

Mark Scheme Summer 2007

IGCSE

IGCSE History(4380)

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Section A Mark Scheme - Paper 1F and 2H

A1: Revolution and Reaction: France, 1789-1830

1. (a) Target: AO1/AO2 Recall of knowledge.
- The Estates met separately, the first Two Estates blocked reforms. 2
- (b) Target: AO1/AO2 Recall of knowledge. 3
- Level 1 Simple statements supported by some knowledge, eg bankruptcy, no taxes etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg impossibility of any real change. Led to further demands for reform 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 some clergy joined the 3rd E, Tennis Court Oath etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg 3rd E took matters into its own hands and forced the pace, TCO was decisive, L16 caught out 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 thinking was a crime, it organised the Terror etc.
- Level 2 Developed statements supported by relevant own knowledge, eg Robespierre believed in the Republic of Virtue, he could force people to be good, hence the CPS which accused people and executed them with no trial etc. (1-4)
- (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 discredited, NB returned from Egypt, Brumaire etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Directory very corrupt, NB deserted troops and returned to France, tried to seize power, panicked and rescued by Lucien B when confronted in Chamber, set up Consuls etc. (5-8)
- Total 25 marks**

2. (a) Target: AO1 Recall of knowledge.
- Parliament, religious freedom. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Charter guaranteed freedoms, Quad Alliance against France etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Charter guaranteed religious toleration, chambers, Quad Alliance allowed for Allied intervention if... 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 attacks on former supporters of NB, loss of property etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg undermined the Charter and L18, weakened support for monarchy, Anjou very unpopular 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 Villele PM, right wing shift, Ultras supporters of monarchical revival etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg censorship revived after death of DDB, suggested swing to right with Villele, DDB only surviving member of family, therefore Anjou heir 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, middle class reacted etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Details of actions 1828 onwards, significance of Middle Class, July Ordinances/revolt etc. (5-8)

Total 25 marks

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

3. (a) Target: AO1 Recall of knowledge. 2
- Castlereagh, Tsar A I. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg control France, Holy Alliance etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg ring of border states, Holy Alliance to maintain status quo and intervene 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 taken by Prussia and Russia etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg had been weak since end of C18, Russia and Prussia victorious Allies and wanted expansion 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 The Quad Alliance was aimed at France, it continued the wartime co-operation, could intervene in France if necessary etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg details of the QA, Troppau attempt to intervene in Naples and Spain, State Paper affirmation of independence. Clash between Britain and Russia 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 who was going to occupy parts of Turkey, Russia expanding into the eastern Mediterranean etc. (1-2)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg clash of empires, Britain and Russia, how to shore up Turkey, eventually conflict between Russia and Austria and problems in the Balkans etc. (3-4)

Total 25 marks

4. (a) Target: AO1 Recall of knowledge. 2
- Hypsilanti, Hetairia Philike. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg rising led to further attacks, support from Greeks etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Turkish defeat of rising led to Greek insurrection, HP and Hypsilanti increased support for insurrection etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Turks caught unaware, busy elsewhere etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Turks caught off guard, suppressing a revolt in Asia Minor, Greeks ruthless and murdered Turks 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 NA set up as Greek Parliament, Missolonghi defended etc.	(1-4)
Level 2	Developed statements supported by relevant own knowledge, eg MA invaded Morea in support of Sultan, threatened to tip balance, defeated at Navarino, joint fleet sank Egyptian force before breakfast, Allied intervention very important 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 Russian attacks and Allied pressure meant Greeks almost independent by 1829 etc.	(1-4)
Level 2	Developed statements using the source supported by relevant own knowledge, eg 1829 Allied pressure at London Protocol forced Turks to accept independence, which was then extended from 1829 to 1832 while a form of government was sought. etc.	(5-8)
		Total 25 marks

A3: The Making of the Nation States

5.	(a)	Target: AO1 Recall of knowledge.	
		Parliament, Catholic Church losing influence.	2
	(b)	Target: AO1 Recall of knowledge.	3
	Level 1	Simple statements supported by some own knowledge, eg Cavour could use Parliament, gave Cavour greater freedom etc.	(1-2)
	Level 2	Developed statements supported by relevant own knowledge, eg King was less influential, Cavour able to develop policy, education reformed, monasteries closed etc.	(3)

- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg He wanted to forced Austrians out, unify Italy etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Piedmont would not be able to defeat Austria without modernisation, wanted to unify northern Italy and create modern state 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 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. 8
- Level 1 Simple statements using the source supported by some own knowledge, eg Garibaldi invaded Sicily with 1000 and then Naples, overran both Cavour sent army in etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Garibaldi responded to Sicilian uprising, easy victory and invaded Naples with help of British fleet, Ferdinand evicted and Garibaldi threatened to invade Papal States, Cavour acted etc. (5-8)

Total 25 marks

6. (a) Target: AO1 Recall of knowledge. 2
 Zollverein, Railway Network.
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Zollverein linked German states to Prussia, railways advantage in the war etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Zollverein made Prussia much stronger economically, railways enabled troops to move much more quickly 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, defeat of Austria meant that they had little choice, German Confederation etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Austria defeated in 1866 and excluded from Germany, Zollverein replaced by alliances, Prussia natural leader of Germany 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 indirect taxation only for Empire, Reichstag lower house but had little power etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg taxation split, direct for states, indirect for Empire, therefore states more important, universal suffrage for Reichstag but could not propose legislation and could not criticise ministers 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 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. 2
- Russia, Austria.
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg isolate France, avoid war on two fronts etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg France very angry after 1870-1 would want revenge, natural ally was Russia which would mean war on two fronts etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg to sort out Eastern Question, get Bismarck into limelight etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg the Treaty of San Stefano had angered Austria and Bismarck wanted to appear as an 'honest broker', he could not afford to have Russia and Austria at loggerheads 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 triple Alliance was an attempt to draw in Italy, 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, Reinsurance Treaty was to prevent Russia being drawn into a French alliance, the 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. 8

Level 1 Simple statements using the source supported by some own knowledge, eg Reinsurance Treaty not renewed, Weltpolitik, Navy Laws etc.

