comprehension and cross-referencing of sources. **5**

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests that Japan was the aggressor and attacked USA. This is backed up by Source B. OR Source A mentions US as a barrier to Japanese expansion which is confirmed by B USA putting pressure on Japan. **(1-2)**

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Strong agreement with Source B suggesting that Japan needs to strike first to knock USA out of war which is confirmed by view in Source A need to destroy US naval power before war started. Both mention urgency of attacking USA who is putting pressure on Japan. However Source B stresses need to achieve total victory whilst Source A only mentions naval power of USA. **(3-5)**

- (b) **Source C is a US government poster showing a US citizen angry about the Japanese attack on Pearl Harbor. Why might the US government want to portray the event in this way?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge. **8**

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The poster is suggesting that the Japanese attack was wrong OR the poster shows the surprise nature of the attack which damaged the US Pacific fleet. **(1-2)**

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. **(3-5)**

Level 3 Developed explanation using the source as evidence supported by selected own knowledge eg The poster would be designed to turn US public opinion against the Japanese and encourage support for the war as well as people to join the armed forces. The poster deliberately portrays the unprovoked nature of the attack and emphasises the need for revenge. **(6-8)**

- (c) The writer of Source D suggests that the US oil ban was the main reason for the outbreak of war between the USA and Japan. Do you agree that this was the main reason for the outbreak of war between the USA and Japan? Explain your answer.

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, as Source D suggests Japan dependent on USA for two-thirds of oil supplies. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of oil ban with reference to A and B AND/OR starts to look at alternative view and other reasons using Sources A, B and C and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the connection between a variety of factors including long term rivalry in Far East, mentioned Source A, oil ban, explained in Source D and hinted at in A and B, and the immediate reason being Pearl Harbor, Sources A, B and C and using own knowledge. (9-12)

Total 25 marks

B10: China under Mao, 1949-59

10. (a) Does Source B support the evidence of Source A about peasant reactions to land reform? Explain your answer.

Target: AO2 Comprehension and cross-referencing of sources. 5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the contents of the sources, eg Source A suggests land reform beneficial whilst Source B suggests many peasants disappointed OR Source A says peasant now has life and house whilst Source B says peasants received a lot less and had no money. (1-2)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the contents of the sources, eg Strong disagreement. Source A suggests that the peasants were pleased with land reform because they received land and house and were working for themselves. Source B opposite view. It does agree with A that they received land but suggests that some were very disappointed as they did not have money to cultivate or profit from it. (3-5)

- (b) **Source C is poster showing peasants and the Communist People's Liberation getting on well together. Why might the Communist government want to show relations in this way?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge. 8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The poster is suggesting that the peasants were so pleased with work of CLF that giving them presents OR poster depicting generally good relations due to Mao's believe need to win support of peasants by working with them. (1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg Very good example of propaganda put out by the government during the years immediately after Mao came to power to maintain the support of the peasantry who were the key to holding on to power. Although possibly exaggerating the relationship, peasant support was carefully cultivated through land reform and the actions of the People's Army. (6-8)

- (c) **The writer of Sources D suggests that the main reason the Communist government began its policy of land reform in the early 1950s was to destroy the power of the landowners. Do you agree that this was the main reason why the Communist government began its policy of land reform? Explain your answer.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge, eg Mao needed to remove the landlord class as mentioned in Source D who had been strong supporters of the Nationalists. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of the terror campaign against the landlords AND/OR starts to look at alternative view and other reasons using Sources A, B and C and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the relationship between a variety of reasons, including political, the need to establish communist ideals by removing landlord class, but underlying motive of maintaining peasant support, Sources A, B and C as well as increasing productivity. Need to reward peasants for support during the Civil War. (9-12)

Total 25 marks