

# IGCSE

London Examinations IGCSE

History (4380)

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Specimen Papers and Mark Schemes

London Examinations IGCSE

# History (4380)

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Paper Reference(s)

**4380/1F**

# **London Examinations**

## **IGCSE**

### **History**

### **Foundation Tier**

### **Paper 1F**

### **Specimen Paper**

### **Time: 1 hour 30 minutes**

**Materials required for examination**

Nil

**Items included with question papers**

Nil

#### **Instructions to Candidates**

Answer **TWO** questions in all, each from a different Theme. The Themes are numbered A1 to A18.

Do **not** answer two questions on the same Theme.

In the boxes on your answer book, write the name of the examining body (London Examinations), your centre number, candidate number, the subject title (History), the paper reference (4380/1F), your surname, other names and signature.

Answer your questions in the answer book. Make sure your answers are clearly numbered.

#### **Information for Candidates**

There are 40 pages in this question paper. All blank pages are indicated.

The total mark for this paper is 50. The marks for the various parts of questions are shown in round brackets: e.g. (2).

Dictionaries may **not** be used in this examination.

#### **Advice to Candidates**

You are reminded of the importance of clear English and careful presentation in your answers. You are advised to spend an equal amount of time, about 45 minutes, on each of your two answers.

*Turn over*

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### Themes

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Answer **TWO** questions, each from a different Theme. The Themes are numbered A1 to A18. **Do not answer two questions from the same Theme.**

**A1: Revolution and Reaction: France, 1789–1830**

**You should spend about 45 minutes on this question.**

**1. Revolution**

This question is about the Revolution from 1789 to 1794.

- (a) Look at the boxes below. Write down the **TWO** reasons why Louis XVI called the Estates-General in 1789.

The government was bankrupt	The first two estates paid no taxes
The Tennis Court Oath	The storming of the Bastille

**(2)**

- (b) Choose **ONE** of your answers to (a) above, and describe its effect on the French government. **(3)**

- (c) Give **TWO** reasons why France went to war in 1792. **(4)**

- (d) Choose any **TWO** of the following and explain how they helped to bring about the execution of Louis XVI. Write your choice at the beginning of each answer.

Louis's contacts with foreign rulers	War with Prussia and Austria
The influence of the Jacobins	The September Massacres

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

The Jacobins tried to root out all of the enemies of the Revolution. The Committee of Public Safety was used to pass laws. One of these laws allowed people to be arrested if they were suspected of being traitors. People who were arrested went before tribunals. They did not get a fair trial, and could be declared guilty and executed.

Use the source, and your own knowledge, to describe the Terror in France in 1793–1794.

**(8)**

**(Total 25 marks)**



**A1: Revolution and Reaction: France, 1789–1830**

You should spend about 45 minutes on this question.

**2. Reaction**

This question is about France during the Restoration.

- (a) Look at the boxes below. Write down the **TWO** reasons why Louis XVIII became King of France.

France had paid all of the indemnity	The Allies wanted him to become king
He was the brother of Louis XVI	France had joined the Quadruple Alliance

**(2)**

- (b) Choose **ONE** of your answers to (a) above, and describe its importance for France.

**(3)**

- (c) Give **TWO** reasons why the murder of the Duke of Berri in 1820 was important.

**(4)**

- (d) Choose any **TWO** of the following and explain how they affected France under Charles X. Write your choice at the beginning of each answer.

Censorship	Religious changes
Changes to voting	Changes in schools

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1829, Charles X appointed Polignac as Prime Minister of France. Polignac was an Ultra but he could not win a majority in the French parliament. So, in July 1830, Charles tried to increase his power as king. He tried to limit the number of people who could vote and reintroduced censorship.

Use the source, and your own knowledge, to describe the revolution of 1830.

**(8)****(Total 25 marks)**

**A2: Reconstruction and Nationalism in post-war Europe, 1815–1840**

You should spend about 45 minutes on this question.

**3. The Great Powers**

This question is about the Treaty of Vienna and the Congress System.

- (a) Look at the boxes below. Write down the names of the **TWO** Great Powers that were present at Vienna.

Sweden	Britain
Spain	Austria

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe that country's aims at Vienna.

(3)

- (c) Give **TWO** reasons why many European countries signed the Holy Alliance.

(4)

- (d) Choose any **TWO** of the following and explain how they led to the creation of the Congress System. Write your choice at the beginning of each answer.

Attempts to restrain France	The prevention of revolution
The extension of the wartime alliance	Maintaining the Vienna settlement

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

From 1820 Britain began to disagree with Russia. The Tsar wanted to interfere in other countries, to prevent revolutions. But the British government did not want Russian troops interfering in Spain. It preferred to let the Spanish sort out their own problems. At the congresses from 1820 to 1822, the British representatives were often isolated.