Level 2 Developed statements using the source supported by relevant own knowledge, eg Kaiser adopted Weltpolitik, attempt to spread German influence in Middle East, Africa and Pacific, Navy Laws threatened GB, allowed Dual Entente by snub to Russia etc. (1-4) (5-8)

Total 25 marks

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

The Drang nach Osten, A Place in the Sun. 2

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

Level 1 Simple statements supported by some own knowledge, eg Drang Nach Osten was an attempt to extend German influence to the East, a Place in the Sun was an attempt to gain colonies in Africa etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg the Drang Nach Osten, 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 it was a challenge to Britain, to extend German influence, protect colonies etc.	(1-2)
	Level 2 Developed statements supported by relevant own knowledge, eg to support Germany's position as a great power, challenge Britain's dominant position, overtake Britain in 25 years 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 Kiel Canal to allow warships to get to North Sea, 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 Kiel Canal raised fears in Britain of a challenge to control of the seas, 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.	8
	Level 1 Simple statements using the source supported by some own knowledge, eg triggered the Alliance System, situation in Balkans etc.	(1-4)
	Level 2 Developed statements using the source supported by relevant own knowledge, eg Austria appealed to Germany, blank cheque, ultimatum, Russian mobilisation, Germany etc.	(5-8)
		Total 25 marks

A5: Reform and Reaction in Russia, 1855-1917

9. (a) Target: AO1 Recall of knowledge.
- Limited industrial development, transport difficulties. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg could not get supplies to Sevastopol, industry backward etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg few railways because industry poor and therefore very difficult to get supplies and reinforcements to Sevastopol 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, plots were small 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. 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 zemstva set up, judges paid, army service cut etc.
- Level 2 Developed statements supported by relevant own knowledge, eg zemstva created but had limited powers, not allowed to work together, army service cut to 6 years, equality before the law for recruits, judges paid and juries used for first time, equality etc. (1-4) (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 Nicholas only adopted reforms because he had to, he did not believe in them and went back on his word, Duma, reforms to agriculture etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Nicholas soon changed his mind, as Russia appeared to recover from the events of 1905 he forgot his promises, the Duma was largely powerless, Stolypin's reforms (abolition of payments) came to an end when he was killed and the Fundamental Laws and autocracy remained in force etc. (5-8)

Total 25 marks

10. (a) Target: AO1 Recall of knowledge. 2
- The Populist Movement, the People's Will.
- (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 Lenin wanted a small group, Mensheviks would accept anybody etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg disagreement on tactics, Lenin wanted commitment to Marxist revolution, had the majority at the meeting 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 Rasputin appeared to control the Tsarina, Alexandra was accused of being a German spy etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Society horrified at activities of Rasputin, seemed to control N and A and appoint ministers, N as C-in-C took blame for defeats and became very unpopular as a result 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 population doubled, people crammed together, cut off during the war etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg industrial centre, population increased rapidly during the war, rail links inadequate, shortages, inflation etc. (5-8)
- Total 25 marks**

A6: The USSR, 1917-64

11. (a) Target: AO1 Recall of knowledge.
- Communist Party Secretary, Lenin's Will was ignored. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Trotsky was not appointed, 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, it was never revealed that Lenin had nominated Trotsky etc. (3)

- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg He wanted to eliminate Old Bolsheviks, he wanted to control the country etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg He wanted to remove any challenge to his leadership, he wanted to eliminate opponents Old Bolsheviks who knew the truth about Lenin's Will 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 Magnitogorsk was a new industrial city, GOSPLAN planned production and set targets etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg new cities were built east of the Urals by slave labour, Magnitogorsk was one example, GOSPLAN controlled the command economy from Moscow 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 Stalin wanted to modernise agriculture, export to the West etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Collectivisation was intended to maximise agricultural production, all farms were brought into collectives, famine in 1932-4 and Kulaks destroyed etc. (5-8)

Total 25 marks

12. (a) Target: AO1 Recall of knowledge. 2
- Factories moved beyond the Urals, Scorched earth.
- (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, factories out of German reach 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, factories were dismantled and moved east where they were unaffected by war 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. 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 Virgin Lands were part of Krushchev'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. 8
- Level 1 Simple statements using the source supported by some own knowledge, eg he reduced powers of Secret Police, opened Gulags, allowed criticism etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Khrushchev wanted to reduce the climate of fear that Stalin had created, he allowed criticism of Stalin and his policies but not of communism or the Soviet system, books published, places renamed, Stalin out of mausoleum etc. (5-8)

Total 25 marks

A7: The Rise of Fascism in Europe

13. (a) Target: AO1 Recall of knowledge. 2
- Demilitarisation of the Rhineland, the War Guilt Clause. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg no German troops in the Rhineland, Germany to blame for the war etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg German troops banned within 50km of east bank, German had to accept full blame for war, very unpopular etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg reparations payments, support for strikers in the Rhineland etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg reparations payments in gold triggered growing inflation, the offer of strike pay meant that paper money had to be printed in large quantities 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 Rentenmark replaced old currency, Dawes Plan was US loans to help with reparations etc. (1-4)

Level 2 Developed statements supported by relevant own knowledge, eg Stresemann issued Rentenmark at 300,000,000 to 1 to restore confidence after hyperinflation, Dawes Plan US loans to help reparation and get Germany going again led to prosperity in the Golden Years 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 elections won, Nazis largest party, von Papen persuaded Hindenburg etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg failure of Nazis in November encouraged von Papen, he wanted t reappointment as Chancellor after von S but tried to use Nazi numbers in Reichstag etc. (5-8)

Total 25 marks

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

460,000 men killed, Treaty of London ignored. 2

(b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, eg Italian losses very heavy, promises of land forgotten etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg losses very heavy and very little to show for it, Italy had been promised the Ionian islands and Adriatic coast but Woodrow Wilson would not allow it etc. (3)

- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, a secret Fascist, the March on Rome etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg The King was looking for an excuse to appoint Mussolini and was fearful of a coup by the Duke of Aosta, March on Rome suggested that Mussolini was a strong man 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 Battle for Land was an attempt to reclaim marshes, Acerbo Law gave Mussolini a parliamentary majority etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg The Battle for Land was aimed at increasing the amount of land under the plough by reclaiming marshes such as the Pontine Marshes, important for propaganda, Acerbo Law gave the party that won the most votes a 2/3rds majority in parliament 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 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, Corporations were ways of spreading Fascist propaganda etc. (5-8)

Total 25 marks

A8: International Relations, 1919-39

15. (a) Target: AO1 Recall of knowledge.
Experience 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 Aaland Islands a dispute between Finland and Sweden, Greek-Bulgarian border dispute settled by League etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Aaland Islands settled by arbitration in favour of Sweden, example of success for League of Nations, Gree-B border dispute also settled peacefully, another example of members states referring disputes to League 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 too European, Woodrow Wilson had been away too long, isolation etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Monroe Doctrine was traditionally isolationist, did not like European entanglements and resented WW's absence in Europe for more than six months etc. (5-8)
- Total 25 marks

16. (a) Target: AO1 Recall of knowledge.
- Japan left the League, Lytton Report ignored. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Japan was a Permanent Council Member, Lytton Report suggested League was powerless etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Japan because it was criticised in the Lytton Report and was a blow to the prestige of the League, Lytton report suggested that the League had no teeth and could not deal with Dictators etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Hitler wanted to show contempt for Versailles, Disarmament Conference was achieving nothing etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Hitler had promised that he would destroy the Treaty of Versailles, claimed that Germany was disarmed but other countries were refusing to do so 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 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. 8
- Level 1 Simple statements using the source supported by some own knowledge, eg It appeared that war had been avoided but this was proved wrong in March 1939 etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg the Munich Agreement fooled Chamberlain but meant nothing to Hitler, he got what he wanted and moved one step further in March when he occupied western Czechoslovakia etc. (5-8)

Total 25 marks

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

17. (a) Target: AO1 Recall of knowledge. 2
- Loans to countries in Europe, Increased exports.
- (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 the poor man's club, Temperance Societies etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg it was believed that drink was morally wrong, it was believed that the poor were destitute because men drank too much 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 Henry Ford used the Assembly Line to produce motor cars, isolation meant that Americans could not buy abroad 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, isolation via the Forney-McCumber Tariff prevented the import of European goods and raised profits 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 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: AO1 Recall of knowledge.
Loss of Confidence, Over-production. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg people did not trust the system, too many goods had been produced etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg people stopped believing that shares would go on rising, profits depended on sales and companies had produce too much, people could not go on buying for ever etc. (3)
- (c) Target: AO1 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: 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 CCCs were set up in March 1933 to provide immediate work, Hundred Days was the first period of the New Deal etc. (1-4)

Level 2 Developed statements supported by relevant own knowledge, eg priming the pump was the use of federal money to get the economy going again, Roosevelt believed it was necessary to spend to get people back to work, EBRA was used to close banks for four days to tackle the banking crisis and stop people withdrawing money 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 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. 2
They became pilots, the NAACP expanded rapidly.
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg they achieved seniority, NAACP from 50000-450000 etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg being pilots proved that they were capable of complex tasks, NAACP much more influential, Philip Randolph VV campaign etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg it showed that segregation was wrong, won support of the Supreme Court etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg NAACP supported Brown as far as Supreme Court which decided that separate could not be equal, showed that legal action could be very effective 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 Malcolm X led Black Power, joined the Black Muslims, believed in the use of violence, Robert Kennedy supported civil rights, set up Voter Education Project etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Malcolm X broke away from King, rejected Christianity, adopted slave name, did not want integration, Carmichael led SNCC but became more violent and led to Black Power and Black Panthers 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 CRA, 2CRA, Voting Rights Act, Housing Act, Education Act etc.	(1-4)
Level 2	Developed statements using the source supported by relevant own knowledge, eg details of above etc.	(5-8)
		Total 25 marks

20.	(a)	Target: AO1 Recall of knowledge.	
		General tax cut, Public works.	2
	(b)	Target: AO1 Recall of knowledge.	3
	Level 1	Simple statements supported by some own knowledge, eg tax cut would allow people to spend, public works would provide jobs etc.	(1-2)
	Level 2	Developed statements supported by relevant own knowledge, eg tax cut was intended to encourage increased spending which would create jobs, public works=road, buildings to provide contracts 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.	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 prosperity meant that more young people went to college, 3 million were drafted to Vietnam = mass protests etc.	(1-4)
	Level 2	Developed statements supported by relevant own knowledge, eg college students broke away from the influence of their parents and led to counter culture, Vietnam led to mass protests from 1965 onwards and encouraged make love not war 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 would not hand over tapes, was proved to have lied etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg break in, denied White House involved, trial showed that it had, tapes only handed over under pressure, foul-mouthed, had lied, threatened with impeachment etc. (5-8)
- Total 25 marks

A11: The End of Empire

21. (a) Target: AO1 Recall of knowledge. 2
- Separate Amenities Act, Group Areas Act.
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Separate Amenities Act forced black and white to use separate buildings, the Group Areas Act controlled where Africans lived etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Separate Amenities Act enforced petty apartheid, beaches, parks, Group Areas Act set aside areas for whites, coloureds and blacks in South Africa etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg apartheid was enforced, took part in the Defiance Campaign. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Mandela became a leader, formed alliance with Indian and Chinese groups, Defiance Campaign led to the Freedom Trial 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 Treason Trial resulted from Defiance Campaign, Rivonia was after his arrest etc. (1-4)

Level 2 Developed statements supported by relevant own knowledge, eg Mandela was one of the defendants at the Treason Trial but it collapsed when the prosecution could not bring evidence, Rivonia was after his arrest in 1964 and led to him being imprisoned at Robben Island 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 tried to do away with petty apartheid, allowed breaking of Separate Amenities Act etc. (1-4)

Level 2 Developed statements using the source supported by relevant own knowledge, eg Total Strategy was an attempt to save white domination by allowing some aspects of apartheid to disappear, beaches and buildings were no longer segregated etc. (5-8)

Total 25 marks

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

There were many African MPs, Nkrumah became Prime Minister. 2

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

Level 1 Simple statements supported by some own knowledge, eg it was administered by Africans, he was well educated etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg Ghana was largely governed by Africans before independence, little white influence etc. (3)

- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg followed example of Ghana, influence of Azikwe etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Little opposition from whites, British administrators supported independence, Macmillan supported independence 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 Ian Smith was the Prime Minister of Southern Rhodesia before UDI, wind of change speech urged whites to accept independence 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, Macmillan knew Britain could not support colonies and favoured independence, wanted peaceful change 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 tried to beat sanctions, support from South Africa, SADF very effective etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg sanctions not effectively enforced, SADF tracked guerrillas into neighbouring countries, siege mentality, attempts to find internal solution etc. (5-8)

Total 25 marks

A12: India, 1900-49

23. (a) Target: AO1 Recall of knowledge. 2
- The Partition 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 they had supported Britain, trade, volunteers etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg loyal support throughout the war, 1,250,000 volunteers, Gandhi had urged support 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 Swaraj = home rule, Swadeshi = using Indian goods etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Congress consistently demanded Home Rule, leaders began to dress in Indian style, cotton, 1929 demand for independence 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 ML small compared to Congress, many Muslims also members of Congress, Lucknow Pact, attitude to Simon etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Details of role of Jinnah, attempts to increase influence of ML by agreeing to cooperate with Simon etc. (5-8)

Total 25 marks

24. (a) Target: AO1 Recall of knowledge. 2
- Labour Government, Dyarchy not working.
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Labour Government wanted to give some form of home rule, Congress was not cooperating with government etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Simon had shown that Government of India Act was not working, Labour wanted to find a solution etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg did not offer Home Rule, Congress wanted strong central government, ML wanted weak central government etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Congress wanted strong central government with weak provinces to create a united India, 1935 did not go far enough, ML wanted strong provincial government to ensure that Muslims would be protected 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 ML supported declaration of war in 1939, grew in size to 2 million because Congress was sidelined by Quit India etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Lahore called for Muslim state, start of Pakistan Movement, sought to gain British backing by supporting 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 rejection of Cabinet Mission by Nehru and Jinnah, communal violence etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg failure of Cabinet Mission and 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. 2
- Lack of industrial technology, China in debt. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg limited use of science and technology, unable to modernise etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg industry unable to develop, no finance for imports of modern technology 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 destroy the monarchy etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Sun had travelled in the West, he saw what modernisation could do, he wanted an educated China etc. (3-4)
- (d) 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 know Warlords increased taxation for personal profit government projects were not finished etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg peasants' burden became greater, agriculture suffered, road building came to an end infrastructure suffered 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 influence of Russia, support from Moscow, United Front etc. | (1-4) |
| Level 2 | Developed statements using the source supported by relevant own knowledge, eg Comintern, United Front accepted communists in GMD, Nationalists movement encouraged CCP development etc. | (5-8) |
| | | Total 25 marks |

26. (a) Target: AO1 Recall of knowledge.
- | | |
|-------------------------------------|---|
| End of United Front, growth of CCP. | 2 |
|-------------------------------------|---|
- (b) Target: AO1 Recall of knowledge. 3
- | | | |
|---------|--|-------|
| Level 1 | Simple statements supported by some own knowledge, eg end of UF allowed Chiang to act, growth of CCP was a threat etc. | (1-2) |
| Level 2 | Developed statements supported by relevant own knowledge, eg Chiang was anti-communist, saw CCP as a threat etc. | (3) |
- (c) Target: AO1 Recall of knowledge. 4
- | | | |
|---------|--|-------|
| Level 1 | Simple statements supported by some own knowledge, eg Soviet was surrounded, It helped Mao to escape 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 been attacked five times and Chiang wanted to destroy it 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 land reform attracted support from peasants, it emphasised the leadership of Mao and he was unchallenged etc. | (1-4) |
| Level 2 | Developed statements supported by relevant own knowledge, eg land reform weakened influence of landlords and won support in countryside, Mao emerged as the undisputed leader, propaganda developed his role 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 fought against the Japanese, role of 8 th Route Army 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 effective and won great support across northern China etc.	(5-8)
		Total 25 marks

A14: Revolution in China, 1949-96

27. (a)	Target: AO1 Recall of knowledge.	
	Large population, he distrusted experts etc.	2
(b)	Target: AO1 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: AO1 Recall of knowledge.	4
Level 1	Simple statements supported by some own knowledge, eg Famine, failure of the GLF 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, Mao was seen to be holding China back 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 Red Guards were the strike force, Thoughts the Little red Book etc.	(1-4)
Level 2	Developed statements supported by relevant own knowledge, eg Red Guards attacked any one who opposed the Cultural Revolution, competed with each other, Thoughts the bible of the CR, contained Mao's policies of destroying traditional/modern ideas 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 China in complete chaos, Mao ordered PLA to intervene etc.	(1-4)
Level 2	Developed statements using the source supported by relevant own knowledge, eg factories at a standstill, authority broken down, even Mao had to agree that this was disastrous, PLA ordered to attack and arrest Red Guards etc.	(5-8)
		Total 25 marks

28. (a)	Target: AO1 Recall of knowledge.	
	Links with West, Rehabilitation.	2
(b)	Target: AO1 Recall of knowledge.	3
Level 1	Simple statements supported by some own knowledge, eg former leaders rehabilitated, contact with the West improved etc.	(1-2)
Level 2	Developed statements supported by relevant own knowledge, eg Deng returned 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.	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 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 life 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 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. 2
- He was only given a small area of land, all key posts were held by French.
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Ho Chi Minh refused, French treated Indo-China like France etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Ho wanted to unite I-C, French were refusing any form of autonomy etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg Ho wanted to unite all of Vietnam, south was non-communist etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg US Domino Theory - increased support and aid, North wanted to unite Vietnam and turn in communist 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. (1-4)

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. (5-8)

Total 25 marks

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

New villages, white areas. 2

(b) Target: AO1 Recall of knowledge. 3

Level 1 Simple statements supported by some own knowledge, eg new villages were well defended, white areas free of attacks etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg workers were moved to well defended new villages, white areas cleared of communist rebels etc. (3)

(c) Target: AO1 Recall of knowledge. 4

Level 1 Simple statements supported by some own knowledge, eg achieve independence, increase Malay influence etc. (1-2)

Level 2 Developed statements supported by relevant own knowledge, eg other colonies were too small for independence, he wanted to increase the proportion of Malays in the new country etc. (3-4)

- 8
- (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. | (1-4) |
| 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. | (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 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.
- | | |
|--|---|
| Jerusalem open, Palestine partitioned. | 2 |
|--|---|
- (b) Target: AO1 Recall of knowledge. 3
- | | | |
|---------|---|-------|
| Level 1 | Simple statements supported by some own knowledge, eg Jerusalem would be neither Arab nor Israeli, Palestine would be shared etc. | (1-2) |
| Level 2 | Developed statements supported by relevant own knowledge, eg Jerusalem was being shared between the two sides, it was an attempt to balance the interests of both groups etc. | (3) |

(c)	Target: AO1 Recall of knowledge.	4
	Level 1 Simple statements supported by some own knowledge, eg they disliked the Partition, believed they could win etc.	(1-2)
	Level 2 Developed statements supported by relevant own knowledge, eg Palestinians had only 40% of land, Arab states outnumbered Israelis 80-1 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 Nasser appealed to the USSR for aid, Britain wanted the canal kept open 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, Britain had shares in canal, landed troops to secure it 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 many attacks, 1957-67, UNEF, Nasser speeches, Israeli opportunity etc.	(1-4)
	Level 2 Developed statements using the source supported by relevant own knowledge, eg details of above etc.	(5-8)
		Total 25 marks

32.	(a) Target: AO1 Recall of knowledge. Rise in the price of oil, heavy Israeli losses.	2
	(b) Target: AO1 Recall of knowledge.	3
	Level 1 Simple statements supported by some own knowledge, eg Arab states raised prices, Israelis taken by surprise etc.	(1-2)
	Level 2 Developed statements supported by relevant own knowledge, eg Arab states realised they could use oil as a weapon, the war showed that the Israelis were not invincible and they suffered heavy losses etc.	(3)

- (c) Target: AO1 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, Sadat was prepared to compromise 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: 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 Al Fatah Arafat's group, forced out of Jordan and Lebanon etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg PLO was an umbrella organisation that included Arafat's Al Fatah, renunciation of violence important turning point 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 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: AO1 Recall of knowledge. 2
- Germany divided, Poland given land. 2
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg Germany would be occupied, Poland would lose land to Soviet Union etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Germany occupied by four powers, Soviet Union given buffer against attacks from 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. 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 Iron Curtain cut off East from West, Deutschmark was the new currency etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Iron Curtain was an attempt to prevent western influence reaching the East, seemed to break Yalta promises, Deutschmark cut off the economy of western zones from Soviet zone 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 Stalin cut links with West, all goods carried by air etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg refusal to allow Stalin to force Allies out of West Berlin, 300,000 flights, 8,000 tonnes per week etc. (5-8)

Total 25 marks

34. (a)	Target: AO1 Recall of knowledge.	
	To unite the forces of the East, West Germany admitted to NATO.	2
(b)	Target: AO1 Recall of knowledge.	3
Level 1	Simple statements supported by some own knowledge, eg The Warsaw Pact was the Soviet version of NATO, posed a military threat etc.	(1-2)
Level 2	Developed statements supported by relevant own knowledge, eg The Warsaw Pact was used to crush the Hungarian Uprising in 1956, Soviet Union feared German revival, believed West was encouraging Germany etc.	(3)
(c)	Target: AO1 Recall of knowledge.	4
Level 1	Simple statements supported by some own knowledge, eg wanted to challenge the West, change from Stalin etc.	(1-2)
Level 2	Developed statements supported by relevant own knowledge, eg wanted to prove the Soviet system better, wanted to win worldwide support 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 Sputnik first in space race, O Games used to show Soviet system better etc.	(1-4)
Level 2	Developed statements supported by relevant own knowledge, eg part of Khrushchev's Peaceful Co-existence, Sputnik and YG showed USSR technologically more advanced 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 refugees, brain-drain, failure of peaceful co-existence etc.	(1-4)
Level 2	Developed statements using the source supported by relevant own knowledge, eg details of the above etc.	(5-8)
		Total 25 marks

A18: Europe, 1945-1990s

35. (a) Target: AO1 Recall of knowledge. 2
- Economic and industrial co-operation, reduction of import and export duties.
- (b) Target: AO1 Recall of knowledge. 3
- Level 1 Simple statements supported by some own knowledge, eg made Europe more competitive, allowed freer movement of goods etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg heavy industry could develop more effectively, trade between members easier and prices lower etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
- Level 1 Simple statements supported by some own knowledge, eg links to Commonwealth and USA etc. (1-2)
- Level 2 Developed statements supported by relevant own knowledge, eg Britain imported food from Commonwealth, special relationship with USA 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 Commission enforces decisions, ECB controls finance etc. (1-4)
- Level 2 Developed statements supported by relevant own knowledge, eg Details of the Commission, Common Fisheries Policy allocates quotas to members for catches, tried to maintain stocks 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, single market, Schengen etc. (1-4)
- Level 2 Developed statements using the source supported by relevant own knowledge, eg Details of the above etc. (5-8)
- Total 25 marks**

36. (a) Target: AO1 Recall of knowledge. 2
 Russian Civil War, Appeasement of Hitler.
- (b) Target: AO1 Recall of knowledge. 3
 Level 1 Simple statements supported by some own knowledge, eg believed that West wanted to destroy USSR etc. (1-2)
 Level 2 Developed statements supported by relevant own knowledge, eg had wanted to encourage Hitler to attack USSR and destroy each other etc. (3)
- (c) Target: AO1 Recall of knowledge. 4
 Level 1 Simple statements supported by some own knowledge, eg better pay, get away from communism etc. (1-2)
 Level 2 Developed statements supported by relevant own knowledge, eg many were highly educated or skilled workers, the West offered freedom, better standard of living 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 prices of goods subsidised, media censored etc. (1-4)
 Level 2 Developed statements supported by relevant own knowledge, eg prices subsidised by massive states spending, 35% in USSR, media censored, state owned, only internal news, foreign broadcasts blocked 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 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, subsidies, support for countries around the world, 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

Section B Mark Scheme - Paper 2H

B1: The Napoleonic Wars 1803-15

1. (a) Does Source A support the evidence of Source B about the tactics used by the British troops in the campaign of 1815? Explain your answer.

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

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source B shows the British forming a square. Source A says they formed a square. (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 B suggests British success whilst A mentions casualties and gaps in defences. Mainly similarity in content and tone. Both suggest the success of the square with in A the French retreating and in B heavy French casualties. (3-5)

- (b) Source C portrays the charge by the British troops in a heroic way. Why might the artist want to portray the charge in this way?

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The artist suggests the British attacked enthusiastically and effectively OR the British cavalry were eventually effective at Waterloo as shown by the artist. (1-2)

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

- (c) The writer of Source D suggests that the main reason for the British and Prussian victory at Waterloo was the mistakes made by the Napoleon's senior commanders. Do you agree that this was the main reason for the British and Prussian victory? Explain your answer using the sources and your own knowledge.

12

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

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes because, as mentioned in Source D, the French commanders failed to exploit their advantage before the arrival of the Prussians.

(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 mistakes made by the French 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 the tactics used by the British, leadership qualities of Wellington and the arrival of the Prussians, referring to Sources A and B.

(9-12)

Total 25 marks

B2: Bismarck's Wars 1864-1871

2. (a) Does Source A support the evidence of Source B about the effects of Prussian fire-power during the Franco-Prussian War? 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 Source B shows the French cavalry being mowed down by Prussian rifle fire. This is supported by Source A which says the leading French squadron was dissolved in a heap.

(1-2)

- (b) Source C is from a secret Prussian document commenting on the progress of the Franco-Prussian War? Why might the news have been included in a Prussian document of 1870 which was intended to be kept secret?

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 document suggests that Prussia is after French territory OR in the peace treaty which followed Prussia took Alsace-Lorraine (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 Purpose of secrecy to avoid international intervention. Through Ems telegram Bismarck had skilfully managed to isolate France. Knowledge of Prussian ambitions might arouse sympathy and support for French. In addition might encourage even more determined French opposition during war. (6-8)

- (c) Source D suggests that the main reason for the Prussian victory in the Franco-Prussian War was the French weakness. Do you agree that this was the main reason for the Prussian victory? Explain your answer using the sources and your own knowledge.

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

Level 1 Developed statements using the sources and own knowledge, eg Yes, because Source D mentions the slow mobilisation and isolation of the French.
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 develops own knowledge AND/OR starts to look at alternative reasons mentioned in Sources A and B and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge e.g. balanced answer which uses the sources and own knowledge to explain the inter-action of a variety of factors including French weaknesses, Source D, the strengths of the Prussian armed forces, Sources A, B and C, and Bismarck's diplomatic activity in isolating French . (9-12)

Total 25 marks

B3: The Balkans, 1876-1914

3. (a) Does Source A support the evidence of Source B about the annexation of Bosnia-Herzegovina by Austria in 1908? Explain your answer. 5

et: AO2 Comprehension and cross-referencing of sources.

Level 1 Developed statements referring to the tone or attitude of the sources, OR referring to the contents of the sources, eg Source B suggests that the annexation was opposed by B-H whilst A suggests it will benefit them. (1-2)

Level 2 Developed explanation referring to the tone or attitude of the sources, AND referring to the contents of the sources, eg Some agreement as both sources suggest that Austria tried to convince B-H benefits occupation. Strong disagreement as Source B says occupation opposed by B-H whilst A suggests be beneficial. Strong differences in tone. A sees occupation as of benefit to B-H but B believes has destroyed chance union with Serba. (3-5)

(b) The cartoonist in Source C shows the Austrians behaving aggressively over Bosnia-Herzegovina. Why might the cartoonist portray the event in this way?

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg Source C suggests that the Turks have reluctantly accepted the annexation OR although Austria had been given control of B-H in 1878, the annexation still annoyed Turks and sparked at international crisis involving France's ally, Russia. (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 French cartoonist may have wanted to show French support for her ally, Russia, who was furious about the Austrian annexation and demanded an international conference. Therefore the cartoonist depicts the annexation as against the wishes of the Turks, who theoretically ruled the area. It could have been to rouse international sympathy for the Turks, B-H and Russia. (6-8)

(c) The writer of Source D suggests that the main consequence of the Bosnian Crisis was increased rivalry between Austria and Serbia. Do you agree that this was the main consequence of the Crisis? Explain your answer using the sources and your own knowledge.

