

# Mark Scheme (Results)

## Summer 2010

IGCSE

### IGCSE History (4380) Paper 2H

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## A1: Revolution and Reaction: France, 1789-1830

1. (a) Target: AO1/AO2 Recall of knowledge. 2  
Gabelle, Taille
- (b) Target: AO1/AO2 Recall of knowledge. 3
- Level 1 Simple statements supported by some knowledge, (1-2)  
e.g. Salt tax levied on all, land tax, grievances, end feudal taxes.
- Level 2 Developed statements supported by relevant own knowledge (3)  
e.g. Gabelle uneven + state monopoly, taille increased in C18<sup>th</sup> - poverty increased, express views to monarch, stop the unrest.
- (c) Target: AO1 Recall of knowledge. 4
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. debt, inflation.
- Level 2 Developed statements supported by relevant own knowledge. (3-4)  
e.g. issue for the 3<sup>rd</sup> Estate, pressure on the monarch.
- (d) Target: AO1 Recall of knowledge. 8
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge. (1-4)  
e.g. Bastille symbolic, flight of the monarch, attacks on Paris prisoners.
- Level 2 Developed statements supported by relevant own knowledge, (5-8)  
e.g. turning point against the monarchy, priests and nobles attacked.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. stops the coup, promotion and leads the army in Italy.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. link to Directory, success abroad and election, amplification of Level 1.

**Total 25 marks**

2. (a) Target: AO1 Recall of knowledge. 2  
 Legitimacy, Fear of Republicanism
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
 e.g. ruling powers feared similar rev's., ensured legal start  
 of the restored monarchy, Fr. angry at occupation, maintain  
 peace settlement.
- Level 2 Developed statements supported by relevant own (3)  
 knowledge, e.g. attempt to stop rev's., Fr. joined in 1818 -  
 into circle, 150,000 troops for 5 years.
- (c) Target: AO1 Recall of knowledge. 4
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, (1-2)  
 e.g. Royalists murdered those who had supported return of  
 Napoleon.
- Level 2 Developed statements supported by relevant own (3-4)  
 knowledge, e.g. chance to remove the links with Napoleon -  
 kill or exile.
- (d) Target: AO1 Recall of knowledge. 8
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, (1-4)  
 e.g. from QA - France meets at Congresses, murdered  
 1820 - he had scandalised Fr., Chamber of deputies difficult  
 to control.
- Level 2 Developed statements supported by relevant own (5-8)  
 knowledge, e.g. QA allowed Aus. mil. action in It. and Fr. in  
 Sp., death led to fall of Decazes and triumph of Ultras,  
 gerrymandering in 1816.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some own (1-4)  
 knowledge, e.g. Anti-sacrilege Act, compensation to  
 emigres, re-create ancien regime.
- Level 2 Developed statements using the source supported by (5-8)  
 relevant own knowledge, e.g. amplification of above.

**Total 25 marks**

## A2: Reconstruction and Nationalism in post-war Europe, 1815-40

3. (a) Target: AO1 Recall of knowledge. 2  
Austria, Prussia
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. Poland - controlled mostly by Russia, Aus. - Pres. Of Confed Fr. - occupied, Pruss. - Saxony, Rhineland-Westphalia. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. Pruss. increases and grows in imp. in Confed., Fr. borders guarded. (3)
- (c) Target: AO1 Recall of knowledge. 4
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. regained lost land, some coastal areas. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Lombardy, Venetia and Ragusa, compensation for land lost in other part of Europe. (3-4)
- (d) Target: AO1 Recall of knowledge. 8
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. Russo-Turk agreement, MA involved in Greek War of Ind., Russ. desire to control Black Sea, Straits and collapse of OE. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. US promised mutual assistance in case of attack, MA continued to fight Turks, Russ. desire to move on Ottoman Empire, Straits and OE made Gt. Powers concerned. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some own knowledge, e.g. deal with Napoleon and then his reappearance, keep peace and balance of power. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. amplification of the above. (5-8)

**Total 25 marks**

4. (a) Target: AO1 Recall of knowledge. 2  
 Defence against France, Most of the population spoke Dutch
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
 linguistic issue at several levels, trade philos. different.
- Level 2 Developed statements supported by relevant own (3)  
 knowledge, e.g. religion and language inter-linked, role of  
 monarch, trade re agric/ind v comm. -relations worsened.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
 favoured Dutch, positions in gov't.
- Level 2 Developed statements supported by relevant own (3-4)  
 knowledge, e.g. pop. size, Lower Assembly, monarch.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
 ND halved, William enraged the Belgians, issue of free trade  
 and prot., Br. and fear of balance of power issue.
- Level 2 Developed statements supported by relevant own (5-8)  
 knowledge, e.g. as L1, econ. issues with ND, trade across  
 the 2 langs./peoples, William insensitive.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
 knowledge, e.g. uprising, success then failure, Turks sent  
 against them, help from Great Powers.
- Level 2 Developed statements using the source supported by (5-8)  
 relevant own knowledge, e.g. as L1, Ypsilanti, issue of  
 Ottomans - beginning of Eastern Qu., role of powers, Straits  
 etc.

**Total 25 marks**

### A3: The Making of the Nation States

5. (a) Target: AO1 Recall of knowledge. 2  
The Catholic Church had lost much of its influence, It had a parliament
- (b) Target: AO1 Recall of knowledge. 3  
Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
ch. Courts abolished, enc. Inv. of the people, Cavour and Risorgimento.  
Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. monasteries abolished, parl. acc. by the king, no Aus. led to growth of Risorgimento.
- (c) Target: AO1 Recall of knowledge. 4  
Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
Orsini/Plombieres, Nap. desire to defeat Aus.  
Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. Cavour saw Fr. as way to move to ind. , hence methods employed.
- (d) Target: AO1 Recall of knowledge.  
NB This mark scheme is to be used for both parts of the question.  
Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
G. anti-Cavour re Nice/Savoy, revolt in Sicily, G + 1000 to Sicily, descr. of 1000, success in Sicily.  
Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. Cavour and Sic. Revolt - happy to see G. go there, leadership of G in Sic., G. moved to Naples and success detailed.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.  
Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. Rome/Venetia left, war and Venetia became part.  
Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, events re Rome 1870.

