

# Mark Scheme (Results) November 2010

IGCSE

IGCSE History (4380/2H)

## 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  
Voting by Estates, The Tennis Court Oath
- (b) Target: AO1/AO2 Recall of knowledge. 3
- Level 1 Simple statements supported by some knowledge, e.g. (1-2)  
seen as beginning of the Revolution, voting limited  
change, meeting of 3<sup>rd</sup> Estate, voting blocked change,  
attacking property.
- Level 2 Developed statements supported by relevant own (3)  
knowledge e.g. Bastille symbolic, meeting pushed  
towards a constitution - increased antipathy to Louis,  
led to demands for greater democracy, grain shortage  
and peasant revolt.
- (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. crimes against the state, military action.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. high treason, attempt to flee the  
country.
- (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. basic rights of people as set down by the Nat. Ass.,  
mob violence 1792, prisons attacked, militias in cities.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. limits of the state and its duties,  
violence against RC church, prisoners killed - counter -  
revs., NG supported m/c and Constitution.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. involved in the coup, Consul and  
then Consul for life, military role.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, military success  
enhanced position, began internal reforms, overcame  
plots, made himself emperor.

**Total 25 marks**

2. (a) Target: AO1 Recall of knowledge. 2  
Parliament, religious freedom
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. bicameral parliament set up, acceptance of  
toleration, France joined QA in 1818.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. France in the circle of nations, ended  
military occupation.
- (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. murder of many of Napoleon's supporters, showed  
attitude to N's supporters.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge e.g. divisions in French society, King unable  
to prevent murders.
- (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. Berri prominent Ultra, Villèle led Ultra ministry,  
extreme royalists - became influential as Louis aged,  
papers and cartoons censored.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. Villèle cautious, Louis unable to  
counter Ultras, censorship lasted for two generations -  
enabled Ultras to gain sway.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. role of July Ordinances,  
constitution, civil rights attacked.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, LP opposed Villèle  
and Polignac, Chamber of Deputies refused to accept  
Chambord, LP became known as 'King of the French'.

**Total 25 marks**

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

3. (a) Target: AO1 Recall of knowledge. 2

The German Confederation was set up, the number of states was reduced

(b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. Austria sought to lead the Confederation, rivalry  
between Prussia and Austria, leads to Zollverein.

Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1 and amplifies.

(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. claimed land from previous three partitions.

Level 2 Developed statements supported by relevant own (3-4)  
knowledge, eg as L1 and discusses 1807 treaty, Russia  
a victor, spoils.

(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. punishment, prevent eastward expansion.

Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. Alliance as threat, belligerent  
neighbours.

(e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8

Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. set up after the Napoleonic Wars,  
fear of future wars, issues after 1814.

Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, met to discuss  
issues, selfish Great Powers, balance of power.

**Total 25 marks**

4. (a) Target: AO1 Recall of knowledge. 2  
Free trade, National Debt
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. Belgians wanted tariffs to protect their industry,  
many posts given to Dutch.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. sees oppression via government,  
deliberate policies esp. language.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. revolt in Greece, Sultan under pressure,
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. Sultan and Mehemet and agreement re  
territory, many Greek speaking areas militarily  
successful, Greek navy a threat.
- (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. Canning set up treaty with France and Russia,  
Russia sought to maintain status quo.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, proposed Sultan should offer  
negotiations with Greeks, St Petersburg Protocol,  
second protocol 1829 moves to draw boundaries.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. conflict between the two parties,  
France supported Belgium, conference in London and  
the union dissolved.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, no powers sent  
troops, Britain happy to see Belgium created - isolated  
France geographically, Russia had revolts and Prussia in  
debt - powers happy to see an end.

**Total 25 marks**

### A3: The Making of the Nation States

5. (a) Target: AO1 Recall of knowledge. 2  
Support for the constitution, closing monasteries.
- (b) Target: AO1 Recall of knowledge. 3  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. reduced the power of the church, move to  
democracy.  
Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. removed debts, raised Piedmont's  
profile and moved to greater unity.
- (c) Target: AO1 Recall of knowledge. 4  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. Cavour rounded up links to Orsini, met Napoleon  
Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. led to Plombières -details developed.
- (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. Austrians defeated at Solferino, Napoleon stepped  
in to assist Cavour against Austria.  
Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, Lombardy given to Piedmont,  
Cavour upset, resigned.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8  
Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. tacit encouragement from  
Cavour, role of Garibaldi, concern re Papal States.  
Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, details of Papal  
States and their inclusion.

**Total 25 marks**

6. (a) Target: A01 Recall of knowledge. 2  
Abolition of customs duties, improved communications
- (b) Target: A01 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. Developed sense of unity among the states, trade improved.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. Prussia emerge, challenge to Austria, war and supremacy.
- (c) Target: A01 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g.  
Secure Prussia's position, prevent Austria leading Zollverein.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. move to create larger state, remove Austria as threat.
- (d) Target: A01 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. uniform currency and state bank -unity, continuation from Zollverein supported by Liberals.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. Tariff Law hit Liberals, demise in Reichstag, economic centralisation pleased Liberals. Tariff Law pushed Bismarck towards Junkers.
- (e) Target: A01/A02 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. reduced threat of Centre Party, took schools out of church control, limited RC power.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, Kulturkampf, Jesuits attacked, May Laws, role of Falk.

**Total 25 marks**



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

7. (a) Target: AO1 Recall of knowledge. 2  
Dreikaiserbund, Dual Alliance
- (b) Target: AO1 Recall of knowledge. 3  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. security, isolated France.  
Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. created a network of allies, stopped  
war on two fronts, kept Russia away from France.
- (c) Target: AO1 Recall of knowledge. 4  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. ended Russo-Turkish War.  
Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. Pressure on Russia, British  
intervention, Turkish offer of talks.
- (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. Part of Triple Alliance, isolate France.  
Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. avoided two-front war, kept Britain as  
neutral.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8  
Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. failure to renew Reinsurance  
Treaty, France moves to Russia, agreement, end of  
Bismarck's system.  
Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, role of Wilhelm II,  
'place in the sun', Naval Laws, rivalry, end of  
isolation, entente-cordiale, then Triple agreements,  
imperial imperative.

**Total 25 marks**

8. (a) Target: A01 Recall of knowledge. 2  
British Empire, Two-power standard
- (b) Target: A01 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. led to issues with other nations, isolation.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. led to rivalry with Germany, beginning  
of race to build Dreadnoughts.
- (c) Target: A01 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. use of German gunboat seemed an act of  
provocation, threat to Gibraltar.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, LG's speech at the Mansion  
House, brought Britain and France closer - Germany  
concerned at this.
- (d) Target: A01 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. saw Great Powers involved in 1<sup>st</sup> War, Austria  
incurred suspicion of Russia, German naval threat  
increased.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1 and amplifies, Morocco led to  
conference, Germany humiliated, Britain and France  
closer.
- (e) Target: A01/A02 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. Austrian ultimatum, German  
support, Russian mobilisation.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge. e.g. as L1 and Schlieffen  
Plan, German decision, Treaty of London, British  
decision.

**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, (1-2)  
e.g. 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, (1-2)  
e.g. issues with nationalities, reforms not broad  
enough.  
Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. growth of revolutionary movements  
- People's Will, calls for social revolution.
- (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. Stolypin oppressive, Witte put forward reforms.  
Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. French invested heavily, industry  
began to expand, St Petersburg hotbed of discontent.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8  
Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. repression, Russification.  
Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, amplification,  
anti-semitism, anti-liberal approach, Land Captains.

Total 25 marks

- 10 (a) Target: AO1 Recall of knowledge. 2  
Mensheviks, Bolsheviks
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. Socialist state, constitutional democracy
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. amplification of aim
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. win support, terrorise the monarchy.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. push people away from Tsar, use the  
urban workers - developed their strategy in new  
conditions.
- (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. led to rationing of key foods, poor comms. Left  
food rotting, strikes, high prices.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, amplifies points above in  
context of war and Nicholas.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. closed дума, broke promises,  
reduced suffrage.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, Fundamental  
Laws, Stolypin, Okhrana still used.

**Total 25 marks**

## A6: The USSR, 1917-64

- 11 (a) Target: AO1 Recall of knowledge. 2  
War Communism, Leadership of Trotsky
- (b) Target: AO1 Recall of knowledge. 3  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. chaos, famine, Lenin re-thought his ideas.  
Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1 with amplification.
- (c) Target: AO1 Recall of knowledge. 4  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. kulaks unwilling to surrender land, party issues.  
Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1 with amplification.
- (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. slave labour, terror, Stalin as God.  
Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1 with amplification.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8  
Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. increased production, peasants  
into cities, new towns, targets.  
Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, Gosplan,  
Stakhanovites and amplification of the above.

Total 25 marks

- 12 (a) Target: A01 Recall of knowledge. 2
- Soviet counter-attacks, Hitler attacked too late.
- (b) Target: A01 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. lack of equipment, attack stalled, materiel sent to assist.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1 with amplification.
- (c) Target: A01 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. out-manoeuvred opponents.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, attacked Malenkov, removed others, detail offered.
- (d) Target: A01 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. crop to solve USSR's problems, unused areas of land, challenge to USA and ideology.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. Virgin Land Scheme and K's notions of agriculture, give initiative back to workers, amplification of above.
- (e) Target: A01/A02 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. remove strict controls, freedom, remove his links to Stalin.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, re-build USSR, challenge USA, distance himself from purges.

Total 25 marks

## A7: The Rise of Fascism in Europe

- 13 (a) Target: AO1 Recall of knowledge. 2  
Polish corridor, De-militarisation of the Rhineland
- (b) Target: AO1 Recall of knowledge. 3  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. weak governments, antipathy to Versailles.  
Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, coalitions, allowed Germany  
into European circle, amplification of L1.
- (c) Target: AO1 Recall of knowledge. 4  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. reparations.  
Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. weak economy, reparations, actions  
of German governments.
- (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. reduced unemployment, attacked the Jews,  
controlled the young of Germany.  
Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1 with amplification.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8  
Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. remove opponents in SA, Roehm  
a threat, role of SS.  
Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, growth of SA,  
socialist ideas, please army and amplification.

**Total 25 marks**

- 14 (a) Target: AO1 Recall of knowledge. 2  
Roman Catholicism state religion, religion to be taught in all schools
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. won support, example of successful policy, control of youth.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, crucial papal agreement re support, amplification of L1.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. economic problems, dislike of Mussolini's methods, concern re anti-semitism.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, with amplification.
- (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. M's attempt to secure majority by use of Acerbo, almost brought him down, bad press.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. led to Aventine Secession, strikes threatened, unwitting majority for Mussolini. details of the above, esp. control and manipulation.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. unrest, political chaos, disappointment re treaties.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, weak governments, emergence of Fascists, Mussolini's promises, March on Rome.

Total 25 marks



## A8: International Relations, 1919-39

- 15 (a) Target: AO1 Recall of knowledge. 2  
Too European, it had no army.
- (b) Target: AO1 Recall of knowledge. 3  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. failed to convince smaller nations, unable to  
challenge powerful nations, Japan and Manchuria.  
Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1 with amplification.
- (c) Target: AO1 Recall of knowledge. 4  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. communist threat.  
Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, aggressive nature of ideology,  
leaders denounced it .
- (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. Assembly - all members, Council 5 permanent  
members - heard disputes, civil service, agency to  
protect workers.  
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. 8  
Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. Germany joined the League,  
security, clear effort to maintain peace.  
Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, Locarno Spirit,  
Germany and analysis of borders, French fears.