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

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because Source D says it thwarted Serbia's ambitions.

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 Serbia 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 Source D, Russia, and Germany and Russia and Austria, using other sources. (9-12)

Total 25 marks

B4: The First World War, 1914-1918

4. (a) Does Source A support the evidence of Source B about the consequences of the Battle of Jutland? Explain your answer.

5

Target: AO2 Comprehension and cross-referencing of sources.

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A says Britain still controlled the seas but Source B says Germany now had command of the seas. (1-2)

Level 2 Developed explanation referring to the tone or attitude of the sources, AND referring to the content of the sources, eg Slight agreement as Source B suggests hammer blow and A mentions heavy losses. Most part strong disagreement as B suggests German success but A German retreat and British blockade maintained. Strongly contrasting tone. B German optimism but A confident British supremacy. (3-5)

- (b) Source C shows the sinking of the Lusitania. Why might a British newspaper have publicised the event in this way so soon after it took place?

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 drawing suggests a sudden sinking with few survivors OR there were over 100 US citizens who went down with the ship at a time when the USA was neutral. (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 British newspaper would have wanted to arouse anger in Britain at the sinking of a liner and the of civilians in order to encourage recruitment for the armed forces. In addition to gain sympathy and supporting the USA for loss of US citizens, possibly encourage USA to enter on allied side or force Germans to call off unrestricted U-Boat warfare. (6-8)

- (c) The writer of Source D suggests that the U-Boats posed the greatest threat to the Allies during the War at Sea. Do you agree that this was the greatest threat during the War at Sea? Explain your answer using the sources and your own knowledge.

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

12

Level 1 Developed statements using the sources and relevant own knowledge Yes, because as mentioned in Source D and the sinking of the Lusitania in C.

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 threat of the U-boats espec 1917 AND/OR starts to look at alternative view and other threats using Sources A, B and D and own knowledge. Might question interpretation using convoy system in D.

(5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the various threats, such as Jutland, using Sources A and B, U-boats Sources C and D and surface raiders, Source D.

(9-12)

Total 25 marks

B5: Weimar Germany and its Challengers

5. (a) Does Source A support the evidence of Source B about the importance of Hitler to the growth of the Nazi Party? Explain your answer.

5

Target: AO2 Comprehension and cross-referencing of sources.

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source B says that Hitler was winning over thousands. Source agrees that Hitler I one of main reasons for the success of the Party.

(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 strongly suggest that Hitler's qualities as a speaker key reason for its growth. Source B far more enthusiastic than A.

(3-5)

- (b) Source C shows the Nazi Party as opposed to the Treaty of Versailles and Jews. Why might the Nazis have included these items in their manifesto?

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 manifesto suggests that the Nazis will create a much better Germany OR the manifesto was produced at a time when many Germans humiliated by Versailles and wanted scapegoat. (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 Hitler was trying to build up support for Nazi Party and was using the manifesto to appeal to the nationalist feelings of many Germans who wanted the Treaty overturned and wanted someone to blame for defeat and humiliation. Anti-Semitism was already apparent. (6-8)

- (c) The writer of Source D suggests that the main reason for the early growth of Nazi Party was the unpopularity of the Weimar Republic. Do you agree that this was the main reason? Explain your answer using the sources and your own knowledge.

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

12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes as Source D says the Republic accepted the Treaty and reparations.
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 the unpopularity of Republic AND/OR starts to look at alternative view and other reasons using Sources A, B and C and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the inter-action of a variety of reasons for growth of opposition including the unpopularity of the Republic, Hitler's personal appeal and the Nazi programme. (9-12)

Total 25 marks

B6: Russia in Revolution, 1914-24

6. (a) **Does Source A support the evidence of Source B about the importance of Lenin's leadership in 1917? Explain your answer.**

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

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source B suggests Lenin was key figure in revolution. Source A says it was Trotsky. Source B enthusiastic about Lenin and Source A Trotsky. (1-2)

Level 2 Developed statements contrasting the tone or attitude of the sources AND referring to the contents of the sources e.g. Strong disagreement both in content and tone. In B Lenin seen as genius behind revolution whilst in A work of Trotsky. Both enthusiastic but for different reasons. B for leadership of Lenin and A for organisation of Trotsky. (3-5)

- (b) **Source C shows workers and soldiers listening carefully to Lenin in April 1917. Why might a Soviet artist have wanted to show Lenin's arrival in Petrograd 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 painting suggests that Lenin had much support at that time. Lenin had just returned to Russia and was using the slogan 'Peace, Land and Reform' to get support. (1-2)

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

Level 3 Developed explanation using the source as evidence supported by selected own knowledge eg The artist would be glamourising the role of Lenin in the events leading to the Bolshevik Revolution to reinforce the idea that he brought much support for the Bolsheviks through his promise of 'Peace, Land and Reform'. Candidates may mention the cult of Lenin which followed his death. (6-8)

- (c) The author of Source D suggests that the main reason for the success of the Bolshevik seizure of power was the mistakes of the Provisional Government. Do you agree that this was the main reason for the Bolshevik success? Explain your answer using the sources and your own knowledge.

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

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because as mentioned in Source D they made the mistake of continuing the 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 mistakes of PG AND/OR starts to look at alternative view and other reasons such as leadership Lenin, B and, and the organisation of Trotsky, A. (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 Bolshevik success was due to the inter-action of a variety of factors including mistakes and unpopularity of PG which in turn brought support for Bolsheviks. leadership Lenin and organisation Trotsky vital in weeks before takeover. (9-12)

Total 25 marks

B7: The USA, 1917-29

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

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

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source B suggests that advertising boosted sales of everything. This is supported by A which suggests advertising makes people want things they did not know they wanted. (1-2)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Strong agreement in tone with both suggesting that advertising that very influential. In addition both sources suggest that advertising boosting the sales of a variety of products. (3-5)

- (b) **The advertisement encouraged women in the United States in the 1920s to buy a vacuum cleaner? Why might the manufacturer have wanted to advertise the product in this way?**

8

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The advert suggests the vacuum cleaner is an essential labour saving device. More and more labour saving devices were being used in the home in the 1920s. (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 1920s with firms often targeting women especially for labour saving devices. The advert deliberately suggests that the vacuum cleaner makes housework easy for women. IN addition it plays upon the rowing demand for female rights by referring to men and labour saving devices at work. This would encourage more of the 'liberated' women of the 1920s, who wanted more time to pursue a career, to purchase the vacuum cleaner. (6-8)

- (c) **The writer of Source D suggests that radio was the main reason for the consumer boom of the 1920s. Do you agree that this was the main reason? Explain your answer using the sources and your own knowledge.**

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

12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because Source D mentions the influence of the radio.

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 radio on advertising AND/OR starts to look at other reasons using Sources A,B and C and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain that there were a variety of reasons for the consumer boom including the radio, advertising techniques, hire purchase and the increased prosperity of some US citizens (9-12)

Total 25 marks

B8: The Holocaust: 1939-45

8. (a) Does Source A support the evidence of Source B about Hitler's reasons for hating the Jews? Explain your answer.

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

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source B says the Jews will be exterminated. Source A says the Fuhrer ordered the Jews to be exterminated now. (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 suggest that the Jews have to be exterminated as they are a danger to Germany. Source B goes further and blames the Jews for the death of 2 million Germans during the war. Source A, however, seems to have a more urgent tone than Source B. (3-5)

- (b) Source C shows German soldiers embarking on a train with anti-Jewish slogans written on it. Why might the photographer have shown the event in this way?

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

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The Source suggests that the German soldiers are fighting a war against the Jews. Nazi propaganda over several years had done much to turn the German people against the Jews. (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 possibly Nazi propaganda to win even more support for the invasion of Poland and increase the anti-Jewish feelings in Germany. The train appears to have other graffiti although this has been particularly highlighted probably by an official Nazi propaganda. (6-8)

(c) The author of Source D suggests that the main reason for the 'Final Solution' was the large number of Jews in Nazi-occupied Eastern Europe. Do you agree that this was the main reason for the 'Final Solution'? Explain your answer using the sources and your own knowledge.

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

Level 1 Developed statements using the sources and relevant own knowledge eg Yes, because, as mentioned in Source D, the numbers in the East forced the Nazis to introduce a hasty solution. 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 Nazi expansion and numbers in East AND/OR starts to look at alternative reasons using Sources A and B and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the inter-action of a variety of reasons including Hitler's beliefs, Sources A and, the strong anti-Semitism in Germany by the early 1940s, Source C and the problems of the East, mentioned in D. (9-12)

Total 25 marks

B9: The Second World War, 1939-45

9. (a) Does Source A support the evidence of Source B about the attitude of Japanese soldiers to being captured? Explain your answer.

5

Target: AO2 Comprehension and cross-referencing of sources.

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Both suggest that Japanese soldiers would not surrender. B shows how many died rather than become prisoners. This is confirmed by A which stresses that they must never surrender. (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. B explains refusal of Japanese to surrender at Guadalcanal in 1942 despite being surrounded and US loudspeaker appeals. This is confirmed by A in which the Japanese soldier is told not to surrender as it will be a disgrace. A stresses question of honour which is hinted at in B. (3-5)

- (b) Source C shows US troops raising the US national flag after capturing Iwo Jima? Why might this photograph have been published?

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 photograph suggests a US victory. Iwo Jima was captured after a great struggle and much loss of US life due to the refusal of the Japanese soldiers to surrender. (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 could be US propaganda to increase morale amongst US troops and divert attention from the many US casualties in defeating the Japanese. It could also be to show the spontaneous reaction to the final victory. (6-8)

- (c) The writer of Source D suggests that the use of Kamikaze pilots was the main reason the USA found victory hard to come by in the war against Japan. Do you agree this was the main reason? Explain your answer using the sources and your own knowledge.

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

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because as mentioned in D Kamikaze pilots caused considerable damage.

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

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of the Kamikaze pilots using Sources A and D AND/OR starts to look at alternative reasons using Sources A and B and own knowledge. (1-4)
(5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the inter-action between a variety of factors including the Kamikaze pilots, Japanese refusal to surrender which forced island hopping tactics with great loss of US life and the sheer scale of the war in the Pacific . Could link fanaticism Japanese of A and B to willingness to be Kamikaze pilots in D. (9-12)

Total 25 marks

B10: China under Mao, 1949-59

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

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

Level 1 Developed statements contrast the tone or attitude of t OR referring to the contents of the sources, eg Source that Mao wants to quickly transform Chinese industri also suggests that Mao believed change had to be mu Both sources mention heavy industry. (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 B suggests that Mao wants to catch up industrially with the West asap and hints at security. Source A is more explicit about the need for rapid industrial progress in order to strengthen China and compete with the West. (3-5)

- (b) Source C shows a great number of Chinese people helping to build a new canal. Why might the photographer have wanted to show a large number of Chinese people involved in building a canal?

8

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

- Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The photograph suggests enthusiasm and mass support for the project. Mao was determined to harness the enthusiasm and sheer numbers of Chinese peasants to the GLF. (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 GLF. The photographer will be highlighting the mass support and enthusiasm for the project to encourage even more support for the GLF as well as possibly convince the outside world of its success. (6-8)

- (c) The writer of Sources D suggests that the main reason for the Great Leap Forward was to strengthen Mao's leadership. Do you agree that this was the main reason for the Great Leap Forward? Explain your answer using the sources and your own knowledge.

12

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

- Level 1 Developed statements using the sources and relevant own knowledge, eg Mao, as mentioned in D, felt threats to his leadership after reactions to Hundred Flowers Campaign. 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 criticism and threats using Sources A and B AND/OR starts to look at alternative view and 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 the relationship between a variety of reasons, including reasserting his leadership, Source D, re-asserting his communist revolutionary ideals, rapidly transform industry, for security, A and B, and make use of mss enthusiasm, C.

(9-12)

Total 25 marks

Paper 03 Mark Scheme

C1: Medicine in the Nineteenth Century

1. (a) Study Source A and then answer the question which follows. Write down THREE things that could have caused disease in London in the 1930s.

Target: AO1/AO2 Recall of Knowledge/comprehension of a source.

Stagnant water, putrefying animal, open ditch, sewage. 3

- (b) Using Source B and your own knowledge give TWO reasons why there was opposition to attempts to improve public health.

Target: AO1/AO2 Recall of knowledge/comprehension of a source.

NB This mark scheme is to be used for both parts of the question. 4

Level 1 Simple statements supported by some knowledge, eg The people do not want to be bullied. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg It went against the popular contemporary laissez-faire view that it was up to the individual who should not be forced. (3-4)

- (c) Using Sources C and D and your own knowledge, explain why standards of public health improved in the second half of the nineteenth century.

Target: AO2 Comprehension and use of sources.

8

NB This mark scheme is to be used for both parts of the question.

Level 1 Simple statements, eg The photograph shows new drainage works. (1-3)

Level 2 Developed statements, eg Source C illustrates improved drainage which reduced the possibility of sewage and infected water. (4-6)

Level 3 Developed explanation using the sources and own knowledge, eg, Source C highlights the significance of the cholera epidemics of 1866-67 which more or less forced improved public health legislation from the governments of the day and led to a range of measures which further improved drainage, water supplies and sanitation. (7-8)

- (d) In 1861 Louis Pasteur proved that bacteria in the air caused disease. In what ways did Pasteur's work change people's understanding of the causes of disease?

10

Target: AO1 Recall of Knowledge/understanding of change.

Level 1 Simple statements supported by some knowledge, eg He developed a vaccine for chicken cholera. (1-3)

Level 2 Developed statements supported by relevant knowledge, eg Pasteur was the scientist who made the link between germs and disease. (4-6)

Level 3 Developed explanation supported by selected knowledge eg Explains how Pasteur's discovery of the link led to pasteurisation and immunisation against deadly diseases. (7-8)

Level 4 Sustained argument supported by precisely selected knowledge, eg As level 3 but emphasising his overall contribution between what went before and later - showing nature of link between germs and disease, thus taking the idea further than Henle, and the next stage, the work of Koch, who showed the connection between specific microbes and specific diseases. (9-10)

(Total 25 marks)

C2: Medicine in the Twentieth Century.

2. (a) Write down THREE ways in which infection could be spread in the trenches during the First World War.

Target: AO1/AO2 Recall of Knowledge/comprehension of a source.

Tainted water, filthy dead horse, overcrowded ambulance, dirty medical van 3

- (b) Using Source B and your own knowledge give TWO reasons why wars brought advances in medical science.

Target: AO1/AO2 Recall of knowledge/comprehension of a source.

NB This mark scheme is to be used for both parts of the question. 4

Level 1 Simple statements supported by some knowledge, eg Because they had to prevent being falling sick in WW2. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg Conscripted WWI highlighted poor condition many recruits. Need for as many fit men as possible due to heavy casualties on Western Front (3-4)

- (c) Using Sources C and D and your own knowledge, explain how the two world wars encouraged the development of antibiotic treatments.

Target: AO2 Comprehension and use of sources.

8

NB This mark scheme is to be used for both parts of the question.

Level 1 Simple statements, eg Antiseptics did not kill microbes. (1-3)

Level 2 Developed statements, eg Source C suggests that Fleming realised that antiseptics were of no use in attacking germs within the wounded person's body (4-6)

Level 3 Developed explanation using the sources and own knowledge.
eg As with Level 2. Although penicillin identified not in use at start WW2. War brought development of drug and eventually mass production. (7-8)

- (d) In 1895 a German scientist, William Rontgen, discovered the use of X-rays? In what ways did the discovery of X-rays change medical treatment in the twentieth century.

Target: AO1 Recall of Knowledge/understanding of change.

10

Level 1 Simple statements supported by some knowledge, eg Enabled doctors and surgeons to locate problem. (1-3)

Level 2 Developed statements supported by relevant knowledge, eg It was First World War which confirmed the importance of X-ray in surgery. (4-6)

Level 3 Developed explanation supported by selected knowledge, eg X rays important because improved the success of surgeons during WWI in removing deeply lodged bullets and shrapnel which would otherwise have caused fatal infections. Marie Curie also worked on therapeutic effects of X-rays and use in treatment of cancer. (7-8)

Level 4 Sustained argument supported by precisely selected knowledge. eg More balanced view of change, for example may look at early problems as some radiologists died from exposure to radiation. Also importance mass X-ray units for large-scale health screening. (9-10)

(Total 25 marks)

C3: The Changing Nature of Warfare in the Twentieth Century.

3. (a) Write down **THREE** effects of the atomic bomb on the people of Hiroshima.

Target: AO1/AO2 Recall of Knowledge/comprehension of a source.

Burnt, glass splinters, hair falling out, death of baby, sickness 3

- (b) Using Source B and your own knowledge give **TWO** reasons why the USA and the Soviet Union developed nuclear weapons.

Target: AO1/AO2 Recall of knowledge/comprehension of a source.

NB This mark scheme is to be used for both parts of the question. 4

Level 1 Simple statements supported by some knowledge, From 1945 there was an arms race. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg Because of the MAD theory. This was the belief that because you had nuclear weapons it would deter the other side from using them. (3-4)

- (c) Using Sources C and D, and your own knowledge, explain why nuclear weapons were not used in the second half of the twentieth century.

Target: AO2 Comprehension and use of sources. 8

NB This mark scheme is to be used for both parts of the question.

Level 1 Simple statements, eg Because people campaigned against them. (1-3)

Level 2 Developed statements, eg Source C suggests that such weapons were not used because of the extent of damage it would do to both sides. (4-6)

Level 3 Developed explanation using the sources and own knowledge, eg As with Level 2. Source D illustrates the extent of damage that would be caused by a medium sized nuclear bomb. Realisation that could self destruct. (7-8)

- (d) By the 1960s, the USA and the Soviet Union had developed long-range nuclear weapons. In what ways did the development of nuclear weapons capable of mass destruction change warfare in the second half of the twentieth century?

Target: AO1 Recall of Knowledge/understanding of change. 10

Level 1 Simple statements supported by some knowledge, eg Before was warfare between people, and limited destruction by weapons, after war destroy everything (1-3)

Level 2 Developed statements supported by relevant knowledge, eg War even more serious issue, *weapons* could destroy planet. War had to be undertaken mch more carefully (4-6)

Level 3 Developed explanation supported by selected knowledge e.g. explains how led to further development in arms race and MAD theory. (7-8)

Level 4 Sustained argument supported by precisely selected knowledge, eg explaining the extent of change, the reluctance to use nuclear weapons and the problems posed by MAD. May mention that fear of nuclear weapons led to greater use of conventional weapons. (9-10)

(Total 25 marks)

C4: The work of the United Nations

4. (a) Write down THREE demands made by the United Nations General Assembly to the Soviet Union in November 1956.

Target: AO1/AO2 Recall of Knowledge/comprehension of a source.

Soviet Union withdraw forces, UN investigation, UN decide future of Hungary 3

- (b) Using Source B and your own knowledge, give TWO reasons for the success of United Nations' peacekeeping forces.

Target: AO1/AO2 Recall of knowledge/comprehension of a source.

NB This mark scheme is to be used for both parts of the question. 4

Level 1 Simple statements supported by some knowledge, eg It has many more members. (1-2)

Level 2 Developed statements supported by relevant knowledge, eg Included most powerful countries in world who were also on Security Council i.e. GB, China, USA and USSR (3-4)

- (c) **Using Sources C and D, and your own knowledge, explain why the United Nations was unable to carry out its peacekeeping role.**

Target: AO2 Comprehension and use of sources.

8

NB This mark scheme is to be used for both parts of the question.

Level 1 Simple statements, eg the outbreak of the Cold War (1-3)

Level 2 Developed statements, eg Soviet Union not accept outside interference in area of their influence (4-6)

Level 3 Developed explanation using the sources and own knowledge.

eg Greater explanation of USA/USSR differences and impact on Security Council (7-8)

- (d) **Choose any one United Nations peacekeeping force after 1960 that you have studied. In what ways did the UN peacekeeping force bring about change compared with the situation it found when it arrived?**

10

Level 1 Simple statements supported by some knowledge, eg about any UN peace-keeping force (1-3)

Level 2 Developed statements supported by relevant knowledge, eg about any UN force (4-6)

Level 3 Developed explanation supported by selected knowledge of the specialised agency e.g. explains how it led to further developments etc (7-8)

Level 4 Sustained argument supported by precisely selected knowledge, eg explaining the extent of success and the particular problems it was able to overcome. (9-10)

(Total 25 marks)

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