Use the source, and your own knowledge, to describe the reasons why the Congress System broke up in the 1820s.

(8)

**(Total 25 marks)**

**A2: Reconstruction and Nationalism in post-war Europe, 1815–1840**

You should spend about 45 minutes on this question.

**4. Nationalism in Belgium and Greece**

This question is about the war of independence in Greece.

- (a) Look at the boxes below. Write down the **TWO** reasons why the Greek revolt started in 1821.

Intervention from France	Religious differences
Methods of Turkish rule	Support from Britain

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe how it helped gain support for the Greeks.

(3)

- (c) Give **TWO** reasons why Russia supported the Greeks in the 1820s.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the Greek War of Independence. Write your choice at the beginning of each answer.

The Battle of Missolonghi	The Treaty of London, 1827
Mehemet Ali	The Battle of Navarino

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1829, in the London Protocol, Britain, France and Russia agreed that most of southern Greece would become self-governing. Later that year, they decided that Greece should become completely independent. The Turkish government had to agree because the Empire was being invaded by Russia.

Use the source, and your own knowledge, to describe the part played by the Great Powers in achieving Greek independence in 1830.

(8)

**(Total 25 marks)**

**A3: The making of the Nation States: Unification of Italy and Unification of Germany**

You should spend about 45 minutes on this question.

**5. Italy 1852–1870**

This question is about Cavour and Garibaldi.

- (a) Look at the boxes below. Write down the **TWO** areas of Italy that Cavour wanted to occupy in the 1850s.

Lombardy	Naples
Venetia	The Papal States

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and explain why Cavour wanted to occupy the area.

**(3)**

- (c) Give **TWO** reasons why Cavour sent Piedmontese troops to fight in the Crimean War.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in Cavour's attempts to gain control of northern Italy. Write your choice at the beginning of each answer.

The Pact of Plombières	Nice and Savoy
The Battle of Solferino	The Treaty of Villafranca

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

When Garibaldi heard of the rising in Sicily, he immediately decided to go and support it. He collected an army and set sail. When he landed he was greeted as a hero and soon began to defeat the army of the King of Naples. After conquering the island, Garibaldi was able to land his troops on the mainland.

Use the source, and your own knowledge, to describe the part played by Garibaldi in the unification of Italy in 1860–1861.

**(8)****(Total 25 marks)**

### A3: The making of the Nation States: Unification of Italy and Unification of Germany

You should spend about 45 minutes on this question.

#### 6. Germany 1862–1890

This question is about the role of Bismarck.

- (a) Look at the boxes below. Write down the **TWO** reasons why Bismarck was appointed Minister-President in 1862.

The Zollverein	He had a reputation for being very forceful
There was a budget crisis	He defeated Denmark

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe its importance for Prussia.

(3)

- (c) Give **TWO** reasons why the German Empire was proclaimed in January 1871.

(4)

- (d) Choose any **TWO** of the following and describe how Bismarck used them in the 1870s. Write your choice at the beginning of each answer.

The Junkers	The Tariff Law
The Anti-Socialist Law	The Reichsbank

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Bismarck came from northern Germany where most people were Protestants and he distrusted the influence of the Catholic Church. After the Empire was created in January many Germans were Catholics. Consequently, Bismarck was afraid that the Catholic Church would increase its influence in Germany.

Use the source, and your own knowledge, to describe the Falk (May) Laws.

(8)

**(Total 25 marks)**

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

**You should spend about 45 minutes on this question.**

**7. The Alliance System**

This question is about the creation of the Alliance System in the 1870s and 1880s.

- (a) Look at the list below. Write down the **TWO** countries that formed alliances with Germany in the 1870s.

Austria-Hungary	Britain
France	Russia

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe Bismarck's reason for making an alliance with that country in the 1870s.

**(3)**

- (c) Give **TWO** reasons why the French were angry at the way that they were treated after the Franco-Prussian War.

**(4)**

- (d) Choose any **TWO** of the following and explain how they changed relations between the great powers. Write your choice at the beginning of each answer.

The Dual Alliance	The Congress of Berlin
The Triple Alliance	The Reinsurance Treaty

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Bismarck had always wanted to prevent a war on two fronts. Consequently he had tried to prevent France and Russia forming an alliance. But in 1890, Bismarck was ordered to resign as Chancellor by Kaiser Wilhelm II and the Reinsurance Treaty was not renewed. In the 1890s a war on two fronts became more likely when the Dual Entente was created.

Use the source, and your own knowledge, to describe how Europe became divided into two alliances by 1914.

**(8)****(Total 25 marks)**

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

You should spend about 45 minutes on this question.

**8. International Rivalry**

This question is about German policies from the 1890s to 1914.

- (a) Look at the boxes below. Write down the **TWO** policies over which Kaiser Wilhelm II and Bismarck disagreed, in the years 1888–90.