**Total 25 marks**



6. (a) Target: AO1 Recall of knowledge. 2
- There were problems with the budget, Plans to reform the army were blocked
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. led to B. passing both reforms - strong powerful leader, B's background shaped his policies in rel. to domestic issues, wish to unite Ger. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. realpolitik, role of Prussia, approach to parl. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. defeat of France, acceptance of 4 southern Ger. rulers. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. Alsace-Lorraine -jigsaw, details of the southern states' acceptance. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. emperor of Ger., parliament, B. concerned CP wd. link with Aus.Fr., hence attack on church and CP, Reichstag - male electorate, weak, Chanc. -resp. to Kaiser. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. head of empire, other rulers owed allegiance, details re attack on ch /CP, Reichstag cd. not control army or for.pol., Chancellor- apptd. Dept. heads. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, e.g. all other rulers accepted Kaiser, many other powerful rulers, some autonomy. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. as L1, details of states, role of Prussia. (5-8)

**Total 25 marks**

#### A4: The Road to War in Europe, 1870-1914

7. (a) Target: AO1 Recall of knowledge. 2  
The Treaty of Frankfurt, a victory parade in Paris
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. indemnity, loss of land, European humiliation, caused war, crushing defeat. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. desire for revenge, details of treaty, details of defeat and cause. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. issues over San Stefano. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. fear of war, Br. in East, B's fear of two-front war. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. 2<sup>nd</sup> DKB revived 1881 following impr. rels. Between G and Russ., neutrality, 1882 It. joined TA, MA -stop Fr. and Russ in E. Med. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. DKB - Straits and spheres of inf., It. and Fr. fell out -B. happy to inc. It., MA -inc. GB - B. able to isolate Fr further. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, e.g. Kaiser strident, relations between Russ-Fr and Fr and GB improved. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. as L1, 1894 Dual Entente, 1904 Entente Cordiale, 1907 Triple Entente. (5-8)

**Total 25 marks**

8. (a) Target: AO1 Recall of knowledge. 2  
The '*Drang nach Osten*' (Push to the East), The Navy Laws
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
B-B rail, empire, challenge GB, concern that Rus-Fr moving closer - issue re surrounded, build empire in Africa.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. challenge Br. navy, protect empire, India, build forces, Schlieffen Plan emerged.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
Challenge Br. Empire, small army.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. Br. had no allies until 1902, navy, re-think for.pol.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
Kaiser's visit to Tangier and chall. to Fr., agreement over Persia, Br. emerging from isolation, agreements with Fr over cols., Panther incident Ger, prov., Gib. threatened Mansion House speech.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. war poss., conference in Algeciras, areas of infl. Br. stopped Russ. moves on India, ended hostility after Fashoda, closer together.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. policy acc. in 1905, war on 2 fronts, altered by Moltke.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. assumed slow Russ. mob., assumed little resistance from Belgium and no interference from GB.

Total 25 marks

## A5: Reform and Reaction in Russia, 1855-1917

9. (a) Target: AO1 Recall of knowledge. 2  
Russia had lost the Crimean War, He was afraid of revolution
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
concerned re riots, pushed the Tsar to reform, had  
absolute power, professionalise the army following defeat.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, each forced him to consider his  
position and make changes accordingly.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
appointment of right-wing advisers, A. unsure about further  
reforms.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. attempt on A's life, change in educ.  
Minister.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
defeat, humiliation and strikes, shooting of civilians,  
demonstrations, promise to change- enshrined in OM, role  
of workers.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. each linked, extent of anger, workers and  
diss. - hence дума, limits on monarchy - OM, shootings  
Nich. had to win over people.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. дума, constitution, agric. reforms, voting.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, role of Stolypin -educ.,  
workers.

**Total 25 marks**

- 10 (a) Target: AO1 Recall of knowledge. 2  
The 'People's Will', Populist Movement
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
PW - end censorship, SD - overthrow, SR - dem. Parl/8 hour  
day, Pop. - rev.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. PW - free elections/constitution,  
overthrow system, SD -Marxist society, SR - conf. land -  
redistrib., Pop - rev and then further reforms.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
deaths and shock to tsarist system.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. signalled start of 1905 Rev.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
Rasputin symbol of decadence, running country, Alex hated,  
out of touch, Nich and blame for defeats, rising prices -  
strikes.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. corruption, Nich. misinformed, weak  
leader- away from events, food shortages etc.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. strikes, inflation, mutinies, Nich. ordered  
the дума to dissolve.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, desertions, Women's  
Day, queues, looting etc.

**Total 25 marks**

## A6: The USSR, 1917-64

- 11 (a) Target: AO1 Recall of knowledge. 2  
He was seriously ill, He wanted to name his successor
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. led to in-fighting, uncertainty, end WC, win Civil War. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. created split in BP, led to victory in CW, NEP would bring some econ. stability. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. wealthy classes of people created. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. bring in 'Soc. in one country', establish own power. (3-4)
- (d) Target: AO1 Recall of knowledge.  
NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. Central Planning Comm., work camps, incentives - examples, greater equality. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. targets, command economy, influence workers, free labour - huge schemes for ind. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, e.g. control, increase prod., end kulaks. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. amplification of the above, cash for investment. (5-8)

**Total 25 marks**

- 12 (a) Target: AO1 Recall of knowledge. 2  
The Battle of Stalingrad, Operation Barbarossa
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
German invasion, huge siege, K's attack on Stalin, regional  
bodies for ind. and construction.
- Level 2 Developed statements supported by relevant own knowledge, (3)  
e.g. turning point for SU and the Allies, victory for Stalin, huge  
defeats for Soviet army -Stalin -morale low, began de-Stal.  
process, part of K's policy to redress issues.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. no (1-2)  
single person - committee took over.
- Level 2 Developed statements supported by relevant own knowledge, (3-4)  
e.g. no wish for one single person to accrue too much power.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
crop to solve USSR's problems, unused areas of land,  
encourage workers, incentives and happier workforce.
- Level 2 Developed statements supported by relevant own knowledge, (5-8)  
e.g . VLS and K's notions of agric., problems of transport in K.,  
USSR behind USA re consumer goods - show superiority of  
comm.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. riots, inflation, K's manner, few successes.
- Level 2 Developed statements using the source supported by relevant (5-8)  
own knowledge, e.g. as L1, Party issues, inability to take  
advice, failing agric.