**Total 25 marks**

- 16 (a) Target: AO1 Recall of knowledge. 2  
Japan, Germany
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. showed weakness of the League,
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. key member disregarded League,  
encouraged others, Lytton slow, Italy and Abyssinia  
encouraged Hitler.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. economic problems.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, population increase, space,  
build empire.
- (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. first step - unchallenged - confidence, no  
European opposition in 1938 - Mussolini accepted  
Munich, eastern boundary secure - Poland and further  
conquests.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1 and details of the above.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. Italian Empire, Wal Wal, revenge,  
methods, League of Nations.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, reactions of  
BR./Fr., Haile Selassie, League and details of the  
above.

**Total 25 marks**

## A9: The Road to Affluence: The USA, 1917-41

- 17 (a) Target: AO1 Recall of knowledge. 2  
Dust Bowl, over-production
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. cheap tractors, damaged land, saturated markets  
prices lowered.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1 with amplification of details.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. foreigners, anarchists.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, in the wake of the Red Scare  
and immigration limits.
- (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. cheap alcohol, private bars, controlled alcohol  
distribution etc, initiated prohibition.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, amplification of details.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. rising shares, profits,  
speculation.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, buying 'on the  
margin', easy credit, all kinds of investors.

**Total 25 marks**

- 18 (a) Target: A01 Recall of knowledge. 2  
Hoovervilles, Governor of New York
- (b) Target: A01 Recall of knowledge. 3  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. record of helping people, determined character,  
Republican philosophy had not helped in the  
Depression.  
Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, with amplification.
- (c) Target: A01 Recall of knowledge. 4  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. attempt to restore sanity to the market, save the  
banking system.  
Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, prevent further drains on the  
system, stop continued withdrawals.
- (d) Target: A01 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. attacked the packing of the Supreme Court,  
challenged some of the agencies, not enough done for  
the poor.  
Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, taxation of the rich, details and  
amplification of the above.
- (e) Target: A01/A02 Recall of knowledge/Comprehension of source. 8  
Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. relief, recovery, reform, create  
employment, assist farmers.  
Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. help home owners,  
banks, industry, TVA, details of agencies.

**Total 25 marks**

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

- 19 (a) Target: AO1 Recall of knowledge. 2  
Alger Hiss Case, HUAC.
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. fear of communism, Red Scare, challenge to  
segregation in education.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, with amplification.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. raised profile, dedicated organisation, impact of  
war.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, worked against lynching, helped  
Scotsboro boys, workers.
- (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. King's speech, Little Rock High School and profile  
events, role of violence and Black Muslims.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, with amplification.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. lists, many accused, people  
scared to challenge, seen as a bully.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, press began to  
attack in 1954, attacked the military, lost support,  
easing of East-West relations.

Total 25 marks

- 20 (a) Target: A01 Recall of knowledge. 2  
 To encourage young volunteers, he wanted to help the poor.
- (b) Target: A01 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
 e.g. galvanised many young, volunteers for overseas,  
 unhappy with MLK and slow pace, BP grew out of  
 discontent.
- Level 2 Developed statements supported by relevant own (3)  
 knowledge, e.g. as L1, amplification of the above.
- (c) Target: A01 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
 e.g. Watergate Scandal, threat of impeachment.
- Level 2 Developed statements supported by relevant own (3-4)  
 knowledge, e.g. as L1, lies, Supreme Court,  
 investigation, amplification of crisis.
- 8
- (d) Target: A01 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, (1-4)  
 e.g. greater equality, basis of legislation, spur to  
 future.
- Level 2 Developed statements supported by relevant own (5-8)  
 knowledge, e.g. as L1, details of legislation and  
 impact.
- (e) Target: A01/A02 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
 own knowledge, e.g. student opposition, antipathy re  
 draft, demonstrations.
- Level 2 Developed statements using the source supported by (5-8)  
 relevant own knowledge, e.g. as L1, escalation,  
 Johnson, rising casualties, Tet, role of media.

**Total 25 marks**

## A11: The End of Empire

- 21 (a) Target: AO1 Recall of knowledge. Daniel Malan, Hendrik Verwoerd 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, e.g. Malan champion of Afrikaner nationalism, Verwoerd and legislation, Botha and retention of apartheid. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. as L1, Malan began apartheid, details of Verwoerd re Sharpeville etc., Botha and details of maintaining apartheid. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, e.g. enforced separation of races in all educational institutions. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, e.g. as L1, the policy of Bantu education was aimed to direct black or non-white youth to the unskilled labour market. (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. designed to segregate the population and limit severely the movements of the non-white populace, segregation of all public facilities, including buildings, and transport, in order to limit contact between the different races in South Africa. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, e.g. as L1, Blacks to carry pass books outside homelands, homelands, abolition of parliamentary representation for Blacks. (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. involved in politics, leader of armed wing of ANC, fund-raising and sabotage. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, e.g. as L1, Defiance Campaign, Congress of People, Treason Trial, amplification of above. (5-8)

Total 25 marks

- 22 (a) Target: AO1 Recall of knowledge. 2  
Nnamdi Azikiwe, Kwame Nkrumah
- (b) Target: AO1 Recall of knowledge. 3  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. Nkrumah worked for independence, influence.  
Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, Kenyatta links to Mau Mau -  
moves to independence though imprisoned.
- (c) Target: AO1 Recall of knowledge. 4  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. British economic problems, independence  
movements.  
Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, armed forces at full stretch,  
example of India, amplification.
- (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. Macmillan's influence and expectations of Black  
groups, Smith and intransigence.  
Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, Labour Party determined to  
move on further African independence, Smith's  
attempt to curb any opposition in S. Rhodesia.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8  
Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. assistance from S. Africa and  
Portugal, circumvented sanctions.  
Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, amplification of  
above.

Total 25 marks



**A12: India, 1900-49**

23 (a) Target: AO1 Recall of knowledge. 2

Providing recruits for the army, Sending supplies of materials

(b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. expectation of Home Rule, resentment.

Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, industries expanded, less  
reliance on Britain, Muslim League and Congress to  
pressure Britain for more liberal approach and changes  
to administration.

(c) Target: AO1 Recall of knowledge. 4

Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. maintain order, combat terrorism.

Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, extend Defence of India Act,  
root out conspiracy,

(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. led to Dyarchy, Indians elected to legislative  
councils.

Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, intended to curtail the  
nationalist and revolutionary activities in the war, look  
at reform and draw up a constitution.

(e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8

Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. hartal, riot, public meetings  
banned, meeting at the Bagh, shootings.

Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, role of Dyer,  
number of deaths, attitude of British government,  
impact on India.

**Total 25 marks**

- 24 (a) Target: A01 Recall of knowledge. 2
- 60,000 members of Congress were arrested, The Round Table Conferences were held
- (b) Target: A01 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. relations worsened, RTCs failed, Muslims and reaction to 1935.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, with amplification.
- (c) Target: A01 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. Congress refused to attend the first, Gandhi's ideas rejected at the Second Conference.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, Congress and British Labour Party did not attend, National Government unwilling to move on change.
- (d) Target: A01 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., QI non-violent but violence started, Bose and INA, congress objected to declaration.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. QI - imprisonment, death and civil chaos, unwilling to support war effort, demanded creation of Pakistan.
- (e) Target: A01/A02 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. decision to partition, brought forward the specified date.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, Mountbatten demanded no interference from Cabinet, decided on India and Pakistan, set up Radcliffe Commission, princely states.

Total 25 marks

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

- 25 (a) Target: AO1 Recall of knowledge. 2  
They were controlled by landlords, high rents
- (b) Target: AO1 Recall of knowledge. 3  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. poverty, lack of change.  
Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, some improvements with CCP,  
almost serfs.
- (c) Target: AO1 Recall of knowledge. 4  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. students angry at Japan, lack of help from West at  
Versailles.  
Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, NCM led to May 4<sup>th</sup>,  
demonstrations re Shantung, nationalist movement,  
linked to Tof V.
- (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. Chiang and the attempt to end the threat of the  
CCP, assistance from Soviet Union.  
Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. began CCP, gives credibility to CCP  
and raises profile.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8  
Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. chaos, wars, fighting, peasants  
exploited further.  
Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, no central  
government, high taxes, drugs, high rents, personal  
armies.

**Total 25 marks**

- 26 (a) Target: A01 Recall of knowledge. 2  
Blockhouses, set-piece battles
- (b) Target: A01 Recall of knowledge. 3  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. initial problems for CCP, trapped by blockhouses.  
Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, attrition, impact on CCP and  
decision to move, Long March.
- (c) Target: A01 Recall of knowledge. 4  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. remove threat of CCP.  
Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, establish power of GMD, end of  
warlords and CCP at the same time.
- (d) Target: A01 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. Chiang refused to surrender - move to Chongking,  
CCP able to influence peasants, after Xian - Chiang and  
CCP unite against Japan, fought Japanese led by Zhu  
De.  
Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g as L1, corruption of GMD grew, army  
grew quickly and won support for CCP.
- (e) Target: A01/A02 Recall of knowledge/Comprehension of source. 8  
Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. loss of aid, desertions, tactics  
poor, acquisition of weaponry, Battle of Huai-Hai.  
Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, support of  
peasantry, issues re Japanese, corruption, policies of  
CCP, leadership of Mao and Lin.

Total 25 marks

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

27 (a) Target: AO1 Recall of knowledge. 2

He refused to use modern methods, he would not accept advice or criticism.

(b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. relied on mass labour, advice refusal led to problems, land taken from landlords.

Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, Agrarian Reform Law, 'speak bitterness', communes in GLF.

(c) Target: AO1 Recall of knowledge. 4

Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. Communist Party lost popularity, 'let off steam'.

Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, seen as a way of rooting out opponents, win support of the people.

(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. greater incentives, create new class of skilled managers.

Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, increase size of peasants' plots, private markets, cash bonuses in industry, food output increased.

(e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8

Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. created huge chaos, Mao restored order, schools re-opened, use of the Red Army.

Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, Lin Biao, revolutionary committees, amplification of above.

Total 25 marks

- 28 (a) Target: A01 Recall of knowledge. 2  
Defence, Education
- (b) Target: A01 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. encouraged criticism of Mao, replace  
recommended two-child policy, establishment of a  
professional military force equipped with modern  
weapons and doctrine.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, attacked idea of family, DW  
helped Deng to secure control, 'key schools' -focus on  
skilled workers.
- (c) Target: A01 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. linked to excesses of Cultural Revolution, very  
left-wing.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, part of the power struggle after  
the death of Mao, Deng able to secure power.
- (d) Target: A01 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. responsibility system, export-led growth, light  
industry.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, profit, '10,000 yuan  
household', market socialism.
- (e) Target: A01/A02 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. student unrest, influence of  
Eastern Europe, death of Hu, changes in Chinese  
society.
- 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**

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

29 (a) Target: AO1 Recall of knowledge. 2

airfields overrun, heavily outnumbered

(b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. unable to supply Dien, enabled French to continue  
fighting, loss of morale.

Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, defeat led to collapse of morale  
and will to fight, led to end of war and French  
withdrawal.

(c) Target: AO1 Recall of knowledge. 4

Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. Gulf of Tonkin incident.

Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, fear of communism, easy  
victory, steady growth of involvement.

(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. French withdrew, role in Tet, leader of NV.

Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, division of Vietnam, TV  
increased antipathy, political role.

(e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8

Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. own tactics, helicopters,  
chemical weapons.

Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, 'search and  
destroy', Vietnamisation, 'Rolling Thunder'.

**Total 25 marks**

- 30 (a) Target: AO1 Recall of knowledge. 2  
Malaya, Singapore
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. free from France, free from Britain - cut ties,
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, monarchy then dictatorship,  
Burma - continued strife, independence and economic  
growth despite initial problems, Singapore left  
Malaysia.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. security, economic benefits.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, amplifies above.
- (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. drafted constitution of the Federation, Brunei  
Revolt and decision to opt out of Malay Federation,
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, Tunku - architect of the  
Federation.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. independent, leadership of Lee,  
push for industrialisation, keen to use technology and  
promote education.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, details of above.

Total 25 marks



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

- 31 (a) Target: AO1 Recall of knowledge. 2
- Parts offered to Jews contained the best land, Palestine had been Arab for centuries.
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. anger, disappointment and frustration.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, increased likelihood of war,  
Arab states prepared for conflict in 1948.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. Israeli determination and experience.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, Arabs lacked unity of command,  
issues re ceasefire.
- (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. led Egypt and Arab world, led Israeli forces to  
victory, pre-emptive strike and destruction of enemy  
airforces, arming of proxy states.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, details of above.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. Aswan Dam issue, nationalisation  
of the Canal, concern of Britain and France.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, secret meetings,  
collusion with Israel, invasion, role of Superpowers,  
details of the above.

**Total 25 marks**

- 32 (a) Target: A01 Recall of knowledge. 2  
 Dawson's Field, Munich Olympic Games
- (b) Target: A01 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
 e.g. Israel accused of unprovoked attacks, Palestine groups vilified, raised profile, Israel's warning to terrorists.
- Level 2 Developed statements supported by relevant own (3)  
 knowledge, e.g. as L1, amplification of above.
- (c) Target: A01 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
 e.g. Israeli holiday, revenge.
- Level 2 Developed statements supported by relevant own (3-4)  
 knowledge, e.g. as L1, troops on leave, difficult to move to Suez, Sadat determined to create situation for negotiation.
- (d) Target: A01 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. refusal to pay taxes, stone throwing, use of television, Israeli tough tactics - deaths, focus on the poverty of Gaza.
- Level 2 Developed statements supported by relevant own (5-8)  
 knowledge, e.g. as L1, amplification of above.
- (e) Target: A01/A02 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
 own knowledge, e.g. Egyptians in Sinai - Israelis had to consider invasion, move towards Cairo, role of OPEC.
- Level 2 Developed statements using the source supported by (5-8)  
 relevant own knowledge, e.g. as L1, UN, Superpowers, and details of the above.

**Total 25 marks**

## A17: International Relations and the Superpowers

- 33 (a) Target: AO1 Recall of knowledge. 2  
Roosevelt, Stalin
- (b) Target: AO1 Recall of knowledge. 3  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. get tough with Stalin, reduce threat of Germany.  
Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, reparations, ensure Yalta  
carried out.
- (c) Target: AO1 Recall of knowledge. 4  
Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. USSR looked to creation of Bizonia, Trizonia.  
Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, impact of Berlin Airlift, FRG.
- (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. amalgamation Western zones, financial aid for  
recovery.  
Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, Stalin and demands + actions,  
new currency for Western zones - Soviet reaction.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8  
Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. Stalin blocked all routes, decision  
of Allies, used airports on Western zones, used Allies -  
also Canada.  
Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, lasted 11 months  
officially but almost 16 for flights, Clay, scale, deaths.

**Total 25 marks**

- 34 (a) Target: AO1 Recall of knowledge. 2
- West Germany had been admitted to NATO, unite the armed forces of the Eastern Bloc
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. US troops in Korea - Soviet Union supplied N. Korea, relations worsened, USSR kept forces in satellite states.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, deterioration, seemed to end Khrushchev's 'thaw', re-kindled USSR's fear of Germany and hence relations worsened.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. hopes of change as a result of Khrushchev's speech.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, dislike of imposition of Soviet system, more especially in Hungary - treated as vassal state.
- (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. spy-plane shot down, US refused to acknowledge this, attempts to improve relations, loss of face for Kennedy in farcical invasion, Wall great boost for Khrushchev.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, details of above.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. U2 plane, bases, defence system compromised, quarantine, issue of Turkey.
- Level 2 Developed statements using the source supported by (5-8)  
relevant own knowledge, e.g. as L1, two letters, threat of war, agreement, missiles removed also eventually from Turkey, details of above.

Total 25 marks

**A18: Europe, 1945-1990s**

- 35 (a) Target: AO1 Recall of knowledge. 2  
Spaak Report, Schuman Plan
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. rivalry in Europe - saved Greece and Turkey,  
financial recovery for Europe.
- Level 2 Developed statements supported by relevant own (3)  
knowledge, e.g. as L1, led to co-operation, ECSC.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
e.g. improve trade, challenge other trading groups.
- Level 2 Developed statements supported by relevant own (3-4)  
knowledge, e.g. as L1, details of above.
- (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. ending of tariffs, freedom of movement,  
reduction of barriers.
- Level 2 Developed statements supported by relevant own (5-8)  
knowledge, e.g. as L1, details of above.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
own knowledge, e.g. applied in the 1960s, refused by  
de Gaulle, Heath and application, joined in 1973.
- 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  
 Marshall Aid, Truman Doctrine
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, (1-2)  
 e.g. attempted to join Marshall Plan, kept satellite  
 states tied to USSR.
- Level 2 Developed statements supported by relevant own (3)  
 knowledge, e.g. as L1, some assistance from USSR but  
 tied-in, military tie - formed distinct Soviet bloc.
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, (1-2)  
 e.g. fear of Germany, and of invasion.
- Level 2 Developed statements supported by relevant own (3-4)  
 knowledge, e.g. as L1, keep satellite states under  
 control, people within his control.
- (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. open challenge, role of media and church,  
 pressure on USSR, Gorbachev and 'Sinatra Doctrine',  
 USSR bankrupt.
- Level 2 Developed statements supported by relevant own (5-8)  
 knowledge, e.g. as L1, with details of above.
- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source. 8
- Level 1 Simple statements using the source supported by some (1-4)  
 own knowledge, e.g. censor media, travel, follow  
 Communist Party line.
- Level 2 Developed statements using the source supported by (5-8)  
 relevant own knowledge, e.g. as L1, education, police,  
 culture and details of the above.

**Total 25 marks**

**Section B: Special Topics**

**B1: The Napoleonic Wars 1803-15**

1. (a) **Does Source B support the evidence of Source A about the effects of the Battle of Borodino? Explain your answer.**

Target: AO2 Comprehension and cross-referencing of sources.

5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg. Source A suggests that the French suffered heavy casualties. Source B suggests that the morale of the French army had been damaged. (1-3)

Level 2 Developed explanation referring to the tone or attitude of the sources and referring to the content of the sources, eg strong agreement in tone and content. Source A suggests that, overall, depressing outcome for French troops and leader. Supported by B which suggests loss of morale and depression. Strong support in content. Both suggest heavy losses. However, A also highlights depression Napoleon. (4-5)

- (b) **Source C shows the horrors of the retreat of the French army from Moscow. Why might the artist have portrayed the retreat in this way?**

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

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg the artist suggests that French soldiers suffered because of the extreme cold OR details of the French retreat from Moscow. (1-2)

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

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg as Level 2. The artist would be trying to suggest that it was the very severe weather conditions that brought defeat to the French armies. During the retreat from Moscow the French did suffer terribly as a result of the extreme cold, leading to many more casualties. (6-8)

- (c) **Source D suggests that the main reason for the failure of Napoleon's Russian campaign was the weather. Do you agree that this was the main reason for the failure of the Russian campaign? Explain your answer, using the sources and your own knowledge.**

(a)  
(b)  
(c)  
(d)  
(e)  
(f)

Target: A01/A03 Making an interpretation of a key event related to own knowledge. (g) 12

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

Level 1 Developed statements using the sources and relevant own knowledge, eg yes because, as shown in Source C, many soldiers suffered.

(1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 and greater explanation of importance of impact of weather with reference to C and D AND/OR starts to look at alternative view and consequences using Source 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-connection between a variety of factors including the extreme weather, geography of Russia, resistance of Russians and impact of Borodino.

(9-12)

**Total 25 marks**



B2: Bismarck's Wars 1864-1871

2. (a) **Does Source B support the evidence of Source A about the peace terms between Prussia and France? Explain your answer.**

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

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the nature of the evidence e.g. Source A says that Prussia should have Alsace-Lorraine. Source B suggests that it goes against human justice. (1-3)

Level 2 Developed explanation referring to the tone and attitude of the sources AND referring to the content of the evidence, eg strong disagreement in tone. Source A suggests that sacrifices of war justify annexation two provinces. Source B suggests that it is morally wrong. Strong disagreement in content. Source A suggests necessary in order to strengthen Germany and weaken France. Source B suggests that the provinces are French and should remain with France. (4-5)

- (b) **Source C shows the proclamation of the German Empire. Why might an artist have portrayed this event in this way?**

Target: A01/A03 making a judgement about evidence related to own knowledge. 8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg the painting suggests glorious event and highlights role of William I and Bismarck OR the new German Empire was proclaimed after the defeat of France. (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 the artist would be trying to encourage support for the united Germany and the two leading figures, William I and Bismarck. The southern states had reluctantly supported the NGF during the Franco-Prussian War and joined a fully united Germany. (6-8)

- (c) **Source D suggests that the main effect of the Franco-Prussian War was the setting up of the German Empire. Do you agree that this was the main effect? Explain your answer, using the sources and your own knowledge.**

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

12

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

- |         |   |        |
|---------|---|--------|
| Level 1 | Developed statements using the sources and own knowledge, eg Yes, because Source C shows the proclamation of German Empire.   | (1-4)  |
| 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 D and own knowledge and Sources A and B.   | (5-8)  |
| Level 3 | Sustained argument using the sources as evidence and precisely selected knowledge e.g. balanced answer which uses the sources and own knowledge to explain a variety of consequences including defeat of France, unification of Germany and the French loss of Alsace-Lorraine. | (9-12) |

Total 25 marks

B3: The Balkans, 1876-1914

3. (a) **Does Source B support the evidence of Source A about the assassination of Franz Ferdinand? Explain your answer.** (h)  
(i)

Target: AO2 Comprehension and cross-referencing of sources. (j)  
(k) 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 says that the assassination was planned in Belgrade. Source B says there is no proof of Serbian involvement. (1-3)

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 suggests hatred of Serbia and blames them for assassination. Source B more dispassionate. Strong differences in content. Source A suggests strong Serbian involvement in assassination. Source B suggests no involvement at all. (4-5)

- (b) **Source C was published in a newspaper in Austria-Hungary. Why might the newspaper have been keen to publicise the assassination in this way?**

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge. Source B shows Gavrilo Princip shooting the royal couple at point blank range OR the assassination led to an Austro-Hungarian declaration of war on Serbia. (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 main purpose would have been to encourage support for an Austro-Hungarian declaration of war on Serbia and to justify such an act. Austria-Hungary was determined to crush Serbia whose plans for a Greater Serbia were threatening the stability of the Austro-Hungarian Empire. (6-8)

- (c) **Source D suggests that the main reason for the assassination of Franz Ferdinand was the policies of Austria-Hungary. Do you agree that this was the main reason? Explain your answer, using the sources and your own knowledge.**

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

12

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

- |         |   |                                       |
|---------|---|---------------------------------------|
| Level 1 | Developed statements using the sources and relevant own knowledge, eg yes, because Source D explain aims of A-H.  | (1-4)                                 |
| Level 2 | Developed explanation using the sources as evidence and selected own knowledge, eg as level 1 and greater explanation of aims of A-H, using Sources C and D, AND/OR starts to look at alternative view and other reasons using Sources B and C.                 | (l)<br>(m)<br>(n)<br>(o)<br>(p) (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 policies of Serbia and A-H and the murder at Sarajevo. | (9-12)                                |

Total 25 marks

B4: The First World War, 1914-1918

4. (a) **Does Source B support the evidence of Source A about attacks on the Western Front? Explain your answer.**

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

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests horrific casualties. Source B suggests many men were killed. (1-3)

Level 2 Developed explanation referring to the tone or attitude of the sources, AND referring to the content of the sources, eg strong agreement in tone with both suggesting that they were a disaster for attacking troops. Strong agreement in content. Source B suggests attackers had no chance and many killed. Source A supports this. Difference - A German attack and B British attack. (4-5)

- (b) **Source C shows British soldiers kicking a football as they attacked the German trenches. Why might a British newspaper have wanted to publicise this event in this way?**

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg the illustration suggests that it was a great success for the British OR this was during the Battle of the Somme when the British suffered heavy casualties. (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 illustration was to maintain morale in Britain and the armed forces by highlighting the success of this attack. The first few weeks of the Somme Britain suffered very heavy casualties and there was no breakthrough. Illustration to convince the public that Somme would succeed. (6-8)

- (c) **Source D suggests that the main reason for the deadlock on the Western Front in the years 1915-17 was the tactics of the commanders. Do you agree that this was the main reason for the deadlock? Explain your answer, using the sources and your own knowledge**

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

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

Level 1 Developed statements using the sources and relevant own knowledge e.g. yes, because D suggests it was the tactics of the commanders on both sides. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as level 1 and greater explanation of tactics of commanders using Sources A and B AND/OR starts to look at alternative view, especially the trench system and machine guns OR questions view 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 evaluate the inter-action of a range of factors including the tactics of commanders, strength of trench system, machine gun and failure of new weapons. (9-12)

Total 25 marks

B5: Weimar Germany and its challengers

5. (a) **Does Source B support the evidence of Source A about the effects of the Kapp Putsch? Explain your answer.**

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

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A says that the left organised a general strike. Source B shows this general strike. (1-3)

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 in tone and content. Both suggest success for the general strike. Both suggest mass support and that services in Berlin were paralysed. (4-5)

- (b) **Source C was published by supporters of the Weimar Republic. Why might his proclamation have been widely publicised in Berlin in March 1920?**

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg the proclamation suggests that freedom will be destroyed OR the army refused to help the Republic to defeat the Kapp Putsch. (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 proclamation was to try to encourage support for the Republic and turn the people of Berlin against the Kapp government and to support the general strike. This was necessary as the army had refused to support the Republic by defeating the putsch. (6-8)

- (c) **Source D suggests that the main threat to the Weimar Republic in the years 1919-23 was the hyperinflation of 1923. Do you agree that this was the main threat? Explain your answer, using the sources and your own knowledge.**

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

12

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

Level 1      Developed statements using the sources and relevant own knowledge, eg yes as Source D suggests this.      (1-4)

Level 2      Developed explanation using the sources as evidence and selected own knowledge, eg as level 1 and greater explanation of the effects of hyperinflation AND/OR starts to look at alternative view and other reasons using Sources A, B, 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 variety of reasons including T of V, French occupation of Ruhr, opposition from Left and Right and hyperinflation.      (9-12)

Total 25 marks



B6: Russia in Revolution, 1914-24

6. (a) **Does Source B support the evidence of Source A about the influence of Rasputin? Explain your answer.**

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

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests that Rasputin is a bad influence but Source B suggests Rasputin should have influence. (1-3)

Level 2 Developed statements contrasting the tone or attitude of the sources AND referring to the contents of the sources e.g. strong disagreement in tone. Source B suggests that Rasputin is a positive influence. Source A suggests a negative influence. Strong disagreement in contents. Source B suggests Rasputin is a friend and Rodzianko is causing trouble. Source A sees Rasputin undermines confidence and that Rodzianko acting for benefit of Russia. (4-5)

(b) **Source C shows Russian people suffering due to the actions of the Tsar, the Church and the nobles. Why might the Bolsheviks have portrayed the Russian people in this way?**

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg. the cartoon suggests that the Tsar and the nobles are treating the people as slaves OR Lenin was in exile during the war. The Bolsheviks opposed Russian involvement in the war. (1-2)

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

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg the Bolsheviks would want to turn people against the Tsar and the war and gain support for their views. By 1916 the war was going badly and the Tsar and his government were unpopular. Bolsheviks trying to take advantage of this unpopularity. (6-8)

- (c) **Source D suggests that the main reason for discontent in Russia in 1916 was the influence of Rasputin. Do you agree that this was the main reason for discontent? Explain your answer, using the sources and your own knowledge.**

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

12

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

Level 1      Developed statements using the sources and relevant own knowledge, eg Yes, because Source A suggests he was a bad influence. (1-4)

Level 2      Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 but develops own knowledge of Rasputin AND/OR starts to examine alternative view using Sources C and D AND/OR questions Rasputin's influence using Source 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 that due to inter-action of a variety of factors including influence Rasputin, defeats in war, attitude Tsar, and social and economic effects of war. (9-12)

Total 25 marks

B7: The USA, 1917-29

7. (a) **Does Source B support the evidence of Source A about the effects that Capone had on Chicago? Explain your answer**

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

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests that Capone's activities benefited people of Chicago. Source B suggests that he gained complete control of Chicago. (1-3)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg some agreement in contents. Both suggest Capone had much control of Chicago. Source B more about political control. Difference in tone - Source A very positive about Capone's influence on Chicago. Source B less so. (4-5)

(b) **Source C shows Capone on a fishing holiday. Why might Capone have wanted this photograph widely publicised?**

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg the photo suggests a normal, peace-loving person OR Capone was involved in illegal activities as well as gangland murders. (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 photo was to provide a positive image for Capone and divert attention from his illegal activities. Capone was very heavily involved with illegal drinks trade as well as various gangland murders. (6-8)

- (c) **Source D suggests that the main effect of gangsterism was the setting up of an illegal industry in alcohol. Do you agree that this was the main effect? Explain your answer, using the sources and your own knowledge.**

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

12

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

- |         |  |        |
|---------|--|--------|
| Level 1 | Developed statements using the sources and relevant own knowledge e.g. Source D mentions growth in illegal drinks industry.  | (1-4)  |
| Level 2 | Developed explanation using the sources as evidence and selected own knowledge, eg as level 1 and greater explanation of gangsters and illegal drinks using Source A AND/OR starts to look at other effects using Sources B 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 the inter-action of a variety of effects including impact on illegal drinks, gangland violence and corruption. | (9-12) |

Total 25 marks

B8: The Holocaust: 1939-45

8. (a) **Does Source B support the evidence of Source A about reactions to *Kristallnacht*? Explain your answer.**

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

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests it had little effect on German people. Source B suggests that it made people more aware. (1-3)

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. Source A suggests little reaction whereas B suggests much stronger reaction. Source A suggests young Germans reassured by teachers but Source B suggests much greater awareness of Nazi attitude and policies towards Jews. (4-5)

- (b) **Source C shows Jews being forced into a ghetto. Why might the artist have portrayed the treatment of the Jews in this way?**

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg Source C suggests that the Jews were treated with great brutality by the Nazis OR the Nazis did want to forcibly move the Jews out of Germany. (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 Heartfield would want to arouse international and German awareness of Nazi policies towards the Jews and turn people against the Nazis. The Nazis had intensified their anti-Semitic policies after Kristallnacht and wanted forcibly to remove the Jews in Germany to a new colony. Madagascar was one suggestion. (6-8)

- (c) **Source D suggests that the most serious anti-Jewish measure in the years 1939-41 was the setting up of ghettos. Do you agree that this was the most serious measure? Explain your answer, using the sources and your own knowledge.**

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

12

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

Level 1      Developed statements using the sources and relevant own knowledge, eg yes, because, as mentioned in Source D, the Nazis placed them in ghettos. (1-4)

Level 2      Developed explanation using the sources as evidence, and selected own knowledge, eg as Level 1 and greater explanation of condition in ghettos AND/OR starts to look at alternative measures using Sources A, B and 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 a variety of anti-Jewish measures including Kristallnacht, forced emigration and ghettos. (9-12)

Total 25 marks

B9: The Second World War, 1939-45

9. (a) **Does Source B support the evidence of Source A about French preparations for a German invasion? 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 French were not prepared. Source B suggests French realised they were inferior to Germans. (1-3)

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. Source A suggests French confidence in their preparations. Source B suggests lack of confidence. Some differences in content - Source A suggests French had not made sufficient defences in Ardennes area. Source B suggests inferior French equipment. (4-5)

- (b) **Source C shows British and French prisoners of war. Why might the Germans have wanted this photograph widely publicised?**

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 great success for the German invasion OR the British and French armies were forced to retreat to Dunkirk and await evacuation. (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 photo will be to boost the morale of German armies and people and lower the morale of French and British. It was taken as French and British armies were forced to retreat due to the success of the German blitzkrieg tactics. Allied troops retreated to Dunkirk where they awaited evacuation. (6-8)

- (c) **Source D suggests that the main reason for the success of the German attack on France in May 1940 was the tactic of Blitzkrieg. Do you agree that this was the main reason for the success of the German attacks? Explain your answer, using the sources and your own knowledge.**

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

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

Level 1 Developed statements using the sources and relevant own knowledge, eg yes, because as mentioned in D the blitzkrieg tactics took French and British by surprise. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as level 1 and greater explanation of success of blitzkrieg tactics using Source D and own knowledge AND/OR starts to look at alternative reasons using Sources A, B 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 the inter-action between a variety of factors including French and British weaknesses, lack of preparation and blitzkrieg tactics. (9-12)

Total 25 marks



B10: China under Mao, 1949-59

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

Target: AO2 Comprehension and cross-referencing of sources.

5

Level 1 Developed statements contrast the tone or attitude of the sources OR referring to the contents of the sources, eg Source A suggests that life is much better. Source B suggests that they are happy in their work.

(1-3)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the contents of the sources, eg strong agreement in tone. Both suggest peasants are very happy. Both supportive of land reform. Source A suggests this is because they work for themselves. Source B suggests because they have a better house and standard of living.

(4-5)

- (b) **Source C shows a peasant family after land reform. Why might the Chinese government have portrayed the family in this way?**

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

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg the poster suggests very good living condition OR land reform did remove the landlords and give peasants ownership of the land.

(1-3)

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

(4-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg the poster is to encourage support for land reform which was not universally popular nor beneficial early on in Mao's rule and he needed to encourage the widespread support of the peasants for his changes.

(6-8)

- (c) **Source D suggests that the main effect of land reform was to take away the power of the landlords Do you agree that this was the main effect of land reform? Explain your answer, using the sources and your own knowledge.**

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

12

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

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

Level 2      Developed explanation using the sources as evidence and selected own knowledge, eg as level 1 and greater explanation of consequences for landlords B and C AND/OR starts to look at alternative view and other effects using Sources A, B and 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 variety of consequences including destruction of landlord class, peasant ownership, some improved conditions and support for Mao. (9-12)

Total 25 marks