The German Empire in Africa	The push towards the East
The building of the Kiel Canal	Relations with Russia

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe Kaiser Wilhelm's aims.

**(3)**

- (c) Give **TWO** reasons why the Naval Arms Race developed from 1905.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the Morocco Crises. Write your choice at the beginning of each answer.

The Panther	The Algeciras Conference
The Kaiser	The Mansion House Speech

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

On 23 July 1914, the Austrians sent an ultimatum to Serbia. The ultimatum was rejected because the Austrians wanted to be allowed to send police and troops into Serbia. The Austrians wanted Serbia to reject the ultimatum so that they would have an excuse to attack Serbia.

Use the source, and your own knowledge, to describe the events in July and August 1914 that led to the outbreak of war.

**(8)****(Total 25 marks)**

**A5: Reform and Reaction in Russia, 1855–1917**

**You should spend about 45 minutes on this question.**

**9. Reform**

This question is about attempts to change Russia.

- (a) Look at the boxes below. Write down the **TWO** reasons why Russia was weak in the 1850s.

Emancipation of the Serfs did not work	Industry was basic
Pan-slavism	Defeats in the Crimean War

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects on Russia. **(3)**

- (c) Give **TWO** reasons why Alexander decided to free the serfs in 1861 **(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in Alexander's reforms. Write your choice at the beginning of each answer.

Zemstva (Local Councils)	Town Councils
Army Reforms	Reform of the Law Courts

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

From 1906, Nicholas II began to make changes in Russia. In 1906 he created the Duma and also appointed Peter Stolypin as Prime Minister. These actions suggested that Nicholas wanted to modernise the Russian government, but it soon became clear that he was having second thoughts.

Use the source, and your own knowledge, to describe the changes that took place in Russia in the years from 1906–14.

**(8)**

**(Total 25 marks)**



**A5: Reform and Reaction in Russia, 1855–1917**

You should spend about 45 minutes on this question.

**10. Reaction**

This question is about the development of opposition in Russia.

- (a) Look at the boxes below. Write down the **TWO** reasons why opposition to the Tsar grew in the 1870s.

Lenin formed the Bolsheviks	The People's Will was set up
Alexander II stopped his reforms	Alexander II was assassinated

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe how it increased opposition to the Tsar's government.

**(3)**

- (c) Give **TWO** reasons why terrorism increased from 1890 to 1904.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the 1905 Revolution. Write your choice at the beginning of each answer.

The Russo-Japanese War	Bloody Sunday
The Petrograd Soviet	The October Manifesto

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Russia was not very well prepared for the First World War. The army used old-fashioned tactics and industry was backward. The army soon ran out of ammunition and weapons and supplies of food dried up. By 1916 there was famine and inflation in the big cities.

Use the source, and your own knowledge, to describe the effects of the First World War on the Russian army.

**(8)****(Total 25 marks)**

**A6: The USSR 1917–64: Bolshevism Triumphant**

**You should spend about 45 minutes on this question.**

**11. The Soviet Union 1917–1941**

This question is about the Soviet Union under Stalin, 1928–1941.

- (a) Look at the boxes below. Write down the **TWO** reasons why Stalin wanted to modernise the industry of the Soviet Union.

To get rid of his rivals	To increase production in heavy industries
To increase the power of the secret police	To build up the armed forces

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe how it helped Stalin strengthen the Soviet Union.

**(3)**

- (c) Give **TWO** reasons why Stalin ordered the Collectivisation of agriculture.

**(4)**

- (d) Choose any **TWO** of the following and explain how they helped Stalin modernise the economy of the Soviet Union, 1928–1941. Write your choice at the beginning of each answer.

Gosplan	Motor Tractor Stations
Collective Farms	Stakhanovites

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Stalin was always frightened of conspiracy or assassination. He was determined to eliminate anybody who might stand in his way. The Purges ended opposition in the Soviet Union for good. They cleared the way for total control of the Soviet Union. Afterwards, nobody dared to criticise him or his policies.

Use the source, and your own knowledge, to describe Stalin's Purges.

**(8)****(Total 25 marks)**

**A6: The USSR, 1917–1964: Bolshevism Triumphant**

You should spend about 45 minutes on this question.

**12. The Soviet Union 1941–1964**

This question is about the Soviet Union under Khrushchev.

- (a) Look at the boxes below. Write down the **TWO** reasons why Khrushchev had emerged as the new leader of the Soviet Union after the death of Stalin, by 1956.

He had the support of the army.	He tried to modernise Soviet industry.
He was General Secretary of the Communist Party	He executed his rivals.

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe how it helped Khrushchev come to power in the Soviet Union.

(3)

- (c) Give **TWO** reasons why Khrushchev decided on a policy of de-Stalinisation.

(4)

- (d) Choose any **TWO** of the following and explain how they helped Khrushchev carry out de-Stalinisation in the Soviet Union. Write your choice at the beginning of each answer.

Reducing the power of the secret police	The end of censorship
Renaming places and streets	Releasing political prisoners

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Khrushchev's main aim in agriculture was to make sure that the Soviet Union had enough food to feed its people. He wanted to open up new 'Virgin Lands' in remote regions, that had never been farmed before. New collective farms were built in Siberia and Kazakhstan.

Use the source, and your own knowledge, to describe Khrushchev's attempts to modernise Soviet agriculture.

(8)

**(Total 25 marks)**

**A7: the Rise of Fascism in Europe: Germany and Italy, 1919–1939**

**You should spend about 45 minutes on this question.**

**13. Germany**

This question is about the rise of the Nazi Party.

- (a) Look at the boxes below. Write down the **TWO** reasons why the Treaty of Versailles was unpopular in Germany in 1919.

The War Guilt Clause	Reparations
The occupation of the Ruhr	Hyperinflation

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and explain why Germans disliked it. **(3)**
- (c) Give **TWO** reasons why Germany recovered from the effects of the war from 1924–1929. **(4)**

- (d) Choose any **TWO** of the following and explain how they helped Hitler come to power. Write your choice at the beginning of each answer.

The Wall Street Crash	Nazi election campaigns
The Weimar government	Propaganda

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

The Nazis took charge of all schools in Germany. Only Nazis were allowed to become schoolteachers and all lessons had to include Nazi ideas. In History lessons, students learnt that Germany had been betrayed in 1918 and 1919.

Use the source, and your own knowledge, to describe education in Nazi Germany. **(8)**

**(Total 25 marks)**

**A7: The Rise of Fascism in Europe: Germany and Italy, 1919–1939**

**You should spend about 45 minutes on this question.**

**14. Italy**

This question is about the founding of the Fascist state under Mussolini.

- (a) Look at the boxes below. Write down the **TWO** reasons why Mussolini became Prime Minister of Italy in 1922.

Mussolini threatened to march on Rome	The Acerbo Law was passed
Giacomo Matteotti was murdered	Mussolini was appointed by the King of Italy

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe how it helped Mussolini increase his power in Italy.

(3)

- (c) Give **TWO** reasons why Mussolini was popular in Italy in the 1920s.

(4)

- (d) Choose any **TWO** of the following and explain how they helped Mussolini become more powerful in Italy in the late 1920s. Write your choice at the beginning of each answer.

Press censorship	Other political parties were banned
Trade Unions were abolished	The OVRA (secret police)

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Mussolini wanted Italy to recover from the effects of the First World War. In the mid-1920s he started a series of ‘battles’ in Italy. These included the Battles for Grain, Births and Land. Mussolini wanted Italy to become self-sufficient in food and double its population by 1950.

Use the source, and your own knowledge, to describe Mussolini’s ‘battles’ within Italy.

(8)

**(Total 25 marks)**

**A8: International Relations 1919–1939: Collective Security and Appeasement**

**You should spend about 45 minutes on this question.**

**15. Collective Security**

This question is about the League of Nations in the 1920s.

- (a) Look at the boxes below. Write down the **TWO** decision-making bodies in the League of Nations.

The Assembly	The Council
The Secretariat	The Secretary-General

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe the part it played in the League of Nations.

**(3)**

- (c) Give **TWO** reasons why the League was successful in the 1920s.

**(4)**

- (d) Choose any **TWO** of the following and explain why they led to weaknesses in the League. Write your choice at the beginning of each answer.

The important members were in Europe	It was seen as a club for victors
The USA did not join	The Soviet Union was banned from joining

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

By 1925 Germany was recovering from the effects of the war. The French were ready to accept Germany as an equal partner again. A conference was held between Germany, France and Belgium at Locarno. This was followed up by the Kellogg-Briand Pact in 1928.

Use the source, and your own knowledge, to describe the Locarno Pacts and the Kellogg-Briand Pact.

**(8)**

**(Total 25 marks)**

**A8: International Relations 1919–1939: Collective Security and Appeasement**

You should spend about 45 minutes on this question.

**16. Appeasement**

This question is about international aggression in the 1930s.

- (a) Look at the boxes below. Write down the **TWO** reasons why Japan invaded Manchuria in 1931.

It wanted to seize oil supplies	Its population was growing
It resigned from the League of Nations	It had not been given much land at Versailles

(2)

- (b) Choose **ONE** of your answers to question (a) above, and explain why it led to Japanese expansion in the 1930s.

(3)

- (c) Give **TWO** reasons why Mussolini invaded Abyssinia in 1935.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in Hitler's policies in the 1930s. Write your choice at the beginning of each answer.

Rearmament	The Rhineland
The Anschluss	Czechoslovakia

(4)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

From 1936, politicians in Britain and France began to adopt the policy of appeasement, to deal with the threat from Hitler. They had come to believe that the Treaty of Versailles had been too harsh on Germany. They believed that if Hitler was allowed to break the Treaty of Versailles he would be reasonable.

Use the source, and your own knowledge, to describe appeasement.

(8)

**(Total 25 marks)**

**A9: The Road to Affluence: the USA, 1917–1941**

**You should spend about 45 minutes on this question.**

**17. 1917–1929**

This question is about the USA from 1917 to 1929.

- (a) Look at the boxes below. Write down the **TWO** reasons why the USA declared war in 1917.

It had loaned money to Britain	The Zimmermann Telegram
It had supplied war materials to the Allies	German submarines sank US ships

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe how it affected the USA.

**(3)**

- (c) Give **TWO** reasons why large numbers of immigrants came to the USA in the early twentieth century.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the problems faced by farmers in the 1920s. Write your choice at the beginning of each answer.

The end of the First World War	Over-production
Low prices	Isolation

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

After the First World War, the USA seemed to become richer and richer. Wages rose and from 1923, people in the USA began to invest money on Wall Street. They were encouraged by the development of the assembly line and the new industries that appeared as a result.

Use the source, and your own knowledge, to describe the stock-market boom in the 1920s.

**(8)****(Total 25 marks)**



**A9: The Road to Affluence: the USA, 1917–1941**

**You should spend about 45 minutes on this question.**

**18. 1929–1941**

This question is about the Wall Street Crash and the New Deal.

- (a) Look at the boxes below. Write down the **TWO** reasons for the Wall Street Crash.

Loss of confidence	Unemployment
Over-production	Closure of companies

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects in the USA.

**(3)**

- (c) Give **TWO** reasons why the Depression got worse from 1929 to 1932.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the New Deal. Write your choice at the beginning of each answer.

The AAA	The TVA
The CCC	The NRA

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Not everyone in the USA welcomed the New Deal. Some people thought that it went too far. Others believed that it did not go far enough. So Roosevelt found himself attacked from both sides. The most serious opposition came from the Supreme Court.

Use the source, and your own knowledge, to describe the opposition to the New Deal.

**(8)****(Total 25 marks)**

**A10: A Divided Union? USA 1945–1974**

**You should spend about 45 minutes on this question.**

**19. McCarthyism and Civil Rights**

This question is about civil rights in the USA.

- (a) Look at the boxes below. Write down the names of the **TWO** people who played important parts in the Civil Rights campaigns in the 1950s.

John F Kennedy	Malcolm X
Rosa Parkes	Elizabeth Eckford

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe **ONE** way that the person helped the development of civil rights.

**(3)**

- (c) Give **TWO** reasons why Martin Luther King became a leader of the Civil Rights movement in the 1950s.

**(4)**

- (d) Choose any **TWO** of the following and explain how they helped Civil Rights campaigns in the 1960s. Write your choice at the beginning of each answer.

Freedom Riders	Sit-ins
The Washington March	1964 Civil Rights Act

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In the early 1960s some civil rights leaders began to reject Martin Luther King's methods. Instead, they began to talk about 'Black Power'. They rejected the idea of integration in American society and demanded separation instead. The Black Panthers were even more extreme and their actions led to race riots.

Use the source, and your own knowledge, to describe the Black Power movement in the USA.

**(8)**

**(Total 25 marks)**

**A10: A Divided Union? USA 1945–1974**

**You should spend about 45 minutes on this question.**

**20. Social and Political Change**

This question is about social and political change in the USA.

- (a) Look at the boxes below. Write down the **TWO** parts of the New Frontier.

Youth culture	The student movement
The minimum wage	Housing

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe how it affected the USA.

**(3)**

- (c) Give **TWO** reasons why the Women's Movement developed.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the protests against the Vietnam War. Write your choice at the beginning of each answer.

Black casualties	My Lai
The Tet Offensive	The draft

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1972, some burglars were caught in the Watergate Building in Washington DC. It was the headquarters of the Democrat Party for the presidential election later in the year. The burglars were found to be part of an organisation called CREEP. At first President Richard Nixon stated that the White House was not involved.

Use the source, and your own knowledge, to describe the Watergate Scandal.

**(8)**

**(Total 25 marks)**

**A11: The End of Empire: Decolonisation in Africa, 1945–1990s**

**You should spend about 45 minutes on this question.**

**21. South Africa**

This question is about apartheid and Nelson Mandela.

- (a) Look at the boxes below. Write down the **TWO** reasons why the National Party came to power in 1948.

The Pass Laws	1948 general election
White support	Tribal homelands

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects on South Africa from 1948.

**(3)**

- (c) Give **TWO** reasons why black South Africans did not receive a proper education under apartheid.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the life of Nelson Mandela. Write your choice at the beginning of each answer.

The ANC	The Treason trial
Rivonia	Robben Island

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1990, Nelson Mandela was released from prison and began negotiations with President de Klerk. De Klerk wanted to bring apartheid to an end, but did not want white South Africans to lose control of the country. He hoped that he would be able to take advantage of Mandela's inexperience.

Use the source, and your own knowledge, to describe the end of apartheid in South Africa.

**(8)**

**(Total 25 marks)**

**A11: The End of Empire: Decolonisation in Africa, 1945–1990s**

**You should spend about 45 minutes on this question.**

**22. West and Central Africa**

This question is about independence in West and Central Africa.

- (a) Look at the boxes below. Write down the **TWO** countries in West Africa that became independent in the 1950s.

Nigeria	Tanzania
Uganda	Ghana

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and explain why British colonies became independent in the 1950s.

**(3)**

- (c) Give **TWO** reasons why Ian Smith declared UDI (Unilateral Declaration of Independence) in Rhodesia in 1965.

**(4)**

- (d) Choose any **TWO** of the following and explain how they helped bring UDI to an end. Write your choice at the beginning of each answer.

Economic problems	Sanctions
Opposition parties	British pressure

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1980, Robert Mugabe, the leader of ZANU (PF), became Prime Minister of Zimbabwe. He had been one of the leaders of the opposition to the government of Ian Smith. In 1987 Mugabe became President of Zimbabwe. Although Zimbabwe was now independent, it remained part of the British Commonwealth.

Use the source, and your own knowledge, to describe how Zimbabwe changed in the 1980s and 1990s.

**(8)****(Total 25 marks)**

**A12: India, 1900–1949: Independence and Partition**

**You should spend about 45 minutes on this question.**

**23. India, 1900–1929**

This question is about the First World War and the role of Gandhi.

- (a) Look at the boxes below. Write down the **TWO** reasons why Indians believed that they would gain independence after the First World War.

Indian volunteers for the British army	Increased exports
Gandhi's return to India	Increased taxation

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects on India. **(3)**
- (c) Give **TWO** reasons why Indians did not like the Rowlatt Acts. **(4)**
- (d) Choose any **TWO** of the following and explain the part that they played in Gandhi's campaigns. Write your choice at the beginning of each answer.

Satyagraha	Hartals
Boycotts	Fasting

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1922, Gandhi was arrested and imprisoned until 1924. When he was released, he retired to the ashram in Gujerat and worked there until 1930. Gandhi wanted to encourage Indians to become more independent. He also wanted to attract Indians from all castes.

- Use the source, and your own knowledge, to describe Gandhi's work at the ashram. **(8)**

**(Total 25 marks)**

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**A12: India 1900–1949: Independence and Partition**

You should spend about 45 minutes on this question.

**24. India, 1930–1949**

This question is about Gandhi and the impact of the Second World War.

- (a) Look at the boxes below. Write down the **TWO** ways that Gandhi used to try to gain independence in the 1930s.

Salt Marches	Quit India
The Round Table Conferences	Support for the British

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe how Gandhi used that method.

**(3)**

- (c) Give **TWO** reasons why Congress did not like the Government of India Act, 1935.

**(4)**

- (d) Choose any **TWO** of the following and explain how they changed relations between the British government and India during the Second World War. Write your choice at the beginning of each answer.

Congress's attitude to the war	Pakistan
The cost of the war	Labour Party victory in 1945

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

When Congress turned down the Cabinet Mission in 1946, Jinnah decided to put pressure on Nehru to reach an agreement. He called for Direct Action in August 1946, but this led to an outbreak of violence. Thousands of Indians were killed in clashes in Calcutta and other cities

Use the source, and your own knowledge, to describe inter-community violence in India in 1946–1947.

**(8)****(Total 25 marks)**

**A13: China in Crisis, 1911–1949**

**You should spend about 45 minutes on this question.**

**25. China, 1911–1927**

This question is about China under the Warlords and the GMD and the CCP.

- (a) Look at the boxes below. Write down the **TWO** reasons for the 1911 revolution.

China was backward	Yuan Shi-Kai was corrupt
Sun Yatsen's ideas	China made few gains at Versailles

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects on China.

**(3)**

- (c) Give **TWO** reasons why the Chinese people suffered under the Warlords.

**(4)**

- (d) Choose any **TWO** of the following and explain why they led the GMD and the CCP to come to blows. Write your choice at the beginning of each answer.

Soviet influence	Land Reform
Chiang Kaishek's ideas	Mao Zedong

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

From 1922, the GMD and CCP began to work together. But after the death of Sun in 1925, they grew apart and in 1927, Chiang decided to begin the Northern Expedition. He sent the GMD armies to attack communists in southern China.

Use the source, and your own knowledge, to describe the Northern Expedition.

**(8)****(Total 25 marks)**



**A13: China in Crisis, 1911–1949**

**You should spend about 45 minutes on this question.**

**26. China, 1927–1949**

This question is about the Long March and the effects of the Japanese invasion.

- (a) Look the boxes below. Write down the **TWO** reasons why Mao Zedong retreated to Jiangxi.

He was preparing for the Long March	The CCP had more support in the countryside
He wanted to attack the Japanese	Chiang changed his tactics

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and explain why it took place.

**(3)**

- (c) Give **TWO** reasons why the United Front was set up in 1937.

**(4)**

- (d) Choose any **TWO** of the following and explain why they led to increased support for the CCP. Write your choice at the beginning of each answer..

Land reform	Mao's tactics
The 8th Route Army	The GMD government

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

After the Second World War, the GMD was the official government of China, but most of the peasants supported the CCP. The USA tried to negotiate an agreement between the two, but the CCP received help from the Soviet forces in the north and a civil war broke out.

Use the source, and your own knowledge, to describe the civil war between the CCP and the GMD from 1946–49.

**(8)****(Total 25 marks)**

**A14: Revolution in China, 1949–1996**

**You should spend about 45 minutes on this question.**

**27. China, 1949–1976**

This question is about the policies of Mao Zedong.

- (a) Look at the boxes below. Write down the **TWO** policies introduced by Mao in the 1950s.

The Great Leap Forward	Birth Control
Hundred Flowers	The Four Olds

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe what Mao was trying to achieve.

**(3)**

- (c) Give **TWO** reasons why Mao lost power in the late 1950s and early 1960s.

**(4)**

- (d) Choose any **TWO** of the following and explain why they led to the Cultural Revolution. Write your choice at the beginning of each answer.

Changes in schools	Jiang Qing's ideas
Agricultural reform	Changes in the CCP

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

The Cultural Revolution began in 1966. Mao appealed to the Chinese people to support him because he claimed that the revolution was in danger. He probably had quite different reasons. During the next few years almost everyone in authority in China was attacked by Mao's Red Guards.

Use the source, and your own knowledge, to describe the effects of the Cultural Revolution. **(8)**

**(Total 25 marks)**

**A14: Revolution in China, 1949–1996**

You should spend about 45 minutes on this question.

**28. China, 1976–1996**

This question is about changes in China after the death of Mao.

- (a) Look at the boxes below. Write down the **TWO** changes introduced by Deng in the 1970s and 1980s.

Increased farm production	Rejection of western ideas
Competition in education	Centralisation of farming

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe its effect on China. **(3)**
- (c) Give **TWO** reasons why Deng wanted to reform the economy. **(4)**
- (d) Choose any **TWO** of the following and explain the part that they played in the creation of the Democracy Movement. Write your choice at the beginning of each answer.

Democracy Wall	Students
Inflation	Unemployment

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Although Deng was an economic reformer, he had no intention of reducing the power of the CCP. He was quite prepared to crush opposition in the same way that Mao Zedong had done and was not prepared to give in to the Democracy Movement.

Use the source, and your own knowledge, to describe the end of the Democracy Movement. **(8)**

**(Total 25 marks)**

**A15: South East Asia 1945–1990s: The End of French Empire, Vietnam, Indo-China, Malaysia, Indonesia**

**You should spend about 45 minutes on this question.**

**29. Indo-China, 1945–1990s**

This question is about events in Indo-China from the Second World War to the 1970s.

- (a) Look at the boxes below. Write down the **TWO** countries that France occupied in Indo-China in the 1940s.

Cambodia	Thailand
Laos	Burma

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and explain **ONE** reason why France lost control of that area during the Second World War.

**(3)**

- (c) Give **TWO** reasons why the French were unable to regain control of Indo-China from 1945 to 1954.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the Vietnam War. Write your choice at the beginning of each answer.

The Gulf of Tonkin Incident	Guerrilla warfare
Hearts and Minds	Search and destroy

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In January 1968, thousands of Vietcong soldiers attacked the US forces in South Vietnam. The US embassy in Saigon was occupied and only recaptured after a week's fighting. In the USA, these events had a dramatic effect. If Saigon could be attacked, nowhere was safe.

Use the source, and your own knowledge, to describe the effects of the Tet Offensive.

**(8)**

**(Total 25 marks)**

### A15: South East Asia 1945–1990s: The End of French Empire, Vietnam, Indo-China, Malaysia, Indonesia

You should spend about 45 minutes on this question.

#### 30. South East Asia, 1945–1990s

This question is about decolonisation in South East Asia in the years after the Second World War.

- (a) Look at the boxes below. Write down the **TWO** European countries that had empires in South East Asia in the 1940s.

Spain	Holland
Britain	Belgium

(2)

- (b) Choose **ONE** of your answers to question (a) above, and explain **ONE** reason why decolonisation began in the years after the Second World War.

(3)

- (c) Give **TWO** reasons why attempts to grant Malaya independence in the 1950s ran into difficulties.

(4)

- (d) Choose any **TWO** of the following and explain how they were governed after independence. Write your choice at the beginning of each answer.

Singapore	Brunei
Malaya	Vietnam

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Sukarno had led the independence movement in Indonesia and became the first President of the Indonesian Republic in 1945. He was very popular at first, but later there was increasing unrest. His government was accused of corruption and this led to chaos and poverty. Eventually he was replaced by General Suharto in 1967.

Use the source, and your own knowledge, to describe Indonesia under Sukarno.

(8)

**(Total 25 marks)**

**A16: Conflict and Crisis in the Middle East, 1946–1996**

**You should spend about 45 minutes on this question.**

**31. The Middle East, 1946–1967**

This question is about the setting up of the state of Israel and its impact on Arabs in the Middle East.

- (a) Look at the boxes below. Write down the **TWO** reasons why the state of Israel was set up in 1948.

<b>(2)</b>	The Law of Return	The Holocaust
	The United Nations	The British Mandate

- (b) Choose **ONE** of your answers to question (a) above, and describe its effect on the state of Israel. **(3)**

- (c) Give **TWO** reasons why the war of 1948–49 had serious effects on Israel’s Arab neighbours. **(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in causing the Suez War (1956). Write your choice at the beginning of each answer.

<b>(8)</b>	The Aswan Dam	Moshe Dayan
	The Suez Canal	Oil supplies

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

On 5 June 1967, Israeli aircraft attacked Egypt, Jordan and Syria. The Israelis were able to destroy completely the airforces of their neighbours. The Israeli army then quickly captured key areas and defeated its opponents. When a cease-fire was announced on 10 June, the Israelis had achieved all of their objectives.

Use the source, and your own knowledge, to describe the effects of the Six Day War.

**(8)**

**(Total 25 marks)**

**A16: Conflict and Crisis in the Middle East, 1946–1996**

You should spend about 45 minutes on this question.

**32. The Middle East, 1967–1996**

This question is about relations between Israel and its Arab neighbours from the late 1960s until the 1990s.

- (a) Look at the boxes below. Write down the **TWO** forms of terrorism that began in the late 1960s and early 1970s.

Suicide attacks	Hi-jacks
Bombs	Intifada

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects on Israel.

**(3)**

- (c) Give **TWO** reasons why international terrorism began in the late 1960s.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the War of Yom Kippur. Write your choice at the beginning of each answer.

Anwar Sadat	The Superpowers
Yom Kippur	Syria

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Although the Israelis were able to recover most of the ground that they had lost during the war of Yom Kippur, in many ways it was a victory for the Arab states. The heavy Israeli losses convinced the government that it had to reach some sort of an agreement with its neighbours. That would mean giving back land that had been taken in 1967.

Use the source, and your own knowledge, to describe the effects of the War of Yom Kippur on events in the Middle East.

**(8)****(Total 25 marks)**

**A17: International Relations and the Superpowers: Cold War and Co-existence, 1945–1962**

**You should spend about 45 minutes on this question.**

**33. International Relations, 1945–1953**

This question is about the relations between the superpowers in the years after the Second World War.

- (a) Write down the **TWO** conferences that were held between the Allies in 1945.

Potsdam	Versailles
Vienna	Yalta

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe what was decided for Germany.

**(3)**

- (c) Give **TWO** reasons why the USA and the USSR began to disagree from 1945 onwards.

**(4)**

- (d) Choose any **TWO** of the following and explain how they made relations between the superpowers worse. Write your choice at the beginning of each answer.

The Truman Doctrine	Marshall Aid
COMECON	The Deutschmark

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

West Berlin was inside the Soviet zone in Germany. Western troops and supplies could travel freely from West Germany to West Berlin, by road, rail, canal and air. In June 1948 Stalin ordered that all of the links from West Germany to West Berlin were to be cut. The roads, railways and canals were all blocked. This lasted for ten and a half months.

Use the source, and your own knowledge, to describe the Berlin Blockade.

**(8)**

**(Total 25 marks)**



**A17: International Relations and the Superpowers: Cold War and Co-existence, 1945–1962**

You should spend about 45 minutes on this question.

**34. International Relations, 1953–1962**

This question is about the impact of Nikita Khrushchev on relations between the superpowers.

- (a) Look at the boxes below. Write down the **TWO** reasons for the creation of the Warsaw Pact in 1955.

The Hungarian Uprising	West Germany joining NATO
Strengthening the Communist Bloc	The U2 Incident

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects on superpower relations.

(3)

- (c) Give **TWO** reasons why Khrushchev began the policy of ‘peaceful co-existence’.

(4)

- (d) Choose any **TWO** of the following and explain how they increased tension in Berlin. