

# Mark Scheme with Examiners' Report IGCSE History Paper 2H (4380)

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# HISTORY 4380, MARK SCHEME

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## Paper 2H

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

1. (a) Target: AO1/AO2 Recall of knowledge.
- Voting in the Estates General, The Tennis Court Oath. **2**
- (b) Target: AO1/AO2 Recall of knowledge. **3**
- Level 1 Simple statements supported by some knowledge, eg The first Two estates out-numbered the Third etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg This led to the Third Estate breaking away and forming its own assembly, which became etc. **(3)**
- (c) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question. **4**
- Level 1 Simple statements supported by some own knowledge, eg He tried to escape. He established contact with foreign rulers etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg The flight to Varennes suggested that he did not accept the revolution, contact with foreign rulers led to invasion and war, he seemed to be a traitor etc. **(3-4)**
- (d) Target: AO1 Recall of knowledge.
- NB This mark scheme is to be used for both parts of the question. **8**
- Level 1 Simple statements supported by some own knowledge, eg The Jacobins were the extremists who wanted to use the Terror to destroy their enemies, Robespierre was the main leader of the Terror, he even executed some of his closest allies etc. **(1-4)**
- Level 2 Developed statements supported by relevant own knowledge, eg The Jacobins came to power, replacing the Girondins, they were based in Paris and represented the views of the Parisian mob, they wanted to destroy the remains of the Ancien Regime etc. **(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, eg He was an artillery officer, he won victories in Italy, he fled from Egypt, became Consul and Emperor etc. **(1-4)**
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Napoleon became well known after the 'whiff of grapeshot' and gained the support of Barras, promoted rapidly, Italian and Egyptian campaigns, Brumaire etc. **(5-8)**

**Total 25 marks**

2. (a) Target: AO1 Recall of knowledge. **2**
- Indemnity, occupation by Allied troops. **2**
- (b) Target: AO1 Recall of knowledge. **3**
- Level 1 Simple statements supported by some own knowledge, eg Napoleon had re-started the war and the Allies had been involved in expense etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg Details of the 100 Days etc. **(3)**
- (c) Target: AO1 Recall of knowledge. **4**
- NB This mark scheme is to be used for both parts of the question. **4**
- Level 1 Simple statements supported by some own knowledge, eg Royalists wanting to get their own back, Charles d'Anjou etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg Revenge on supporters of Napoleon, émigrés returning, details of incitement by Charles etc. **(3-4)**
- (d) Target: AO1 Recall of knowledge. **8**
- NB This mark scheme is to be used for both parts of the question. **8**
- Level 1 Simple statements supported by some own knowledge, eg Press censorship, middle classes stood to lose money and position etc. **(1-4)**
- Level 2 Developed statements supported by relevant own knowledge, eg Impact of censorship after changes under Louis XVIII, abolition of National Guard, Law of Indemnity etc. **(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, eg Charles tried to crush the Assembly, appeared to be acting illegally, Louis Philippe the only choice etc. **(1-4)**
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Details of actions, July Ordinances/revolt, significance of King of the French etc. **(5-8)**

**Total 25 marks**

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

3. (a) Target: AO1 Recall of knowledge. **2**
- Russia, Austria.
- (b) Target: AO1 Recall of knowledge. **3**
- Level 1 Simple statements supported by some own knowledge, eg They wanted protection, to keep in with Russia, objections etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg Refers to situation in 1815 and the aims of the Alliance, reaction/lack of support for Tsar etc. **(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, eg There had been nearly 400 states in 1789, the Allies wanted to make Prussia stronger etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg Allies wanted to reward Prussia for its role in the defeat of Napoleon, wanted some form of unity, hence the Confederation under Austrian leadership etc. **(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, eg The Quad Alliance was aimed at France, it continued the wartime co-operation, stronger states were set up at the borders of France etc. **(1-4)**
- Level 2 Developed statements supported by relevant own knowledge, eg details of the QA, examples of border states, Rhineland, UN etc. **(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, eg It was a form of co-operation, the Allies worked together to keep the peace, it was set up at Versailles etc. **(1-2)**
- Level 2 Developed statements using the source supported by relevant own knowledge, eg The Allies agreed to meet whenever there was unrest, there were no fixed dates, the first meeting was concerned with France, it was an attempt to ensure the status quo after the war etc. **(3-4)**

**Total 25 marks**

4. (a) Target: AO1 Recall of knowledge. **2**
- Defence against France, Dutch.
- (b) Target: AO1 Recall of knowledge. **3**
- Level 1 Simple statements supported by some own knowledge, eg The Allies wanted to stop French aggression, they shared a common language etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg The Allies wanted to create a ring of strong border states, the UN would be stronger than an independent Belgium, as most Belgians spoke Dutch, the Allies assumed that they would get on etc. **(3)**
- (c) Target: AO1 Recall of knowledge. **4**
- Level 1 Simple statements supported by some own knowledge, eg Most senior posts were held by the Dutch, Belgium was governed from Amsterdam etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg There were more Belgians than Dutch, but the Dutch dominated the Parliament and the government, Belgium had to pay half of the national debt, although it was mostly Dutch etc. **(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, eg Belgium had developed industry, but Holland did not, this created discord, Holland was agricultural and depended on trade etc. (1-4)

Level 2 Developed statements supported by relevant own knowledge, eg The Dutch wanted free trade, the Belgians wanted protection for their industries, the Dutch raised taxes, which the Belgians had to pay, it seemed that everything was in favour of the Dutch 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, eg The treaty created two countries, territory was split by the Allies, they wanted peace, Luxembourg was created etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg Belgium and Holland both became neutral countries and this was guaranteed by Britain and Prussia, this was an attempt to restrain France, little attention was paid to language, the Allies imposed their decisions etc. (5-8)

**Total 25 marks**

### **A3: The Making of the Nation States**

5. (a) Target: AO1 Recall of knowledge.

Lombardy, Naples. 2

- (b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, eg Lombardy by Austria, Naples by Bourbons etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg Austria was given Italian territory so that it could control the area and prevent unrest, Naples was autocratic and the kings were accused of using torture etc. (3)

- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg He was Prime Minister of Piedmont and wanted to expand, he wanted the Austrians out etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg He had developed Piedmontese industry and wanted the agricultural areas of the north, he wanted to expand the authority of Piedmont under VE etc. (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, eg Cavour sent forces to the Crimea to gain the support of France, Napoleon III agreed to back Piedmont against Austria in 1859 etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Cavour knew that Piedmont would not be able to defeat Austria on its own and so attempted to win support from other Great Powers, Napoleon III became convinced that a free, united Italy (northern) was an important aim and agreed to support Cavour at Plombieres 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, eg Venetia became part of Italy in 1866 after the War between Prussia and Austria, Austria lost and handed Venetia to Piedmont etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Although the Italians tried to attack the Austrian forces in 1866 in support of Prussia, their attacks failed, the Austrians had tried to keep the French neutral by agreeing to hand over Venetia whatever happened etc. (5-8)

**Total 25 marks**



6. (a) Target: AO1 Recall of knowledge.  
Realpolitik, the Prussian Army. **2**
- (b) Target: AO1 Recall of knowledge. **3**
- Level 1 Simple statements supported by some own knowledge, eg Realpolitik meant that he was prepared to do anything to increase Prussian power, the army was very advanced and had better weapons etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg He changed the Ems telegram to make it appear that France had been insulted, the army reforms gave the Prussian a distinct edge, the Dreyse rifle etc. **(3)**
- (c) Target: AO1 Recall of knowledge. **4**
- Level 1 Simple statements supported by some own knowledge, eg Prussia was the most important state in Germany, he had to keep control of Prussia etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg Prussia supplied most of the finance, the Prussian army was the most important factor in the German armed forces, the chancellor had few powers etc. **(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, eg The Centre Party became powerful after Germany was united, Falk was the minister who tried to force through the May Laws etc. **(1-4)**
- Level 2 Developed statements supported by relevant own knowledge, eg Schools in Prussia were removed from the control of the Catholic Church, this was an attempt to reduce the influence of the Church, the Centre Party was supported by the Catholic Church, Bismarck wanted to reduce its influence and tried to persuade the Church to withdraw support 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, eg Bismarck wanted to ban the Socialist Party because he thought they were revolutionaries, the Reichstag refused to ban the Party, the Anti-Socialist Law banned meetings etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg Bismarck attempted to ban the Party by passing the A-S Law, this banned meetings and newspapers and allowed the police to arrest socialists, the law was a failure and in the 1880s Bismarck began to introduce reforms which the socialists demanded etc. (5-8)

**Total 25 marks**

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

7. (a) Target: AO1 Recall of knowledge.

Indemnity, Alsace-Lorraine. 2

(b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, eg The indemnity was severe and made France poor, Alsace-Lorraine was lost to Germany etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg Alsace-Lorraine were two provinces that Germany took, this made the French very angry, they had iron-fields, the indemnity was soon paid off but German troops occupied parts of France until it was etc. (3)

(c) Target: AO1 Recall of knowledge. 4

Level 1 Simple statements supported by some own knowledge, eg He wanted to avoid conflict between Austria and Russia, he wanted to keep Russia on the side of Germany etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg He was afraid of a war on two fronts and wanted to prevent Russia and France getting together, the Treaty of San Stefano had angered Austria and wanted to appear as an 'honest broker' etc. (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, eg The first Dreikaiserbund was an attempt to maintain friendly relations with Austria and Russia, the Reinsurance Treaty was an attempt to keep Russia friendly in 1887 etc. (1-4)

Level 2 Developed statements supported by relevant own knowledge, eg Bismarck wanted to isolate France and prevent Russia being drawn into a French alliance, the Dreikaiserbund was the first attempt, the second DKB was meant to patch up relations after the Treaty of Berlin 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, eg Russia and France formed the Dual Entente in 1894, Britain formed the Entente Cordiale in 1904 and the Triple Entente was formed in 1907 etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg The DE was formed after Germany refused to renew the Reinsurance Treaty, negotiations began in 1892 and the TE was signed in 1894, Britain and France came together in 1904 and settled colonial differences, the TE (1907) was never a real alliance, but led to naval and military agreements between Britain and France etc. (5-8)

**Total 25 marks**

8. (a) Target: AO1 Recall of knowledge.

The Berlin Baghdad Railway, The German Colonies. 2

- (b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, eg The Berlin Baghdad Railway was an attempt to extend German influence to the East, the colonies were an attempt to gain colonies in Africa etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg The BBR was part of the Drang Nach Osten, which was an attempt to challenge Britain and France in the Middle East, the Empire was to gain a 'place in the sun', which Germany deserved as a Great Power etc. (3)

- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Germany did not need a navy, it was a challenge to Britain etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg It appeared to challenge Britain's control of trade routes/empire, Britain had the 'two power standard' and would need to build more ships etc. (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, eg H.M.S Dreadnought was the first step in the Naval Arms Race, the First Moroccan Crisis was a visit by the Kaiser to Morocco which was French controlled etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg The Dreadnought led to the Naval Arms Race because it outclassed every existing warship, this continued until the First World War, the First Moroccan Crisis suggested that Germany was going to challenge the French position in North Africa and led to the Algeiras Conference 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, eg It sent a German army through Belgium to surround the French and win the war in six weeks before the Russians could get going etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg To cope with a war on two fronts von Schlieffen produced the plan to draw the French armies into Alsace-Lorraine while the stronger right wing would sweep through Belgium, surround Paris and force the French to surrender etc. (5-8)

**Total 25 marks**

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

9. (a) Target: AO1 Recall of knowledge.
- Closure of the Straits, protection of Turkish boundaries. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Closure of the Straits meant that access to the Mediterranean was limited, protection made Turkey safe from attack etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Closure of the Straits made Russia's aim of advancing into the Med very unlikely, Turkish boundaries blocked the only path that Russia had, this had been an aim of Russia throughout the nineteenth century etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg The Serfs were not really free, it was unpopular with the landowners etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg The Serfs were controlled by the Mir and were not free to act as they wanted, they did not get the land that they had expected and were only given small plots etc. (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, eg The Duma was a parliament that was set up in 1906, Peter Stolypin was Prime Minister of Russia from 1906-1911 etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg The Duma resulted from the 1905 revolution and was in the October Manifesto, but it had little power and Nicholas tried to stifle it, Stolypin tried to solve the problems of landownership by adjusting redemption payments, he was murdered in 1911 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, eg Nicholas only adopted reforms because he had to, he did not believe in them and went back on his word etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg The 1905 revolution led to the October Manifesto, but Nicholas soon changed his mind, as Russia appeared to recover from the events of 1905 he forgot his promises, the Duma was largely powerless and the Fundamental Laws and autocracy remained in force etc. (5-8)

**Total 25 marks**

10. (a) Target: AO1 Recall of knowledge.
- The Populist Movement, the People's Will. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg The Populist Movement worked with peasants, the People's Will began to use violence etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg The Populist Movement was not very successful because peasants were not interested, the People's Will carried out assassinations, including Alexander II in 1881 etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Hundreds of innocent people were killed, it showed that Nicholas did not care etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg The protesters were carrying a petition to the tsar and were shot in cold blood, it was a major factor in the 1905 revolution and led to further unrest etc. (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, eg Witte borrowed money from abroad to build up industry in St. Petersburg, in the First World War many workers came to St. Petersburg to find work etc. (1-4)

Level 2 Developed statements supported by relevant own knowledge, eg St. Petersburg was the main link with western Europe and developed considerably as a result of Witte's reforms, during the war many new factories were opened in St. Petersburg and peasants came into the city to find work, the centre became very congested 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, eg The army suffered heavy losses, there were shortages, Rasputin and Alex etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg There was little overall planning, he appointed himself C-in-C and left Petrograd, he became out of touch with events in Petrograd etc. (5-8)

**Total 25 marks**

#### **A6: The USSR, 1917-64**

11. (a) Target: AO1 Recall of knowledge.

Editor of Pravda, Commissar for Nationalities. 2

- (b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, eg He could control the information in the paper, he built up support for himself etc. 1-2)

Level 2 Developed statements supported by relevant own knowledge, eg He appointed people to positions in the subject areas of the Russia empire, this meant he had many supporters, he was able to control articles that were published in the paper to enhance his reputation etc. (3)

- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg He wanted to modernise Soviet industry, he wanted to control the economy etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg He was afraid of the West and believed that the USSR could only survive if it was a strong industrial power, he wanted to eliminate opponents such as the Kulaks and introduce a command economy etc. (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, eg Sovkhozoes were state collective farms, MTS were set up to provide machinery for farms etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Sovkhozoes were set up when Kolkhozoes did not work, peasants were forced to work and were paid wages by the state, MTS were set up because the USSR had few tractors so the MTS would provide mechanisation for a group of collective farms 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, eg Stalin wanted to modernise industry, compete with the West etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg FYPs were intended to catch in 15 years, targets, Command Economy, heavy industry etc. (5-8)

**Total 25 marks**



12. (a) Target: AO1 Recall of knowledge.  
The weather, Scorched earth. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Scorched earth meant that everything was destroyed as the Soviet forces retreated, the weather was too cold for the German forces etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Scorched earth meant that the Germans had very long supply lines that the Soviet forces could attack, the German forces had expected an easy victory and so were not equipped with clothing for the winter etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg He was able to out-manoeuvre his opponents, he exposed Stalin's policies etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Khrushchev was General Secretary of the party and used his position to appoint supporters, he made the 'secret speech' and then was able to out-vote his opponents in the party etc. (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, eg The Virgin Lands were part of Khrushchev's attempts to increase food production, he introduced maize to feed people etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg The Virgin Lands were areas in Kazakhstan and Siberia that had never been tilled before, they produced very good crops for a few years but then were washed away, Khrushchev saw maize in the USA and introduced it to the USSR, it did not work because the USSR was too cold 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, eg Krushchev was forced to resign because his reforms had not worked, the Virgin Lands were a failure and production of consumer goods was below targets etc.  | (1-4) |
| Level 2 | Developed statements using the source supported by relevant own knowledge, eg Krushchev was forced to resign because he had tried to reform the USSR but the reforms had failed, he wanted to introduce more competition and local initiative people were unable to make use of his ideas because Stalin had set up the command economy etc. | (5-8) |
- Total 25 marks**

### **A7: The Rise of Fascism in Europe**

13. (a) Target: AO1 Recall of knowledge.
- |                                       |   |
|---------------------------------------|---|
| Alsace-Lorraine, the Polish Corridor. | 2 |
|---------------------------------------|---|
- (b) Target: AO1 Recall of knowledge.
- |         |   |       |
|---------|---|-------|
| Level 1 | Simple statements supported by some own knowledge, eg Polish Corridor gave Poland access to the sea, Alsace-Lorraine went back to France etc.       | (1-2) |
| Level 2 | Developed statements supported by relevant own knowledge, eg The Polish Corridor cut off East Prussia, Alsace-Lorraine contained coal and iron etc. | (3)   |
- (c) Target: AO1 Recall of knowledge.
- |         |   |       |
|---------|---|-------|
| Level 1 | Simple statements supported by some own knowledge, eg The Treaty of Versailles was unpopular, they attacked the Weimar government etc.  | (1-2) |
| Level 2 | Developed statements supported by relevant own knowledge, eg The Nazis attacked the November Criminals, they claimed that Germany had not been defeated, they offered simple solutions to Germany's problems etc. | (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, eg Unemployment made workers ready to support the Nazis, The SA were the storm troopers who attacked their opponents etc. (1-4)

Level 2 Developed statements supported by relevant own knowledge, eg Unemployment created distress and this led to support for extremist parties who offered simple, radical solutions, Hitler's speeches offered different things to different people, he set out to win the support of as many voters as possible by making promises 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, eg Women were expected to stay at home and bring up children and look after their families, they were prevented from taking careers etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg Women had a subservient role in Nazi Germany, they held few important posts in the Nazi Party, their education was aimed at making them good homemakers and healthy mothers etc. (5-8)

**Total 25 marks**

14. (a) Target: AO1 Recall of knowledge.

The Acerbo Law, the Blackshirts. 2

(b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, eg The Acerbo Law allowed Mussolini to win the election, the Blackshirts attacked the opposition etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg Acerbo Law gave two-thirds of seats to the party that won a majority, Blackshirts were Mussolini's private army who were used to attack communists etc. (3)

- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg He was a socialist, Mussolini was blamed etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg It led to criticism of the Fascists and Mussolini was forced to deny responsibility, Mussolini was very embarrassed etc. (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, eg The Battle for Grain was an attempt to increase wheat production, Autarky was self-sufficiency etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg The Battle for Grain was aimed at increasing the amount of land under the plough and led to a reduction in wine and olive oil production, Autarky was an attempt to reduce dependence on imports and make Italy stronger financially 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, eg The Battle did not prove very effective, prices began to rise and wages did not keep pace, many of Mussolini's plans had little effect etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Details of the Battles, Mussolini's use of propaganda to glorify himself was found out to be false etc. (5-8)

**Total 25 marks**

### **A8: International Relations, 1919-39**

15. (a) Target: AO1 Recall of knowledge.
- Effects of World War One, The Fourteen Points. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Damage caused by fighting, the Fourteen Points set out the ground rules for the League etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Nations wanted to avoid future wars, his Fourteen Points were intended to prevent situations leading to wars and the League would arbitrate between nations etc. (3)

- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Italy attacked Greece, it was a Permanent Council Member etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg The Covenant was deliberately broken by a senior member of the League, it was a case of a major power being allowed to get away with violence etc. (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, eg The Assembly had representatives of all members, The Council had four/five Permanent Members and others elected etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Assembly met once a year, Council three times, decision had to be unanimous, Council was the body that decided on sanctions 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, eg It had no army, the USA did not join, the USSR was banned etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Decisions were slow and countries did not support sanctions, they were reluctant to commit forces for military sanctions, accept references to Manchuria and Abyssinia etc. (5-8)

**Total 25 marks**

16. (a) Target: AO1 Recall of knowledge.
- Japan, Germany. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Japan resigned after Manchuria, Hitler during the Disarmament Conference etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Japan because it was criticised in the Lytton Report, Germany because Hitler 'rejected' the failure of other nations to disarm etc. (3)

- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg It broke the Treaty of Versailles and did not result in action from Britain and France etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg It had been de-militarised at Versailles and Hitler's action was illegal, Britain and France did nothing to stop Hitler and even appeared to support his actions etc. (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, eg Sudetenland was the German area of Czechoslovakia, Mussolini suggested the Four Power Conference etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Hitler claimed the Sudetenland and Chamberlain attempted to solve the dispute, Mussolini stepped in with a suggestion of a conference at Munich when war appeared to be inevitable 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, eg It was a deal between Hitler and Stalin to stop them attacking each other when Hitler invaded Poland etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg It gave Hitler a free hand in Poland and allowed Stalin to occupy the Baltic States, it postponed a German attack on the USSR etc. (5-8)

**Total 25 marks**

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

17. (a) Target: AO1 Recall of knowledge.

Exports, banking. 2

- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg It sold goods to Britain and France, it made loans to Britain and France etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Britain and France needed materials to fight the war and bought them from the USA, US banks loaned large sums of money (\$10,000,000,000) to Britain and France to help with the war effort etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg People were afraid of communism, there were too many people arriving etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg The Russian Revolution made Americans afraid of communism, too many people were arriving from southern Europe etc. (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, eg Henry Ford used the Assembly Line to produce motor cars, advertising was used to persuade people to buy the new products etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Ford was able to reduce the price of cars by up to 60%, this persuaded people to buy, advertising was used to persuade people to buy a new model every year, it came in many forms, radio, newspapers, posters 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, eg Farmers suffered from over-production and many went bankrupt etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Farmers had done very well in the war, over-production in the 1920s led to low prices and 600,000 farmers were forced out of business, isolation meant that produce could not be exported etc. (5-8)

**Total 25 marks**

18. (a) Target: A01 Recall of knowledge.
- Hawley-Smoot, the Colorado Dam. 2
- (b) Target: A01 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg The tariff put up the prices of imports, the dam provided hydro-electricity etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg The tariff was intended to cut imports and force Americans to buy domestic goods, the dam was intended to provide contracts and work for firms and the unemployed etc. (3)
- (c) Target: A01 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg He promised to do something to help, he had tried to tackle the Depression as Governor of New York etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg He appeared to be genuinely concerned and promised a New Deal, he had already faced hardship himself and had fought against polio etc. (3-4)
- (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, eg Fireside Chats were broadcasts from Roosevelt, the AAs were agencies that provided work etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg FDR used the Fireside Chats to restore confidence by talking to the US people, AAs were government agencies that set up public works to provide employment etc. (5-8)
- (e) Target: A01/A02 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg Laws unconstitutional, Republicans opposed, Huey Long etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Details of Republican opposition, Henry Ford, Socialism, Share our Wealth, Supreme Court on NRA and AAA etc. (5-8)

**Total 25 marks**



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

19. (a) Target: AO1 Recall of knowledge.
- The Iron Curtain, the Berlin Blockade. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg the Iron Curtain cut off eastern Europe, the Berlin Blockade showed that Stalin wanted to force the West out etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Iron Curtain showed that Stalin would not keep his promises made at Yalta, Berlin Blockade was an aggressive act aimed at breaking the Potsdam agreements etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg He was a clever talker, he hinted at evidence but never produced any etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg He used his position as the Chairman of the HUAC to smear public figures, he whipped up a Red Scare by playing on the fears of the US people etc. (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, eg Linda Brown was forced to walk to a school that was a long way away, President Truman banned segregation in the armed forces etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg The Brown v Topeka Case went to the Supreme Court which ruled against segregation in schools, Truman tried to pass a Civil Rights Act but failed but forced desegregation from 1950 in the armed forces 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, eg He led the bus boycott, he believed in non-violence, he started the Freedom Riders etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg He was able to unite the civil rights movement, he put moral pressure on politicians, Washington March, Civil Rights Act etc. (5-8)

**Total 25 marks**

20. (a) Target: AO1 Recall of knowledge.
- To encourage young volunteers, he wanted to help the poor. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg He believed in voluntary work, poverty had increased in the big cities etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Wanted to encourage a spirit of charity and social conscience, the government had made few attempts to tackle problems such as civil rights etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Kennedy tried to achieve too much too quickly, it became very costly etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg There was opposition from his opponents and within his own party, most of the reforms were expensive and he also spent more on Vietnam and arms etc. (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, eg The Civil Rights Act was passed in 1964, it became illegal to discriminate, Medicare and Medicaid were passed to help the poor etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg The Civil Rights Act made discrimination in housing and education illegal, Medicaid looked after the old and Medicare provided health care for the poor out of government funds etc. (5-8)

(e) Target: A01/A02 Recall of knowledge/Comprehension of source.

Level 1 Simple statements using the source supported by some own knowledge, eg Protest movements grew because there were more students, the Vietnam War and women wanted equality etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg Students had no responsibilities, women wanted more satisfying careers and had labour saving devices, the Vietnam War involved millions of young Americans through the draft etc. (5-8)

Total 25 marks

### A11: The End of Empire

21. (a) Target: A01 Recall of knowledge.

Native Resettlement Act, Group Areas Act. 2

(b) Target: A01 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, eg The Bantu Education Act stated what African children should learn, the Group Areas Act controlled where Africans lived etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg the Bureau Education Act meant that black children were poorly educated compared to whites and had very little money spent on them, Group Areas Act set aside areas for whites, coloureds and blacks in South Africa etc. (3)

(c) Target: A01 Recall of knowledge. 4

Level 1 Simple statements supported by some own knowledge, eg The protestors were unarmed, the South African government denied all blame etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg Many unarmed protestors were shot while they were running away, the enquiry appeared to be a whitewash etc. (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, eg The Defiance Campaign was an attempt to ignore apartheid laws in the 1950s, Robert Sobukwe was the founder of the Pan African Congress etc. (1-4)

Level 2 Developed statements supported by relevant own knowledge, eg The Defiance Campaign resulted in many people being arrested for defying apartheid laws and led to the Treason Trial, Robert Sobukwe broke away from the ANC and wanted to use more direct methods, the Pan African Congress organised the protest at Sharpeville 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, eg Sanctions, sport, trade fell, international companies left South Africa, opposition from the Commonwealth etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg Employers needed educated skilled workers and apartheid did not produce them, the Rand devalued as companies withdrew, spending on the SADF rose and unrest grew, sanctions became more serious etc. (5-8)

**Total 25 marks**

22. (a) Target: AO1 Recall of knowledge.

Kwame Nkrumah, Nnamdi Azikwe. 2

- (b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, eg Led the opposition in their country, became the first leader after independence etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg Education, parliamentary role, opposition, won elections, peaceful process in the main etc. (3)

- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Ghana had few white settlers, it had its own assembly, Nigeria was similar etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Little opposition from whites, British administrators supported independence, leaders educated in UK and USA, process peaceful by winning elections etc. (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, eg Ian Smith was the prime minister of Rhodesia after UDI, The Patriotic Front was formed by ZANU and ZAPU etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Ian Smith led UDI and rejected majority rule, wanted to preserve the position of the white settlers, Patriotic Front led the guerrilla war against Ian Smith by uniting the forces of Mugabe and Nkomo 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, eg Ian Smith could no longer defend Rhodesia, looked for an easy way out, tried to do a deal with Muzorewa, forced to deal with PF etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Problems facing Ian Smith, failure of Muzorewa, negotiations with Patriotic Front, reverted to British colony etc. (5-8)

**Total 25 marks**

**A12: India, 1900-49**

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

The division of Bengal, the Morley-Minto Reforms. 2

- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg division of Bengal angered Indians, Morley-Minto Reforms did not go far enough etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg division of Bengal appeared to favour Muslims and led to protests from Hindus, Morley-Minto Reforms only gave the vote to 2% of Indians, power retained by the British etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg He wanted to include all Indians, he wanted it to be a national movement etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg before Gandhi took over it was mostly middle class, educated Indians, he wanted it to grow in size so that the British would be forced to take it seriously etc. (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, eg the Rowlatt Acts led to the protests, Dyer was the officer in charge in the Punjab etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg the Rowlatt Acts extended wartime controls into peacetime and restricted the right to hold meetings, Dyer sent his Gurkhas into the JB and ordered them to fire until their ammunition was exhausted 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, eg The Government of India Act was a failure, Congress began to demand self-rule etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Details of role of Nehru, campaigns of Gandhi, swaraj and swadeshi etc. (5-8)

**Total 25 marks**

24. (a) Target: AO1 Recall of knowledge.
- Boycotts of British goods, mass defiance of the law. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg 5,000,000 Indians broke the law, stopped buying British goods and used Indian goods etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg It was difficult for the British to cope with the numbers involved, attracted widespread support for Gandhi etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg It supported the war effort, grew in size, gained British support, began to campaign for Pakistan etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Muslim League backed the war against Hitler, Congress opposed it and was out of action for four years, British recognised the Muslim League for the first time as an independent voice etc. (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, eg There was a mutiny in the Indian Navy in 1946, the Cabinet Mission was an attempt to create a united India in 1946 etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg The mutiny spread to the army and helped convince the Viceroy that India was ungovernable, the Cabinet Mission was rejected by Congress and the ML and led to unrest 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, eg Violence, disagreements between Nehru and Jinnah, Mountbatten's actions etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Violence convinced the British that they had to get out as soon as possible, Mountbatten decided that a united India was impossible, Nehru agreed etc. (5-8)

**Total 25 marks**

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

25. (a) Target: AO1 Recall of knowledge.
- Land reform, the Three Principles. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg It would give land to the peasants, it would make China more democratic etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Reduce the power of landlords, increase production, introduce reforms, free China from foreign control etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg He wanted to unify China, he believed Yuan etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg He needed the support of Yuan if the revolution was to succeed, he believed that Yuan would keep his promises to continue the revolution, he controlled the imperial army etc. (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, eg The Treaty of Versailles did not give China what it wanted, the 4<sup>th</sup> May movement was a protest against foreign influence etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg China refused to sign the Treaty of Versailles because it was dealt with unfairly, the May 4<sup>th</sup> Movement was a national protest against the West led by students 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, eg There was a united front, but it fell apart after the death of Sun, Chiang wanted to destroy the CCP etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Sun had kept the united front together and allowed communists to join the GMD, Chiang was anti-communist and wanted to regain control of all of China, northern expedition, Shanghai Massacres etc. (5-8)

**Total 25 marks**



26. (a) Target: AO1 Recall of knowledge.  
Land reform, the behaviour of CCP guerrillas. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Land reform won the support of the peasants, CCP guerrillas behaved fairly etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Peasants wanted control of their own land and an end to landlordism, CCP guerrillas were ordered to pay for things and treat peasants kindly, they helped with the harvest etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg It helped Mao to escape, to become the leader of the CCP etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg the Jiangxi Soviet was surrounded and the CCP was in danger of extinction, it enhanced Mao's reputation and spread communism to new areas, many peasants supported the CCP etc. (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, eg the United Front was formed by the GMD and CCP to fight the Japanese, the 8<sup>th</sup> Route Army was the communist forces etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg the United Front was formed in 1937 after the attacks on Shanghai, the GMD and the CCP put their differences aside and concentrated on fighting the Japanese, the 8<sup>th</sup> Route Army operated behind Japanese lines as a guerrilla force 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, eg It was better equipped, behaved better, won the support of the peasants etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg the GMD was corrupt, supported landlords and failed to win the support of the majority of the Chinese, the CCP was handed Manchuria by the Soviet forces and gained supplies and deserters from the GMD etc. (5-8)

**Total 25 marks**

## A14: Revolution in China, 1949-96

27. (a) Target: A01 Recall of knowledge.

Most Chinese were peasants, he distrusted experts etc. 2

(b) Target: A01 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, eg he used manual labour for industrial change, he used the commune etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg He wanted to avoid the growth of a bureaucracy, he wanted to maintain control of the Party etc. (3)

(c) Target: A01 Recall of knowledge. 4

Level 1 Simple statements supported by some own knowledge, eg Famine, failure of the GLF, increasing population etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg The GLF had resulted to famine in which more than 20,000,000 people died, they needed to restore production of grain, the population was growing out of control, they wanted to restrict growth by limiting family size etc. (3-4)

(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, eg Education became competitive, peasants were able to produce for the market etc. (1-4)

Level 2 Developed statements supported by relevant own knowledge, eg They believed that the only way to increase production was to remove central controls and allow peasants to make some profits, in education competition was used to raise standards and produce technicians and scientists etc. (5-8)

(e) Target: A01/A02 Recall of knowledge/Comprehension of source.

Level 1 Simple statements using the source supported by some own knowledge, eg He wanted to regain control, he believed that Liu and Deng were betraying the revolution, he had lost influence etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg Mao accused Liu and Deng of being counter-revolutionaries, he believed they were creating a bourgeoisie, he wanted to appeal to the people over the heads of the CCP etc. (5-8)

**Total 25 marks**

28. (a) Target: AO1 Recall of knowledge.
- The Gang of Four was arrested, Deng was rehabilitated. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg The Cultural Revolution was brought to an end, contact with the West improved etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Deng came to prominence and began to introduce reforms, students were sent to the West to study etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg He wanted to modernise China, he wanted to establish his own position etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg He wanted to introduce reforms that would go against Mao's ideas, he wanted to end the centralised economy that Mao had set up, he wanted to give greater freedom to industry and agriculture etc. (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, eg SEZs were free from government control and were based on Hong Kong, the Labour Contract Scheme was meant to make workers work harder etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg In SEZs industries were encouraged to compete and market forces were allowed to take effect, this was an attempt to decentralise, the LCS gave out short term contracts as against a job for lie 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, eg people believed that Deng was introducing democracy, he was making changes, western influences etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Students returned with western ideas, English corners, the Democracy Wall, misunderstanding of Deng's aims, economic change, but not political change etc. (5-8)

**Total 25 marks**

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

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

To prove that France was still a great power, they believed that the Vietminh was weak. 2

(b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, eg France had been defeated in the Second World War, the Vietminh was believed to be a small guerrilla force etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg Regaining Indo-China would recreate the French Empire that had been occupied by Japan, the French underestimated the Vietminh and the difficulties of fighting in the jungle etc. (3)

(c) Target: AO1 Recall of knowledge. 4

Level 1 Simple statements supported by some own knowledge, eg the Vietminh received support from China and the USSR, the jungle was very dense and the French could not win battles etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg Ho Chi Minh's guerrilla tactics were superior, the French could not deal with them, Dien Bien Phu was a disaster and the French were forced to surrender and withdraw etc. (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, eg The Domino Theory suggested that countries would fall to communism, the Gulf of Tonkin Incident was an attack on US ships by the Vietcong etc. (1-4)

Level 2 Level 2: Developed statements supported by relevant own knowledge, eg The Domino Theory was used as an excuse to send US support to South Vietnam because it would lead to the collapse of other countries, The Gulf of Tonkin Incident was used by Johnson to justify sending US troops to fight in Vietnam 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, eg guerrilla tactics, US forces unable to use their big weapons, use of draftees etc.  | <b>(1-4)</b> |
| Level 2 | Developed statements using the source supported by relevant own knowledge, eg US forces did not have the support of the South Vietnamese people, search and destroy and body count worked against them, My Lai, Tet O etc. | <b>(5-8)</b> |

**Total 25 marks**

30. (a) Target: AO1 Recall of knowledge.
- |  |          |
|--|----------|
| The power of the sultans, rights of citizenship. | <b>2</b> |
|--|----------|

- (b) Target: AO1 Recall of knowledge. **3**

Level 1	Simple statements supported by some own knowledge, eg The power of the sultans was reduced in the Union, citizenship was granted to Chinese etc.	<b>(1-2)</b>
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Level 2	Developed statements supported by relevant own knowledge, eg Malayan society would be weakened and control taken away from Malays, Chinese would have voting rights and might dominate etc.	<b>(3)</b>
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- (c) Target: AO1 Recall of knowledge. **4**

Level 1	Simple statements supported by some own knowledge, eg Use of British forces, lack of support for communists etc.	<b>(1-2)</b>
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Level 2	Developed statements supported by relevant own knowledge, eg Tactics, communists forced back and surrounded, fortified villages etc.	<b>(3-4)</b>
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- (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, eg Lee Kuan Yew was Prime Minister of Singapore, the PAP was the main supporter of a Malay Malaysia etc.	<b>(1-4)</b>
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Level 2	Developed statements supported by relevant own knowledge, eg Lee Kuan Yew (Chinese) brought about the break away from Malaysia, PAP wanted Malaysia to be dominated by Malays and created hostility between Malays and Chinese, this led to separation in 1965 etc.	<b>(5-8)</b>
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- (e) Target: AO1/AO2 Recall of knowledge/Comprehension of source.
- |         |   |       |
|---------|---|-------|
| Level 1 | Simple statements using the source supported by some own knowledge, eg Singapore concentrated on high tech industry, highly educated workforce, banking and trade etc.  | (1-4) |
| Level 2 | Developed statements using the source supported by relevant own knowledge, eg Singapore was a small country with few raw materials, but was well placed to act as a link between East and West, Lee Kuan Yew encouraged development of the computer industry and attracted investment from US and European countries, it became a highly competitive society etc. | (5-8) |
- Total 25 marks**

### **A16: Conflict and Crisis in the Middle East**

31. (a) Target: AO1 Recall of knowledge.
- |  |   |   |
|--|---|---|
|  | The UN plan appeared to favour Israel, they believed that Palestine was Arab. | 2 |
|--|---|---|
- (b) Target: AO1 Recall of knowledge. 3
- |         |  |       |
|---------|--|-------|
| Level 1 | Simple statements supported by some own knowledge, eg The UN plan gave more land to Israel, Arabs had been in Palestine for thousands of years etc.  | (1-2) |
| Level 2 | Developed statements supported by relevant own knowledge, eg The UN plan gave Jews the best land although there were more Arabs, the Israelis had only been arriving in Palestine since the end of the nineteenth century etc. | (3)   |
- (c) Target: AO1 Recall of knowledge. 4
- |         |   |       |
|---------|---|-------|
| Level 1 | Simple statements supported by some own knowledge, eg They were disunited, the Israelis were better trained etc.  | (1-2) |
| Level 2 | Developed statements supported by relevant own knowledge, eg The Israeli gangs were the basis of the army and had modern weapons, the Arab states did not work together and had different aims etc. | (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, eg Nasser appealed to the USSR for aid, the Suez Crisis led to both superpowers becoming involved on opposite sides etc. (1-4)

Level 2 Developed statements supported by relevant own knowledge, eg Nasser received arms from Czechoslovakia and aid from the USSR when he rejected US support for the Aswan Dam, the Suez Crisis was the first real occasion when the superpowers confronted each other over the Middle East 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, eg The Israelis struck first, the Arab states were caught unawares etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg Israel used Nasser's speeches as an excuse for an attack and claimed that it was attacked by Egypt and Syria, they were able to destroy the Arab air forces on the ground and the armies were helpless without air cover etc. (5-8)

**Total 25 marks**

32. (a) Target: AO1 Recall of knowledge.

To force Israel to negotiate, to show that Israel could be beaten. 2

- (b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, eg Sadat wanted a peaceful solution, he wanted to show Israel that warfare would not work etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg Sadat believed that Israel would only negotiate if it was defeated, the war showed that the Israelis were not invincible and they suffered heavy losses etc. (3)

- (c) Target: A01 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg They were persuaded by the USA, the losses in Yom Kippur were too great etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Carter wanted to bring the two sides together and sponsored the deal at Camp David, Begin knew that the losses in War of October 1973 were too high, Sinai was of no value etc. (3-4)
- (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, eg PLO was the main Palestinian terrorist group, the Intifada was an uprising against Israel in Gaza etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg PLO was an umbrella organisation that included Arafat's Al Fatah, it was recognised by the UN as the voice of the Palestinians in 1974, the Intifada began in 1987, the Palestinians took matters into their own hands and refused to co-operate with the Israelis etc. (5-8)
- (e) Target: A01/A02 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg The USA wanted agreements, Israel met Palestinians at Madrid and began talks, Rabin wanted a deal, Arafat gave up violence etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Both sides were suffering heavy losses, US involvement put pressure on Israel, Rabin was a former general and carried moderate opinion with him etc. (5-8)

**Total 25 marks**

### **A17: International Relations and the Superpowers**

- 33. (a) Target: A01 Recall of knowledge.**

Roosevelt, Stalin. **2**



- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Roosevelt wanted a peaceful, democratic settlement, Stalin wanted security from further German attacks etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Roosevelt believed that Stalin would keep his promises over free elections and believed that he needed Soviet help against Japan, Stalin wanted a buffer zone against the West etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Roosevelt had died, Stalin was not keeping his promises etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Truman took a tougher line with Stalin, Stalin was not allowing free elections in eastern Europe, the Iron Curtain was appearing etc. (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, eg The Truman Doctrine offered support to European countries, Deutschmark was the new currency etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg The Truman Doctrine was a response to the situation in Greece, it was intended to be a warning to Stalin, Deutschmark cut off the economy of western zones from Soviet zone 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, eg NATO was set up to meet the challenge of the USSR, Stalin was not keeping his promises and had threatened West Berlin etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg The West believed that Stalin was threatening invasion and wanted to strengthen its position, NATO was a military alliance intended to cope with Stalin's threat etc. (5-8)

**Total 25 marks**

34. (a) Target: A01 Recall of knowledge.  
The Warsaw Pact, the U2 Incident. 2
- (b) Target: A01 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg The Warsaw Pact was the Soviet version of NATO, the U2 incident caught the USA spying etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg The Warsaw Pact was formed after West Germany was admitted to NATO, it was used to crush the Hungarian Uprising in 1956, the U2 Incident ruined the Paris summit in 1960 because Eisenhower claimed it had been a weather plane etc. (3)
- (c) Target: A01 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Hungary was out of control, Nagy was threatening to leave the Warsaw Pact etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg After Poland he had to take decisive action, it might encourage other states to leave the Warsaw Pact, loss of Hungary would be very serious for the Iron Curtain etc. (3-4)
- (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, eg Sugar was the main Cuban export, the USA stopped buying it, the Bay of Pigs was a failed attempt to invade Cuba etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg The USSR began to buy Cuban sugar as a way of gaining influence in Cuba, Bay of Pigs made Kennedy look foolish and encouraged Khrushchev to go further etc. (5-8)
- (e) Target: A01/A02 Recall of knowledge/Comprehension of source.
- Level 1 Simple statements using the source supported by some own knowledge, eg Both leaders realised that they had gone too far, it was nuclear war etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Khrushchev sent two messages, Kennedy offered Khrushchev a way out, both leaders were prepared to back down etc. (5-8)

**Total 25 marks**

## A18: Europe, 1945-90s

35. (a) Target: AO1 Recall of knowledge.  
Marshall Plan, European Coal and Steel Community. **2**
- (b) Target: AO1 Recall of knowledge. **3**
- Level 1 Simple statements supported by some own knowledge, eg US aid, linked coal and steel resources etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg It was provided freely by the USA and involved membership of the OEEC, attempts to challenge US industries etc. **(3)**
- (c) Target: AO1 Recall of knowledge. **4**
- Level 1 Simple statements supported by some own knowledge, eg Europe was very weak, it was under threat from the East etc. **(1-2)**
- Level 2 Developed statements supported by relevant own knowledge, eg European countries were caught between the superpowers, they could trade together and pool their raw materials and resource etc. **(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, eg Schumann was the founder of the Coal and Steel Community, the Common Agricultural Policy was meant to ensure a supply of food etc. **(1-4)**
- Level 2 Developed statements supported by relevant own knowledge, eg Details of the Schumann Plan, Common Agricultural Policy to provide subsidies to producers and guaranteed prices to ensure that Europeans would no go short of food 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, eg membership, closer ties, political unity etc. **(1-4)**
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Details, 6, 9, free trade, guaranteed supplies of food etc. **(5-8)**

**Total 25 marks**

36. (a) Target: A01 Recall of knowledge.
- Censorship, travel permits. 2
- (b) Target: A01 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Censorship meant that people could not discover the truth, travel permits prevented people going to the West etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Censorship meant that only the views of the ruling party could be heard, travel permits controlled movement and prevented the spread of ideas etc. (3)
- (c) Target: A01 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg To stop access to East Berlin, to prevent refugees leaving the East etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg 2,500,000,000 refugees left the East from 1949-61, many were highly educated or skilled workers, the West had complete access to East Berlin and there was much spying etc. (3-4)
- (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, eg Trade unions were controlled by the government, strikes were not allowed, the secret police spied on people and kept files etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Trade unions were one way that the communists seized control after the war, they were dominated by the party and prevented unrest amongst workers, secret police had complete powers to spy and arrest people without justification 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, eg The Soviet Union was bankrupt and could no longer afford to support the governments of eastern Europe etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg Eastern bloc depended on the Soviet Union, but the Afghan War was a constant drain, Gorbachev needed to cut expenditure and was not prepared to use force to retain control, the Baltic states went first etc. (5-8)

**Total 25 marks**

## B1: The Napoleonic Wars 1803-15

1. (a) Does Source B support the evidence of Source A about the effects of the Moscow campaign on the spirit of the French army? 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 content of the sources, eg Kutuzov says that Moscow will destroy the morale of the French army. Source B shows that this is what happened. **(1-2)**

Level 2 Developed explanation referring to the tone or attitude of the sources and referring to the content of the sources, eg Some disagreement as Source A is before the battle, with Kutuzov predicting what he thinks will happen, whereas Fezensac is writing after the battle and can explain the actual effects. Much agreement in content and tone. Kutuzov is convinced that Borodina will destroy the spirit of the French army and Fezensac seems to confirm this by explaining the soldiers are no longer in good spirits and depressed by the battle. Both pessimistic about future of the French army. **(3-5)**

- (b) Source C portrays the French army retreating in good order. Why might a French artist want to portray the retreat 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 artist would want people to believe that the retreat was well organised OR shows how difficult the conditions were for the French troops in Russia due to the freezing weather during the campaign and the 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 French artist was probably commissioned or ordered to depict the retreat in this way in order to convince people that the French invasion of Russia would have been successful if it had not been for the severe climatic conditions. The painting ignores other reasons for Napoleon's retreat, more especially over long supply lines and the geography of Russia. **(6-8)**

- (c) The writer of Source D believes that that failure of Napoleon's Russian campaign was due mainly to the weather. Do you agree that this was the main reason for the failure of Napoleon's Russian campaign? Explain your answer.

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

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes because, as mentioned in Source D, the two extremes of weather, the very hot and very cold, made Napoleon' campaign and retreat very difficult. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 and uses evidence of Source C and greater explanation of the effects of the weather AND/OR starts to look at alternative view and other reasons for retreat 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 effects of the weather, using Sources C and D and other factors such as over long supply lines, the geography of Russia and the effects of the Battle of Borodina, referring to Sources A and B. (9-12)

Total 25 marks

## B2: Bismarck's Wars 1864-1871

2. (a) Does Source B support the evidence of Source A about Prussia's attitude to the Hohenzollern candidate for the throne of Spain? Explain your answer.

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

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the nature of the evidence, eg No because Source A says that William I and Prussia support the Hohenzollern candidate and Source B says they never did. (1-2)

Level 2 Developed explanation referring to the tone and attitude of the sources AND referring to the content of the evidence, eg Much disagreement as in Source A Bismarck shows the advantages to a Hohenzollern candidate for the throne of Spain whilst in Source B he denies any such interests and idea that Prussia supported such a candidate. Source A seems keen on supporting the Hohenzollern candidate and Source B equally keen to deny such support. Some agreement. Bismarck gives Prussia's real attitude in private letter to William I. He disguises this in reply to France in Source B. (3-5)

- (b) **Source C shows Bismarck attempting to control Europe. Why might a French cartoonist in 1870 want to portray Bismarck 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 artist would want people in France and Europe to believe that Bismarck wanted to dominate Europe as this was a time of great rivalry and tension between the two countries OR shows the success of Bismarck's policy of realpolitik in which Prussian influence had increased, much to the annoyance of Napoleon III. (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 cartoon is drawn just before the outbreak of war between the two countries. There was growing tension and rivalry. The cartoonist was probably trying to gain support from the public in France and the rest of Europe against Prussia and the ambitions of Bismarck especially after he supported the Hohenzollern candidate for the throne of Spain. (6-8)

- (c) **Bismarck, in Source D, suggests that war broke out between France and Prussia because of the Ems Telegram. Do you agree that this was the main reason for the outbreak of this war? Explain your answer.**

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

12

Level 1 Developed statements using the sources and own knowledge, eg Yes, because the Ems Telegram as mentioned in Source D as mentioned in Source D, was the final straw for Napoleon III who then declared war on Prussia.

NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 uses evidence of Source A and greater explanation of the effects of the Ems Telegram AND/OR starts to look at alternative view and other reasons for the outbreak of war using Source C 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 growing Franco-Prussian rivalry of 1860s and using Source C, Napoleon III Biarritz and reactions to the North German Confederation, Bismarck and the Southern States, the Hohenzollern candidate using Sources A and B and the Ems Telegram referring to Source D. (9-12)

Total 25 marks

### B3: The Balkans, 1876-1914

3. (a) Does Source B support the evidence of Source A about Austria's policy towards Serbia in 1908? Explain your answer.

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

Level 1 Developed statements referring to the tone or attitude of the sources, OR referring to the contents of the sources, eg Conrad in Source A urges war and Franz-Ferdinand in Source B urges restraint. Source A is keen on war and Source B keen on peace. (1-2)

Level 2 Developed explanation referring to the tone or attitude of the sources, AND referring to the contents of the sources, eg Much disagreement as in Source A Conrad is urging action even war against Serbia due to possibility of uprising in Bosnia and Greater Serbia propaganda. Franz-Ferdinand, in Source B, urges restraint and does not want war. Some agreement in tone. Franz-Ferdinand seems to agree with Conrad on need to restrain Serbs but not on methods. (3-5)

(b) Source C suggests that Serbia was forced to back down over the Austrian annexation of Bosnia-Herzegovina. Why might the Austrian government want to give publicity to this Serbian statement?

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 Austria made Serbia sign this declaration in order to ensure that they publicly accepted the annexation OR the declaration was a symbol of Austria's success in the Bosnian Crisis of 1908-9. (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 Austrians had been concerned about a possible union of Serbia and Bosnia. The declaration was used by Austria not only to ensure public acceptance from Serbia of the Austrian annexation but also to highlight that this was a diplomatic victory in which the Serbs had been forced to back down. (6-8)

- (c) The writer of Source D suggests that the main effect of the crisis over Bosnia-Herzegovina was to humiliate Russia. Do you agree that this was the main effect of the crisis in the years to 1912? Explain your answer.

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

Level 1      Developed statements using the sources and relevant own knowledge, eg Yes, because Russia had to back down as mentioned in Source D.  
  
NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks. (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 on Russia AND/OR starts to look at alternative view and other effects using Source A, B and C and own knowledge. (5-8)

Level 3      Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain effects of crisis on the Balkans, the Alliance system and on relations between Serbia and Austria, using Sources A, B and C, Russia, and Germany and Russia and Austria, using Source D. (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 landings at Suvla Bay in August 1915? 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 content of the sources, eg Source B says many were killed in the water and Source A says they were butchered like lambs to the slaughter. Both critical of landings. (1-2)

Level 2 Developed explanation referring to the tone or attitude of the sources, AND referring to the content of the sources, eg Very strong agreement between Sources A and B. Both sources show that the Turkish defenders were ready and that many troops were killed or wounded. Both give impression that landings were badly planned and doomed. (3-5)

- (b) Source C portrays the Allies as having landed successfully at Anzac Cove. Why might an official photographer want to portray the landings 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 photographer would want people to believe that the landings had taken place successfully especially for people back in Britain. In fact, there were casualties and it was not well planned OR the photograph was probably taken after the landings and once the beachhead had been secured. (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 official photographer would have to be selective in what was shown about the landings. This photograph would be to maintain morale at home and at the front and convince the public that the landings were a success. In reality, this was not the case with poor planning, heavy casualties and troops pinned down on the beaches by well organised Turkish defenders. (6-8)

- (c) The writer of Source D suggests that the Gallipoli campaign failed to achieve its objectives due to poor planning. Do you agree that this was the main reason for the failure of the campaign? Explain your answer.

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

Level 1 Developed statements using the sources and relevant own knowledge Yes, because as mentioned in Source D there was poor preparation by the British commanders who had little knowledge of Gallipoli.

NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of the poor leadership of AND/OR starts to look at alternative view and other effects using Sources A and B and own knowledge or questions the interpretation 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 the inter-action between various reasons including poor leadership, inadequate preparations, referring to Source D, unrealistic objectives and the determination of the Turkish defenders, referring to Sources A and B. (9-12)

**Total 25 marks**

### **B5: Weimar Germany and its challengers**

**5. (a) Does Source B support the evidence of Source A about the Treaty of Versailles? 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 War Guilt clause was a lie. Source B says that the War Guilt Clause was unfair. Source A strongly against the Treaty. Source B not as much. (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 show that Germany had to accept responsibility for starting the war and, by their tone, stress that this was unfair. (3-5)

**(b) Source C suggests that the French wanted to suck the lifeblood out of Germany through the Treaty of Versailles. Why might a German cartoonist want to portray the Treaty in this way?**

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The cartoonist would want people to believe that the Treaty of Versailles had been very unfair on Germany OR the cartoonist shows how France had forced harsh peace terms on the Germans. (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 German cartoonist would be reflecting public opinion at that time and would exaggerate the effects of the Treaty in order to encourage even greater opposition to the Treaty. The majority of Germans were shocked at the severity of the peace terms and did believe that the Allies were trying to paralyse the German economy.      **(6-8)**

- (c) The writer of Source D believed that reparations were the harshest part of the Treaty of Versailles. Do you agree that the main reason for German opposition to the Treaty of Versailles was the payment of reparations? Explain your answer.

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

Level 1      Developed statements using the sources and relevant own knowledge, eg Yes as Source D says how the reparations payments would strip Germany bare of its economic power.

N.B. Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.      **(1-4)**

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

Level 3      Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the inter-action of a variety of reasons for opposition to the Treaty including reparations, referring to Source D, War Guilt Clauses, using Sources A and B, military and territorial terms and the nature of the 'diktat', using Source C.      **(9-12)**

**Total 25 marks**

### **B6: Russia in Revolution, 1914-24**

6. (a) Does Source B support the evidence of Source A about the situation in Petrograd in February 1917? 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 content of the sources, eg Source A says the situation will soon calm down. Source B says it is serious. Source A tries to play down opposition and Source B tries to show how serious it is.      **(1-2)**

Level 2      Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Some agreement as both mention signs of discontent especially due to food shortages. Strong disagreement especially in tone. The Tsarina in Source A suggests that the discontent is not serious and will soon pass over. The President of the Duma, in Source B, believes the situation is very serious and requires immediate action. (3-5)

- (b) **Source C suggests that the Bolsheviks brought about the February Revolution. Why might the Soviet government want to portray the February Revolution in this way?**

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

Level 1      Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A says the situation will soon calm down. Source B says it is serious. Source A tries to play down opposition and Source B tries to show how serious it is. (1-2)

Level 2      Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Some agreement as both mention signs of discontent especially due to food shortages. Strong disagreement especially in tone. The Tsarina in Source A suggests that the discontent is not serious and will soon pass over. The President of the Duma, in Source B, believes the situation is very serious and requires immediate action. (3-5)

Level 3      Developed explanation using the source as evidence supported by selected own knowledge eg Textbooks written in communist controlled Russia were carefully controlled and censored by the state and used to glorify the achievements of the Bolshevik Party. The textbook writer would have no choice but to depict the Revolution in this way. In fact the Bolsheviks played little or no part in the February Revolution with Lenin still in exile. It took their leaders by surprise. (6-8)

- (c) The writer of Source D believed it was that food shortage in Petrograd at the end of 1916 which led to the outbreak of revolution in February 1917. Do you agree that this was the main reason for the February Revolution of 1917? Explain your answer.

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

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because there were food shortages in the towns and cities, mentioned in Source D, caused by the demands of war.  
  
NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks. **(1-4)**

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As Level 1 and greater explanation of impact of food shortages AND/OR starts to look at alternative view and other effects using Sources A and B and own knowledge 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 explain that the February Revolution was caused by the interaction of a variety of long and short term factors including military defeats, the Tsar's absence at the Front, food and fuel shortages, referring to Sources B and D, poor government, using Source A, and the severe winter of 1916-17. **(9-12)**

**Total 25 marks**

### **B7: The USA, 1917-29**

7. (a) Does Source B support the evidence of Source A about life in the USA in the 1920s? 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 content of the sources, eg Source A says more people have cars and Source B says thousands of cars were scooting down the boulevards. Source A sees progress but Source B mentions the downside. **(1-2)**

Level 2      Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Some agreement as both mention the increased car ownership in the 1920s. Both see this as progress.  
 Some disagreement as Source A mentions other consumer benefits such as food and wages and Source B mentions the poor living conditions of some workers. Also difference in tone. Hoover, in Source A, seems more enthusiastic about changes than writer of B.      (3-5)

(b) **Source C uses women to advertise a car. Why might a US manufacturer in the 1920s want to advertise a car 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 manufacturer would want to appeal to as many people as possible to encourage them to buy a car. Women are shown in the advert and many more women were learning to drive.      (1-2)

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

Level 3      Developed explanation using the source as evidence supported by selected own knowledge.  
 Much development in advertising in the 1920s with manufacturers trying to appeal to as wide a market as possible. Women used not only to attract notice of public but also as potential customers. Advert reflects the growing independence of some women in 1920s USA.      (6-8)

(c) **The writer of Source D suggests that the car industry was the key factor which brought about the boom of the 1920s. Do you agree that this was the key factor which brought about the boom of the 1920s? Explain your answer.**

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

Level 1      Developed statements using the sources and relevant own knowledge, eg Yes, because Source D mentions the rapid growth in the car industry  
  
 NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.      (1-4)



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

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain that the boom of the 1920s was caused by the interaction of a variety of factors including the impact of the First World War, laissez-faire, consumerism, using Source A, and the growth of the car industry, referring to Sources C and D. (9-12)

**Total 25 marks**

### **B8: The Holocaust: 1939-45**

**8. (a) Does Source B support the evidence of Source A about Nazi views of the Jews? 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 content of the sources, eg Source A blames Jews for death of Germans in First World War and Source B blames the Jews for the outbreak of the First World War. Both very anti-Semitic in tone. (1-2)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Strong agreement as both are very anti-Jewish. Goebbels, in Source A, blames the Jews for the First World War and in Source B the Jews are held responsible for the war. Both see Jews as scapegoats. Tone of both very anti-Semitic. Some differences as Source B goes much further and blames the Jews for all Germany's post First World War problems including inflation and the Treaty of Versailles. (3-5)

**(b) Source C shows the Jews using rats to make sausages. Why might a Nazi artist want to show the Jews doing this?**

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 artist is trying to make people dislike and hate the Jews who are made to look evil. Nazi propaganda used cartoons, posters etc as evil to show the Jews as evil. (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 This was typical Nazi propaganda to turn the German people against the Jews. The artist would be reflecting the views of the Nazi leaders who were determined to use the Jews as scapegoats for all Germany's recent problems. Hitler wanted the support of the German people for his anti-Semitic policies. (6-8)

- (c) The writer of Source D suggests that the most serious anti-jewish measure after Kristallnacht was the banning of Jewish businesses. Do you agree that, in the years 1939-1941, this was the most serious anti-Jewish measure? Explain your answer.

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

Level 1 Developed statements using the sources and relevant own knowledge eg Yes, because, as mentioned in Source D, many Jewish businesses were closed down.  
NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks. (1-4)

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

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the varied effects of Kristallnacht with banning of Jewish businesses, referring to Source D, only one of whole host of anti-Jewish policies including attacks on Jewish property and synagogues, thousands sent to concentration camps, 91 Jews murdered and the further restrictions brought in the year after, anti-Jewish propaganda, referring to Sources A, B and C, and employment restrictions, using Source D. (9-12)

**Total 25 marks**

## B9: The Second World War, 1939-45

9. (a) Does Source B support the evidence of Source A about how the war was fought in 1940? 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 tanks will not achieve breakthrough. Source B says tanks have broken through. Source A not confident of victory but Source B is. (1-2)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Some disagreement as Source A says tanks will not achieve a breakthrough yet in Source B the tanks are able to advance easily across the Maginot Line. Gamelin, in Source A, believes it will be a long drawn out conflict. The Germans, in 1940, have broken into open country very quickly according to Source B. Difference in tone with Gamelin, in A, showing little confidence about a French victory whilst Rommel, in Source B, confident about the success of the German offensive. (3-5)

- (b) Source C suggests the Stuka dive bombers played an important role in bombing industrial areas. Why might a German artist want to portray the Blitzkrieg 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 is trying to make show the effectiveness of Blitzkrieg and frighten any opposition OR The dive bombers are shown attacking an enemy industrial area. They did much to frighten the opposition. (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 would be Nazi propaganda to highlight the effectiveness of Blitzkrieg and air attacks and impress the German people. The Stuka bombers were very effective in the early years of the war and did much to terrorise and confuse the enemy. (6-8)

- (c) The writer of Source D suggests that the success of the German attack in May 1940 was due to the weakness of the French defences. Do you agree that this was the main reason for German success in May 1940? Explain your answer.

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

12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because the French were not prepared for the German blitzkrieg attack, believing, as Source D mentions, that the Maginot Line would prevent a German breakthrough.

NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks.

(1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of French weaknesses using Sources A and D AND/OR starts to look at alternative view and other reasons using Sources B and C and own knowledge.

(5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the connection between German strengths, including Blitzkrieg, using Source B, air power, referring to Source C and ambitious tactics, and Allied weaknesses including French dependence on the Maginot Line, referring to Sources A and D and the Polish cavalry.

(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 the Hundred Flowers Campaign? 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 contents of the sources, eg Source A says many were arrested. Source B experiences of someone who was arrested. Both seem very much against the campaign.

(1-2)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the contents of the sources, eg Strong agreement. Source A explains how Mao cracked down on critics, many of whom were arrested and sent off for 'thought reform'. Source B is about such a critic who has been arrested and is going through the process of 'thought reform'. Both strongly opposed to the Hundred Flowers Campaign.

(3-5)

- (b) **Source C shows Mao surrounded by young people as the father of China. Why might a Chinese photographer want to show Mao 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 photographer is trying to give a very favourable image of Mao - of a leader who looks after and cares for his people. Mao was determined to cultivate this image especially when the campaign brought a lot of criticism. **(1-2)**

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

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg Very good example of propaganda put out by the government during the Hundred Flowers campaign. It could be to encourage favourable comments or to divert attention away from the flood of criticism which emerged as a result of the campaign. Mao needed to improve his national image during a period of intense criticism of the Communist government. **(6-8)**

- (c) **The writer of Sources D believes that the Hundred Flowers Campaign took place so that Mao could identify his opponents were. Do you agree that this was the main reason for the Hundred Flowers Campaign? Explain your answer.**

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

Level 1 Developed statements using the sources and relevant own knowledge, eg Mao used the campaign, as mentioned in Source D, as a way of flushing out opposition to the Communist government.  
NB Answers that make use of only the sources or own knowledge can score a maximum of 5 marks. **(1-4)**

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of the campaign and the arrest of critics using Sources A and B AND/OR starts to look at alternative view and other 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 relationship between a variety of reasons, including flushing out critics, referring to Sources A, B and D, OR possible change in motive, using Source D, once the campaign had been launched. Initial reason may have been genuine desire for debate but flood of criticism could have led to flushing out of critics. **(9-12)**

**Total 25 marks**

# HISTORY 4380, CHIEF EXAMINER'S REPORT

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## Paper 2H

### General comments

Centres are to be congratulated on the success with which they have prepared candidates for IGCSE History in the first year. Despite the novelty of some of the questions, candidates appeared to tackle the demands of the paper with confidence and enthusiasm.

The overall level of performance was very high and candidates consistently displayed detailed knowledge of many sections of the paper.

The format of the questions worked well with candidates producing often very strong responses to all types of questions on a variety of themes. Many showed excellent knowledge and understanding and produced well developed and focused responses.

### Section A

The main weaknesses in responses were that many candidates did not read question (a) carefully enough and also wrote far too much in answer to questions (c), (d) and (e). Teachers may like to remind candidates in the future that the tariff for question (c) in particular is only two marks for each reason. Consequently there is no need to write more than a few sentences or a short paragraph. However, despite this tendency to write at too great a length, there was no suggestion that candidates had suffered as a result or that they had failed to complete the paper (and section 2H) in the prescribed time.

#### Question 1

Some excellent answers, with candidates displaying a strong knowledge and understanding of French history.

#### Question 2

The majority of candidates scored full marks on part (a), although a minority believed that France had been returned to its 1792 frontiers in the Treaty of Vienna for 2(a). Many wrote at great length about Napoleon's rise to power and how Louis-Philippe became king in 1830.

#### Question 5

This question produced some strong answers, although candidates tended to go on after 1866 in responses to part (e).

#### Question 6

This question was well answered, although a few candidates identified the Zollverein as one of the reasons why Bismarck was successful in increasing Prussian power in the 1860s for part (a). Some very well developed responses for parts (d) and (e) although few candidates achieved maximum marks for part (c).

#### Questions 7 and 8

Both of these questions were well answered, with candidates displaying a very thorough knowledge of the key alliances and crises for both questions and writing at length on the development of the Triple Entente and the Schlieffen Plan.

### **Question 11**

There were many responses to this question, however, few candidates could identify the correct answers to part (a). Thereafter, there were very strong and detailed responses to all questions with candidates often scoring full marks, although some failed to mention the key feature of targets for part (e).

### **Question 12**

Candidates generally scored well on parts (a) and (b), but answers were not as strong as Question 11 for parts (c), (d) and especially (e), where responses were often brief and generalised.

### **Question 13**

Answers to part (a) were a little disappointing. Many candidates thought that Germany lost the Sudetenland and/or the Rhineland for part (a). Despite this weakness, there were strong answers to all other sub questions, especially part (e), with excellent, precise and detailed descriptions of the role of women in Nazi Germany.

### **Question 15**

This question attracted generally sound responses to parts (a), (b) and (e), although few achieved maximum marks for part (c), describing the events rather than focusing on its challenge to the League. Some candidates were unfamiliar with the Corfu Incident. In part (d), candidates sometimes lacked precise knowledge of the functions of these bodies.

### **Question 16**

This question was generally well answered with very good details of the Nazi-Soviet Pact for part (e) and the importance of the German reoccupation of the Rhineland for part (c). Few developed their answers sufficiently in part (d) to achieve maximum marks.

### **Question 17**

In part (a) a considerable number of candidates identified tariffs as a reason, whilst some answers to part (c) were lacking in development. This was counter-balanced by well developed responses to parts (d) and (e).

### **Question 18**

Some candidates identified Hooverilles and Bonus Marchers for part (a) but wrote excellent responses to all other sub-questions often giving very precise details especially on the Alphabet Agencies, public works and opposition to Roosevelt.

### **Question 19**

This was a popular question and all parts were well answered, especially (d) and (e), with well developed descriptions of key events in Civil Rights and the work of Martin Luther King.

### **Question 21**

This question produced some very good responses. Candidates wrote confidently about the various Acts and individuals. Answers to part (e) were detailed.

### **Questions 23 and 24**

These questions produced some very strong responses. Parts (c) and (d) were particularly well answered in both questions. Part (e) elicited better responses in Question 24.



### **Question 27**

This question produced very strong responses. Candidates were very well informed about the impact of Mao's reforms and the beginnings of the Cultural Revolution.

### **Question 28**

There were a handful of responses to this question. Candidates generally scored well on parts (a), (b) and (c), but answers lacked development and detailed knowledge to reach higher marks for parts (d) and (e).

### **Question 29**

This question was very well answered by the few candidates who attempted it. Details of the French attempts to re-conquer Vietnam were well explained, as were US tactics in the war from 1965 onwards.

### **Question 31**

This was very popular and produced excellent answers to parts (a), (b) (c) and (e). Part (d) proved more difficult because candidates generally failed to focus on the involvement of the superpowers. Too often answers dealt with the intervention of France and Great Britain in Suez, rather than the involvement of the USA and the USSR. The term 'superpowers' should always be understood in this way.

### **Question 32**

This was not as popular as Question 31 and candidates did not display detailed knowledge in part (d), where they confused the activities of the PLO with those of other terrorist organisations.

### **Question 33**

There were strong answers to most parts of this question, although for part (d) the majority opted for the Truman Doctrine and then wrote at length about Marshall Aid. Teachers are advised to ensure that candidates are aware of the wording of the Truman Doctrine, which did not offer any specific form of aid. For part (e) candidates often tended to write detailed accounts of the reasons why NATO was set up, especially the Berlin Blockade, with comparatively little focus on its aims.

### **Question 34**

This was not as popular but there were generally sound answers, apart from some vague responses to part (c), Khrushchev's reasons for invading Hungary. Candidates wrote at great length about all aspects of the Cuban Missile Crisis.

## **Section B**

For the first sub-question, most candidates displayed very good cross-referencing skills and were able to compare and contrast the tone and contents of the two sources. There were a few candidates who summarised each source before making any attempt to cross-reference and/or explained the provenance of the source without relating it to the question.

For the second sub-question, again there were a number of high level responses with candidates making inferences and using their own knowledge to explain the purpose of the source. A small minority ignored the provenance and wrote, often at length, using own knowledge on the given theme without relating this to the specific question.

Many candidates wrote at great length for the last question making confident use of the sources and integrating often very precise own knowledge. Answers were well balanced, providing both sides of the question and were well constructed with an introduction and conclusion. A number, however, either made no reference to the sources, or relied exclusively on them, and made no explicit judgement on the interpretation. The sources themselves should be used to stimulate own knowledge. Future questions will be more explicit in asking candidates to make use of the sources and own knowledge.

## **Section B**

### **Question B1**

No answers

### **Question B2**

- (a) Candidates were generally able to explain the strong contrast in tone and content between the two sources.
- (b) Several interpretations of the cartoonist's purpose were given. Some believed he was showing the success of Bismarck's policy. Most saw the purpose as to warn the French public, on the eve of war, of Bismarck's ambitions.
- (c) Some strong answers examined more long term reasons, particularly the attitude of Napoleon III, Bismarck's ambitions and the events of 1867-1869. Others, however, confined answers to the Ems Telegram itself.

### **Question B3**

No answers

### **Question B4**

- (a) Very well answered with candidates able to make strong comparisons, both in tone and content, between the two sources, finding both similarities and (although not necessary) differences.
- (b) Again very well answered with candidates giving well-informed explanations for the photograph, using precise own knowledge of the Gallipoli campaign itself and the wider issues of the war
- (c) Candidates often wrote at great length for this question making very effective use of the sources and explaining a variety of factors leading to the failure of the campaign. A number of candidates made strong links between the factors and often linked the reasons to poor planning.

### **Question B5**

- (a) Very well answered with candidates able to make strong comparisons in tone and content between the two sources, finding both similarities and (although not necessary) differences.
- (b) Candidates displayed excellent own knowledge, especially of Clemenceau's motives at Versailles, in explaining the purpose of the cartoonist. Some candidates did not put enough emphasis on the impact the carton might have had on German public opinion.
- (c) Generally well answered although some candidates confined their own knowledge to reparation and/or the War Guilt Clauses and made only passing references to other unpopular terms of the treaty. Too much reliance on the sources.

### **Question B6**

- (a) Candidates were able to identify and explain the strong contrast, especially in tone, between the two sources and found similarities and differences in content.

- (b) Mixed responses. The majority understood the significance of the provenance of the source 'Soviet Government' and were able to relate this to the possible purpose of the source. In addition they used their own knowledge to explain that the Bolsheviks, in reality, played little part in the February Revolution. Some however, saw the 'Soviet Government' and Bolsheviks as being on opposite sides and/or believed the Bolsheviks played an important role in the first revolution of 1917.
- (c) Generally well answered with candidates using the sources and their own knowledge to explain a number of reasons for the outbreak of revolution and coming to a judgement which often showed very sophisticated links between the factors.

#### **Question B7**

- (a) Candidates generally found strong similarities in tone between the two sources as well as content, more especially the growth in car ownership as well as a number of differences.
- (b) Most made effective use of own knowledge relating to developments in the position of women in US society in the 1920s, and applied this to the potential motives of the advertiser. A small number of candidates, however, made generalised speculations with little reference to the context in which the advert was produced.
- (c) Some well balanced answers which explained the importance of the car industry but examined other important factors. A few confined their answer to the car industry and were over reliant on the sources.

#### **Question B8**

- (a) Only a handful of answers which generally found similarities in tone between the two sources and compared and contrasted the content.
- (b) Candidates gave informed explanations for the purpose of the cartoonist based upon contemporary attitudes to the Jews in Germany.
- (c) Most argued against the interpretation with a small number going beyond the end date of 1941 and discussing the Holocaust.

#### **Question B9 and Question B10**

No answers

## HISTORY 4380, GRADE BOUNDARIES

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Unit/Component	Maximum Mark(Raw)	% Contribution to Award
Paper 1F	50	75
Paper 2H	75	75
Paper 03	25	25
Paper 04	60	25

### Option 3: 2H, 03

Grade	A*	A	B	C	D	E	F	G
Mark	84	72	60	48	38	33		

### Option 4: 2H, 04

Grade	A*	A	B	C	D	E	F	G
Mark	84	72	60	48	36	30		

**Note:** Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.

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