**Total 25 marks**

## A7: The Rise of Fascism in Europe

- 13 (a) Target: AO1 Recall of knowledge. 2  
Hyperinflation, The Munich Putsch
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
rising prices, falling wages, attempted coup in Bavaria,  
Communist uprising, Freikorps and right-wing.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. hyperinflation and effects-Ruhr/rep.,  
chaos -risings directly after the war - both sides of political  
spectrum.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
prosperity, Stresemann years.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. Dawes Plan, end of crisis, pol. extremism  
died down, unemp. fell, situation returned to degree of  
normality.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
rapid rise in unemp - H's solutions, H. used new technology  
and all methods, Hugenberg gave greater access to press,  
intrigue of von Papen.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. Goebbels, media of Nazi Party, money and  
access via media, disenchanted workers, von Papen felt he  
could control H.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. create Nazis, control, diff. types of educ.,  
link to Youth Movements.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, diff. types of  
curric./schools, Nazi phil. in curric.

**Total 25 marks**



- 14 (a) Target: AO1 Recall of knowledge. 2  
Dissatisfaction with the Peace Settlement, Weak coalition governments
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
unrest following so many death, no guidance from leaders, strikes, secret police.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. Treaty of London not followed, sacrifice, growth of violence - gov'ts. powerless, terror and control.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
almost brought him down, bad press.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. led to Aventine Secession, strikes threatened, unwitting majority for Mussolini.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
M's attempt to secure majority by using Acerbo, youth movement, accommodation with Papacy, control of working/econ life in Italy.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. details of the above, esp. control and manipulation.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. series of battles, Land, increase employment, Pontine Marshes.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, autarky, autostrada, North/South.

**Total 25 marks**

## A8: International Relations, 1919-39

- 15 (a) Target: AO1 Recall of knowledge. 2  
The creation of an independent Poland , return of Alsace Lorraine
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg (1-2)  
Russo-Polish War, shelter for Europe, German anger.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, eg Russian antipathy, German wish to have  
redress, anger at guilt re 1914, French insecure.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
Italy a key member, broke the rules of the League.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. Council of Ambassadors solved the  
problem, force seen to win.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
peaceful solutions, threat to any transgressor, agencies to  
help all states and peoples.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, amplifies detail.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. defend Europe, need to focus on US,  
possible involvement in future wars.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, Monroe Doctrine,  
policy of Republicans, domestic issues.

**Total 25 marks**

- 16 (a) Target: AO1 Recall of knowledge. 2  
Japan left the League, The Lytton Report was ignored
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. showed weakness of the League, D.Conf. showed how Coll. Sec. was failing. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. Key member disregarded League, encouraged others, Lytton slow, Italy and Abyssinia. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. Create Grossdeutschland, no opp. from Mussolini. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. self-determination, no fear from GB/France. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. plan between Br./Fr., attempt to penalise Italy via trade - limited, leader of Abyss. - addressed League - invoked the Cov. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. details of the above. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, e.g. build up armed forces - army, navy and Luftwaffe, take territory which had been lost. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. details of the above. (5-8)

**Total 25 marks**

**A9: The Road to Affluence; The USA, 1917-41**

- 17 (a) Target: AO1 Recall of knowledge. 2  
Exports to Europe, Loans to countries in Europe
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
industry expanded, wealth increased, cheap money. US fear  
of revolution, tariffs set up.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. leads to boom, agric. successes, fear of  
TUs/Bolsheviks/immigrants, tariffs close off foreign  
markets.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
role of Temperance Movement.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. role of anti-Saloon League, other  
individuals, mood of the world.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
adv. - range of goods, appeal etc, time and motion studies,  
unwilling to involve in world affairs, cheap and easy  
credit.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. increases in wealth, purchasing power,  
boom, consumer cycle.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. low wages, issue of Prohibition, textiles.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. amplifies above, may rayon,  
over-production.

**Total 25 marks**

- 18 (a) Target: AO1 Recall of knowledge. 2  
The Bonus Marchers , The banking crisis
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
showed extent of poverty, all sections hit by banking crisis,  
theory of self-reliance, Roosevelt's attempt to aid the  
working man.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. role of government, industry/ people hit -  
unemp., gov't. interference - policy of ND, phil. of USA and  
issues arising.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
Hoover had done little, Roosevelt offered New Deal.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. Roosevelt's image, unemployment v.high,  
offered hope.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
assist farmers, relief, bring modernisation to an area,  
create confidence, badge of approval.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g.-description of policy for farmers, huge  
investment in TVA - jobs, agric., elec., encouraged  
consumption, gov't. seen to be involved and spending.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. socialist, too much interference, too slow,  
not enough for ordinary person, Supreme Court.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. amplification of the above.

**Total 25 marks**

## A10: A Divided Union? The USA 1945-74

- 19 (a) Target: AO1 Recall of knowledge. 2
- The leadership of Philip Randolph, The work of the National Association for the Advancement of Coloured People (NAACP)
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. war-encouragement, major organisation - migration and involvement in the North, MLK brought new weapon, ensured legislation followed. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. march, Roosevelt involved, awareness raised and spread, econ. power and use of media, extent of prejudice shown and nat./int. awareness. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. NAACP involved, first major challenge. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. Supreme Court decision, Marshall. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. famous people indicted, ordinary people- cd. be anyone, Hiss close to president -comm. links, Senate Comm. - showed extent. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. worried ordinary people at the extent, Links to USSR -fear -Cold War, Hiss tip of iceberg -added to hysteria, thousands called and added to situation. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, e.g. all segregation illegal, other acts to support black Americans seen to be slow. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. amplification of L1, VRA, housing, education. (5-8)

**Total 25 marks**

- 20 (a) Target: AO1 Recall of knowledge. 2  
The Voting Rights Act, Appalachian Recovery Program
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. led to violence and divisions, Kennedy's scheme to improve emp. opp's., ended literacy tests, spend money on 9 states in App. Area. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. end poverty -part of J's GS, Black Power caused tension -riots, led to BPs, increase in black voters. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. affluence, attack the system. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. war in Vietnam, draft, challenge educ. establishment. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. Campaign to re-elect the President, B-W broke the story, all White House convs. taped, Nixon threatened with trial. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. tapes revealed much about Nixon and culture of WH, B-W pursued the story -Deep Throat etc., dirty tricks -money etc. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, e.g. war, education, civil rights, employment. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. amplification of above, Friedan, NOW. (5-8)

**Total 25 marks**

## A11: The End of Empire

- 21 (a) Target: AO1 Recall of knowledge. 2  
Group Areas Act , Native Resettlement Act
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. assigned racial groups to specific areas, all races separated in educ. institutions, PRA defined race, NRA moved people. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. led to non-whites being forcibly removed, educ. policy aimed at de-skilling non-whites, PRA determined socio-econ status, Undocumented Africans were removed from urban areas to rural homelands under the provisions of the NRA. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. sabotage, anti-apartheid activities. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. conspiracy, plan to invade SA, violence ag. the state. (3-4)
- (d) Target: AO1 Recall of knowledge.  
NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. Biko activist, world attempts to bring SA to end apartheid, Zulu Party involved in pol. activities, township leading activities ag. apartheid. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. student leader, Black Consciousness Movement, died in custody, sanctions not wholly succ. debate in West, Inkatha and tensions with ANC and activities, black students -protest 1975-6, now Youth Day in remembrance. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, e.g. demonstration ag. Pass Laws, peaceful shootings, police fired killing protestors. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. amplification of above. (5-8)

**Total 25 marks**



- 22 (a) Target: AO1 Recall of knowledge. 2  
Uganda, Zambia
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
work of Nkrumah, split the Fed. and issue of SR,N- growth  
of nationalism, U - GB granted ind. - no struggle.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. G.- gradual move and preparation for ind.  
Z- had been a self-governing protectorate, N- constitutions  
gradually moved closer to ind., U - parties emerged, part of  
the GB process of rapid decolon.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
S. Africa opposed it because of apartheid.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. placed pressure on other European nations,  
source of international tension.
- (d) Target: AO1 Recall of knowledge.  
NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
sanctions applied, not wholly succ., PF formed from ZAPU  
and ZANU, main White Party -won majority until 1979.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. role of RSA in sanctions, military actions,  
Portugal, PF - common goal, united forces and milit.  
activities, RF - succeeded Dominion Party, led by Smith.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. talks with Wilson, black majority, Smith  
unwilling to bend.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, Smith and supporters  
looked to RSA, decl. On 11/11/65.

**Total 25 marks**

## A12: India, 1900-49

- 23 (a) Target: AO1 Recall of knowledge. 2  
The Montagu Declaration, Military support for Britain
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. broadened Ind. participation in gov't. after 1909, huge contrib. to war effort on W. Front, unlimited powers in the war, greater say after 1918. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. more than 1 mill. soldiers, some say in local gov't. increased participation, some ack. of religious differences. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. swaraj, attitude to lower castes, non-violent approach. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. made Congress national, natural figure as leader, nationalism, disc. of Gandhi's policy. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. extended D of I Act, strikes -civil disobedience, limited powers in Dyarchy, impact of deaths re Amritsar and Dyer. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. attitude of British in each of the four, situation exacerbated. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, e.g. Jinnah, Lucknow Pact, work with the British. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. as L1, acceptance by British of relig. diffs., Simon Commission, Jinnah's 14 Points. (5-8)

**Total 25 marks**

- 24 (a) Target: AO1 Recall of knowledge. 2  
Boycott of British goods, Mass defiance of the law
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
led to huge numbers marching with Gandhi, further hartals,  
violence, imprisonment, RTCs showed split in GB, religion.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. RTCs led to non-co-op. and jail, enc. to  
ML.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
not enough power, provinces controlled by Congress.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. no protection for Muslims, unsure of Muslim  
chances in the elections.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
DA intended as peaceful demonstrations from Muslims,  
some violence, Lab. Intended to grant ind., Cripps offered  
Dom. Status -Congress rejected, QI non-violent but violence  
started.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. DA and Calcutta, split between  
Hindus/Muslims too great, Attlee's promises -Br. eco. weak,  
Cripps did not offer united India, QI -imprisonment, death  
and civil chaos.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. existing communal violence, speedy ind.,  
problems of pop., attempts to move across borders.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, trains stopped,  
thousands slaughtered, Sikhs ignored, outdated maps.

**Total 25 marks**

### A13: China in Crisis, 1911-49

- 25 (a) Target: AO1 Recall of knowledge. 2  
The leadership of Sun Yat-sen , The agreement with Yuan Shi-kai
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
end of Manchu dynasty, led to rise of Yuan, gradual  
restoration of some order, ready made group to win over.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. Sun formed GMD, increased nationalist  
sentiment, Yuan led to era of warlords.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
weak central government, corruption -diff. to erase.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. some supp. by Japan, became local  
dictators - diff. to remove.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
students angry at Japan, lack of help from West at  
Versailles, Soviet technical and pol. assistance to embryonic  
CCP, NCM - attempt to follow West -anti- Confucian.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. NCM led to May 4<sup>th</sup>, demonstrations re  
Shantung nationalist movement, linked to T of V.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. linked by Sun, Soviet influence, distrust.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, growth of support of  
CCP, Shanghai Massacre and GMD increasing power.

**Total 25 marks**

- 26 (a) Target: AO1 Recall of knowledge. 2  
The behaviour of the CCP guerrillas, Land Reform
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
behaviour won over the peasants, as did land reform,  
Shanghai massacre showed split irrevocable.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. GMD troops were the antithesis of CCP,  
landowners dispossessed in CCP areas, SM acted as a  
recruiting officer - radicalised some CCP.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
Mao's tactics, Chiang's tactics.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. details of Mao's tactics, details of Chiang's  
tactics.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
part of myth of CCP, spread ideas, increasing prices hit the  
peasant, permanent/safer base.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. role of Mao, sharper philosophy, inflation  
another reason for support for CCP, allowed Mao to re-  
group and review tactics/phil.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. retreat, unwilling to fight Japanese,  
Warlords, loss of aid, tactics poor.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, corruption, policies of  
CCP, leadership of Mao.

**Total 25 marks**

#### A14: Revolution in China, 1949-96

- 27 (a) Target: AO1 Recall of knowledge. 2
- Establishing Communist rule, Land Reform
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. give land to peasants, nationalisation, ensure pop. learn Comm. ideas, build China to compete with the West. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. adapt own ideas to Marxism, use the masses, ensure agr/ind modernise quickly, indoc. the pop. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. mass of unskilled labour, cheap. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. quick, distrusted advice of experts, no hi-tech machinery. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. criticisms - hence 100 Flowers, produce metal at home - peasants, Deng and Liu crit. GLF, both advocated more realistic measures. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. too much crit., 100 Flowers ended -perhaps machiavellian, BYF - produced sub-standard material - failure, Deng later purged, Liu accused as 'capitalist roader'. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, e.g. professional attacked, role of Red Guard, attack Western culture and trad, Ch. culture. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. as L1, utter chaos, disruption breakdown of educ., family, ind. etc. (5-8)

**Total 25 marks**

- 28 (a) Target: AO1 Recall of knowledge. 2
- Support within the Chinese Communist Party (CCP), Support from the army
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. ensured his position as possible leader, no fear of Gang of Four, helped him challenge Gang of Four. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. could put forward his pols., remove rivals. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. Mao still revered, needed to re-emerge slowly. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. court favour, issues with Gang and Hua. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. Hu as Gen. Sec, of CCP, had supp, dems. in 1986, students as in Europe of 1989, TS -symbol of meetings since Mao, Zhao reformist (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. 1989 in supp. of Hu, world's eyes, Zhao toppled following 1989, dems. in TS push CCP into greater oppression and end the movement. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, e.g. Four Modernisations, free market, SEZs. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. as L1, details of the above. (5-8)

**Total 25 marks**

**A15: South-East Asia, 1945-90s**

- 29 (a) Target: AO1 Recall of knowledge. 2  
Ho Chi Minh, General Giap
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
G -led armed forces, Ho began struggle after 1945, Diem perpetuated the split, Emperor -returned after 1945.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. Battle of Dien Bien Phu, Ho political mastermind over 25 years, Diem sees US become involved, BD stood ag. Diem and lost -left Vietnam.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
both North and South broke the Accords.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. Diem unwilling to have the free elections, US involvement.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
VC supply route, Nixon's policy of giving resp. to SV., chemical weapons in jungle or napalm bombing, range of groups fighting for liberation of SV.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. materials from China/SU via Laos/Camb., Weapons to terrorise and also defeat jungle warfare, NLF called the VC - generally Marxist.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. TV failures, few successes, VC successes, Nixon's promise.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, Paris Peace talks, Kissinger.

**Total 25 marks**



- 30 (a) Target: AO1 Recall of knowledge. 2
- Sarawak, Sabah
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
Ind. happy to continue as ind. nation, S+S were claimed by Malaysia, rebellion in Brunei.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. Ind. -diff. Imperial and Cultural exp., M's close links and territorial claim, S+S voted to join, Sultan no wish to join.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
Indonesia separate - no wish to join, Britain pushed Sabah in to Malaysia.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. Sarawak given autonomy but joined the Federation, rebellion in Britain, hence decision to opt out Federation.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
talks after riots and unrest, PAP won elections 43 of 51 seats, 1958- int. self-gov., LKY first PM - opposed Marshall.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. Merdeka Talks and promise of ind., PAP courts Chinese and radicals, popular election with legis. Assembly, coped with comm. in PAP.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. attempt to remove Sukarno, Suharto intervened, gradually removed Sukarno.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. details of above.

**Total 25 marks**

## A16: Conflict and Crisis in the Middle East, 1946-96

- 31 (a) Target: AO1 Recall of knowledge. 2  
Israel occupied the Arab part of Palestine, Israeli settlements were established in captured areas
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. broke Partition Plan - caused diaspora, settlements seem to make permanent the occupations, money and then arms, Nasser prepared to challenge Israel. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. beginnings of the problems, refugees, US support seemed to bring Civil War to Middle East, Nasser and Arab nationalism. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. their land - longer claim. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. Partition Plan, role of the West. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. SU/USA weapons, military support/technicians, UN occupying forces in Suez, Egypt and Syria -Nasser and pan-Arab state. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. SU/USA saw ME as area of CW oil, trade etc., UAR seemed a threat but collapsed in 1961 -only Nasser left. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, e.g. intelligence, growing tension, pre-emptive strike. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. as L1, details of the above. (5-8)

**Total 25 marks**

- 32 (a) Target: AO1 Recall of knowledge. 2  
They attacked without warning, It was a holiday in Israel
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
diff. to move soldiers, led to initial retreating by Israel, SD  
allowed Is. to fall back re-group and then counter, SAMs.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. soldiers on leave, surrendered the Canal,  
Is. took on Eg. In tank battle in Sinai, missiles and then Is.  
Air power.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
PLO fled after 1967, state within a state.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. Hussein ag. this -terrorist in Jordan, took  
almost one year to remove -c20,000 PLO dead.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
PLO moved into Lebanon, Israel invaded twice, supported  
Christian militias, UN powerless, relig. issues in Lebanon -  
Christians felt they had to defend -hence militias.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. details of the support and 2 invasions, role  
of PLO and expulsion, weak UN in war and Israeli  
intervention.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. Sadat and visit to Israel, willingness of  
Begin, role of Carter.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1 and details of the  
above.

**Total 25 marks**

## A17: International Relations and the Superpowers

- 33 (a) Target: AO1 Recall of knowledge. 2  
Delaying the Second Front, The Atomic Bomb
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. not told about the bomb, SF - felt it was to allow Ger. to bleed SU, Currency ag. Potsdam, TD mil. threat to SU. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. created antagonism - concerned that the bomb could be used ag. SU, currency might allow Ger. to recover. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. Stalin occupied E. Europe and did not relinquish. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. promise of elections broken, Poland. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. Churchill's speech, Berlin the visible split, Trizonia -Allies broke promises, econ. org. re ERP. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. formal division in Europe, Berlin seen as hole in IC, poss. Ger. recovery, econ. unity and threat to SU. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, e.g. end of airlift, FRG and GDR, no re-unif. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. as L1, Soviet A-bomb, NATO, tension in other fields. (5-8)

**Total 25 marks**

- 34 (a) Target: AO1 Recall of knowledge. 2  
The U2 Incident 1960, The Warsaw Pact
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. spying, heightened fear of war, Stalin's death promised hope of thaw, K's policy optimistic. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. Eisenhower did not apologise, summit damaged, growth of alliances, death used by Khrushchev, K keen to remove the mistrust etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. threat to leave Warsaw Pact, example to others. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. policy of K gone wrong, no hole in iron curtain. (3-4)
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. Sputnik, rockets, competition in sport, missiles concerned K close to SU border, Castro and Bay of Pigs. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. space weaponry, Cold War via sport, pushes K to look to Cuba, Castro and Missiles. (5-8)
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, e.g. K and Eisenhower, refugees, new President Kennedy, Khr's views. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. as L1, details of above, Kennedy's view re war, concern following Bay of Pigs fiasco. (5-8)

**Total 25 marks**

## A18: Europe, 1945-1990s

- 35 (a) Target: AO1 Recall of knowledge. 2  
The Organisation for European Economic Co-operation, Benelux
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
central body to alloc. of funds from Marshall Plan,  
Three states combine to improve econ., Comecon -Soviet  
equiv. of MP.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. OEEC then dev. broader econ aims,  
countries hit by war and attempt to unite -forerunner of  
other econ. groupings, Comecon pushed SU into subsidising  
E. Europe.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
economic problems, rising unemployment.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. success of Common Market, shrinking  
Empire, markets likewise.
- (d) Target: AO1 Recall of knowledge.  
NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
EP -direct elections, bi-cameral, C of M has one member  
per state, E. Comm is the executive branch.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. EP -legislative body, no legislative  
initiative, C of M is the main decision making body of the  
EU, E. Comm is appointed by Council - civil servants work  
under it.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. From ECSC, then CM and expansion to  
Maastricht.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, details of above.
- Total 25 marks**

- 36 (a) Target: AO1 Recall of knowledge. 2  
Censorship, Travel permits
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
limit contact with West, no criticism of state, sport and  
Cold War/comp., housing etc subsidised.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. oppression - party line, Soviet Line,  
Olympic Games, education and money invested, no inflation  
- no incentives.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. (1-2)  
allegiance to other bodies, incompatible with communism.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. fear of revolution, meant some freedom.
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question.
- Level 1 Simple statements supported by some own knowledge, e.g. (1-4)  
means of control, brainwashing, all aspects controlled,  
glorification of the state.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. party version, subservient nation, all Media  
controlled -another pillar of control, no independent  
thought, egs of Pasternak and Solzhenitsyn etc.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own (1-4)  
knowledge, e.g. Poland, Solidarity, Gorbachev and Berlin  
Wall.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, details of the above.

**Total 25 marks**

## B1: The Napoleonic Wars 1803-1815

1. (a) Does Source B support the evidence of Source A about the actions of the Spanish guerrillas? Explain your answer. 5

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

- Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg. Source A suggests use of ambush tactics. Source B shows Spanish guerrillas ambushing French troops. (1-2)
- Level 2 Developed explanation referring to the tone or attitude of the sources and referring to the content of the sources, eg both suggest that Spanish tactics were very successful. Strong agreement on contents although not all methods mentioned in A supported by B. (3-5)

- (b) Source C suggests a heroic British victory. Why might a British artist have shown the event in this way? 8

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

- Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The artist suggests that the French were driven back. This was the last year of the Peninsular Campaign. (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 poster is an example of British propaganda to encourage even further support for the war effort and highlight the success of the Peninsular Campaign. The battle was the final defeat of the French in the Iberian Peninsular Campaign and evidence of the success of Wellington's tactics. (6-8)



- (c) Source D suggests that the main reason for the defeat of the French in the Peninsular War was the leadership of Wellesley. Do you agree that this was the main reason for the French defeat? Explain your answer, using the sources and own knowledge. 12  
 Target: A01/A03 Making an interpretation of a key event related to own knowledge.
- Level 1 Developed statements using the sources and relevant own knowledge, eg yes because, as mentioned in Source D, Wellington never retreated. (1-4)
- NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.
- Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 with greater explanation of the tactics and leadership of Wellington AND/OR starts to look at alternative 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 the sources and own knowledge to explain the inter-action between a variety of factors including the leadership of Wellington, Spanish guerrilla tactics and French mistakes. (9-12)

Total 25 marks

B2: Bismarck's Wars 1864-1871

2. (a) Does Source B support the evidence of Source A about the outbreak of the Austro-Prussian War? Explain your answer. 5

Target: A02 comprehension and cross-referencing of sources.

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the nature of the evidence, eg Source A suggests that Bismarck provoked Austria into declaring war. This is supported by Source B which suggests that Bismarck forced Austria into declaring war. (1-2)

Level 2 Developed explanation referring to the tone and attitude of the sources AND referring to the content of the evidence, eg strong differences in tone. Source A gives objective view. Source B is appalled by Bismarck's actions. Strong agreement in contents. Both suggest provocation of Austria through use of Holstein and alliance with Italy. (3-5)

- (b) Source C suggests an heroic victory by the Prussian army at the Battle of Sadowa-Könnigrätz. Why might the artist have portrayed the battle in this way? 8

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg the painting suggests that the leadership of Crown Prince William was decisive. The Austrians were defeated very quickly by superior Prussian tactics and leadership. (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 was probably painted to encourage support for Prussian leadership of a united North Germany. The North German Confederation was set up after the Prussian victory, with the exclusion of Austria. Moreover, it could be used to encourage support from the southern states. (6-8)

- (c) Source D suggests that the main reason for the defeat of Austria was the strength of the Prussian armed forces. Do you agree that this was the main reason for the defeat of Austria? Explain your answer, using the sources and your own knowledge. 12

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

- Level 1 Developed statements using the sources and own knowledge, eg yes, because Source D mentions the new needle gun and the leadership of Moltke. (1-4)

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.

- Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 and develops own knowledge AND/OR starts to look at alternative reasons mentioned in Sources A and B and own knowledge. (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 the inter-action of a variety of factors including the leadership Moltke, Prussian armed forces, weaknesses of Austria and shrewd diplomacy of Bismarck. (9-12)

Total 25 marks

### B3: The Balkans, 1876-1914

3. (a) Does Source B support the evidence of Source A about Austria-Hungary's policy towards Serbia in 1908? Explain your answer. 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 should act v Serbia. Source B suggests that Austria should act with caution. (1-2)

Level 2 Developed explanation referring to the tone or attitude of the sources, AND referring to the contents of the sources, eg difference in tone. Source A very aggressive and warlike and Source B more restrained. Both highlight problems with Serbia but suggest different approaches. (3-5)

- (b) Source C was issued soon after the annexation of Bosnia-Herzegovina. Why might the Emperor Franz Joseph have issued this proclamation? 8

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg Source C suggests that the annexation will benefit Bosnia. Austria occupied Bosnia in order to prevent Serbian expansion. (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 proclamation was publicised in order to justify the Austrian annexation and to ward off opposition from Serbia. The annexation led to an international crisis in which Russia and Serbia demanded an international conference. (6-8)

- (c) Source D suggests that the main reason for the Austro-Hungarian annexation of Bosnia-Herzegovina was to frustrate Serbian plans. Do you agree that this was the main reason for the annexation? Explain your answer, using the sources and your own knowledge. 12

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

- Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because Source D explains that Austria feared the creation of a Greater Serbia. (1-4)

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.

- Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as level 1 with greater explanation using own knowledge, AND/OR starts to look at alternative reasons using Sources C and D 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 of a series of reasons including Austro-Serbian rivalry, Serbian nationalism, Austrian prestige, possible benefits to Bosnia, and rivalry with Russia. (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 sinking of the *Lusitania*? Explain your answer. 5

Target: AO2 Comprehension and cross-referencing of sources.

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 it was sunk because it was carrying weapons. Source B suggests that it was to kill innocent civilians. (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 difference in tone. Source A justifies and supports the sinking and Source B condemns the action. Differences in content - A concentrates on military motive and B on the human cost. (3-5)

- (b) Source C shows some of the American and British passengers who died on the *Lusitania*. Why might a British newspaper have wanted to publicise this photograph? 8

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg the photo suggests that innocent civilians were killed. The *Lusitania* was sunk by a German U-boat and resulted in the death of over one thousand civilians, including a number of US passengers. (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 newspaper article is being used as propaganda to stir up even greater hatred for the Germans, possibly encourage more men to join up and the USA to join the war on the side of the Allies. The loss of over one hundred US citizens appalled the US government, who eventually forced Germany to end unrestricted U-boat warfare.      (6-8)

- (c) Source D suggests that the U-boats posed the greatest threat to the Allies during the First World War. Do you agree that this was the greatest threat to the Allies during the First World War? Explain your answer, using the sources and your own knowledge. 12

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

- Level 1 Developed statements using the sources and relevant own knowledge e.g. Yes, because D suggests that Britain was nearly starved out of the war. (1-4)  
NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.
- Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as level 1 with greater explanation of U-boat threat AND/OR starts to look at alternative threats on Western Front and at sea. (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 and evaluate a number of threats including U-boats, surface raids and the Western Front. (9-12)

Total 25 marks



**B5: Weimar Germany and its challengers, 1919–1924**

5. (a) Does Source A support the evidence of Source B about reactions to the signing of the Treaty of Versailles? Explain your answer. 5

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

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 the Treaty was far too harsh on Germany. Source B suggests that the German people will be unhappy about the Treaty. (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 Treaty was unfair and would lead to strong opposition in Germany. Tone of both very critical of Treaty and outraged. (3-5)

- (b) Source C suggests that German people will suffer as a result of the payment of reparations. Why might this cartoon have been widely publicised in Germany in 1919? 8

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg the cartoon suggests that children will starve OR the reparations payments were eventually fixed at £6,600 million. (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 cartoon would be to whip up even more opposition to the Treaty of Versailles and highlight the possible effects of reparation payments. The German people had already suffered great hardships during the war whilst the government did not have the resources to make reparation payments. (6-8)

- (c) Source D suggests that the main reason for opposition to the Weimar Republic in the years 1919-23 was the signing of the Treaty of Versailles. Do you agree that this was the main reason for opposition? Explain your answer, using the sources and your own knowledge. 12

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

- Level 1 Developed statements using the sources and relevant own knowledge, eg Yes as Source A shows the extreme opposition to the Treaty. N.B. Answers that make use of only the sources or own knowledge can score a maximum of 6 marks. (1-4)
- Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as level 1 with greater explanation of the opposition to Treaty using Sources B and C AND/OR starts to look at alternative view and other reasons, using Source D 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 of a variety of factors including Spartacists, new constitution, T of V and Kapp 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 actions of some Russian soldiers in Petrograd on 26 February 1917? Explain your answer. 5

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

- Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests the soldiers supported the demonstrators. Source B shows the soldiers and workers together. (1-2)
- Level 2 Developed statements contrasting the tone or attitude of the sources AND referring to the contents of the sources e.g. Strong agreement in content. Both suggest strong actions of soldiers were spontaneous and they supported the demonstrators. Source B more supportive than Source A. (4-5)

- (b) Source C shows women marching in protest against the harsh conditions in Petrograd. Why might his photograph have been widely publicised in February 1917? 8

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

- Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg the photograph suggests strong opposition to the Tsar OR conditions were so bad in Petrograd by February 1917 that many women spontaneously protested. (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 photograph could have been widely publicised to highlight the extent of opposition and encourage others to join the protest. On the other hand, it could have been used as a warning to the government and Tsar about the extent of (6-8)

opposition. The Tsar was at the war front and his wife, Alexandra, constantly played down the extent of opposition.

- (c) Source D suggests that the main reason for the revolution of February 1917 was the food shortages in Petrograd. Do you agree that this was the main reason for the February Revolution? Explain your answer using, the sources and your own knowledge. 12

Target: AO1/A03 Making an interpretation of a key event related to own knowledge.

- Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because as mentioned in Source D, bread was in short supply. (1-4)

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.

- Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 but develops own knowledge of food shortages AND/OR starts to examine alternative view using Sources A and B. (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 of a variety of factors including food shortages, the absence of the Tsar, the defeats in the war and the actions of many soldiers. (9-12)

Total 25 marks

B7: The USA, 1917-1929

7. (a) Does Source B support the evidence of Source A about the impact of Jazz music in the USA in the 1920s? Explain your answer. 5

Target: AO2 Comprehension and cross-referencing of sources.

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests Jazz had a bad influence on people. Source B suggests that it stimulated new ideas in music. (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 in tone and contents. Source A strongly condemns Jazz music as having negative effects. Source B sees it as having a positive influence and an exciting new development. (3-5)

- (b) Source C describes *The Jazz Singer* as a 'supreme triumph'. Why might the film have been advertised in this way? 8

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The poster suggests that *The Jazz Singer* was a great success OR this was the first talkie. Previous films had been silent. (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 e.g. the advert would be to encourage people to go and see the film as it was the first talkie. Moreover, advertising had greatly developed in the 1920s as a method of encouraging consumer spending. Although film going was popular, the film industry made effective use of advertising techniques. (6-8)

- (c) Source D suggests that the most popular form of entertainment in the 1920s was the cinema. Do you agree that this was the most popular form of entertainment? Explain your answer, using the sources and your own knowledge. 12

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

- Level 1 Developed statements using the sources and relevant own knowledge, e.g. Source C advertises the first 'talkie'. (1-4)

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.

- Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as level 1 with greater explanation of popularity of cinema AND/OR starts to look at other reasons using Sources A, B, and D 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 popularity of a variety of forms on entertainment including Jazz music, sport, dancing and the cinema. (9-12)

Total 25 marks

**B8: The Holocaust: 1939-1945**

8. (a) Does Source B support the evidence of Source A about the conditions at Auschwitz? Explain your answer. 5

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

- Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A says he worked at a lathe. Source B shows prisoners working at lathes. (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 in contents. Both about workshops, lathes and the role of the foreman. Differences in tone. Source A suggests unpleasant treatment. Source B suggests reasonable working environment. (3-5)

- (b) Source C shows prisoners working. Why might the SS have wanted to show the conditions in this way? 8

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

- Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg the Source suggests that the working conditions were not harsh OR for the majority the conditions were not pleasant. (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 SS would want to convince the German public and the outside world that the inmates were well treated. This was a publicity stunt to divert attention from the inhumane treatment of the inmates. In fact, the inmates often did very hard, boring tasks and were treated with great cruelty by the SS guards. (6-8)



- (c) Source D suggests that workers at Auschwitz were treated with great brutality. Do you agree that the workers were always treated with great brutality? Explain your answer, using the sources and your own knowledge. 12

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

- Level 1 Developed statements using the sources and relevant own knowledge eg Yes, because, as mentioned in Source D, it was very unpleasant. (1-4)

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.

- Level 2 Developed explanation using the sources as evidence, and selected own knowledge, eg as Level 1 with greater explanation of work done in the camps AND/OR starts to look at alternative view using Sources A, B, C and D. (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 much work was terrible. However, some tasks less so, including kitchen and some factory work. (9-12)

Total 25 marks

B9: The Second World War, 1939-1945

9. (a) Does Source B support the evidence of Source A about the conditions facing the German invaders in the Soviet Union in 1941? Explain your answer. 5

Target: AO2 Comprehension and cross-referencing of sources.

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A says there were more Russians than expected. Source B says the Germans are losing more men than they can replace. (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 in tone, with both pessimistic about success of German advance. Also agreement in content. Both suggest advance bogged down. Some differences. A concentrates on size of Russian army and B on German losses. (3-5)

- (b) Source C shows Soviet resistance to foreign invasion. Why might the poster have been widely publicised in October 1941? 8

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg the poster suggests the German advance has failed OR the early German advances were stopped due to the severe rain of November 1941. (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 this poster would have been to boost morale and encourage support for the Russian rearguard action against the advancing German armies. Napoleon's invasion of 1812 failed due to the extreme weather. The cartoonist is suggesting the same fate for Operation Barbarossa. (6-8)

- (c) Source D suggests that the leadership of Stalin was the main reason for the failure of Operation Barbarossa. Do you agree that this was the main reason? Explain your answer, using the sources and your own knowledge. 12

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

- Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because as mentioned in D he introduced the 'scorched earth' policy. (1-4)

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.

- Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as level 1 with greater explanation of importance of Stalin's leadership, using Sources D and C and own knowledge AND/OR starts to look at alternative reasons using Sources A, B and D 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 a variety of factors including Hitler's mistakes, Stalin's leadership and the extreme Russian weather conditions. (9-12)

Total 25 marks

B10: China under Mao Zedong, 1949-1959

- 10 (a) Does Source B support the evidence of Source A about the Great Leap Forward? Explain your answer. 5

Target: AO2 Comprehension and cross-referencing of sources.

Level 1 Developed statements contrast the tone or attitude of the sources OR referring to the contents of the sources, eg Source A suggests the GLF was a total failure. Source B suggests that one task was successful. (1-3)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the contents of the sources, eg strong disagreement in tone. Source A very critical of GLF, whilst Source B more supportive. Some agreement, in content in that both agree about lack of resources. Source A highlights overall failures. Source B explains a successful scheme. (4-5)

- (b) Source C shows the Great Leap Forward as bringing success to China. Why might the artist want to portray the Great Leap Forward in this way? 8

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg the poster suggests the GLF will bring great benefits OR the GLF was, for the most part, a failure and led to opposition to Mao who resigned in 1959. (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 want to promote the benefits of the GLF and win support from the mass of the people. Mao based the GLF on the enthusiasm and work of the mass of the people and needed to convince them of the long term benefits. (6-8)

- (c) Source D suggests that the main reason for the failure of the Great Leap Forward was the leadership of Mao. Do you agree that this was the main reason for the failure of the Great Leap Forward? Explain your answer, using the sources and your own knowledge. 12

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

- Level 1 Developed statements using the sources and relevant own knowledge, eg Source D mentions the impossible targets. (1-4)

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.

- Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as level 1 with greater explanation of Mao's failings, using Sources D and A AND/OR starts to look at alternative view and other reasons using Source A, B and D and own knowledge, or questions whether failure using Source C. (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 inter-action of a variety of factors including leadership of Mao, withdrawal of Soviet support, bad harvests and lack of technical expertise. (9-12)

Total 25 marks



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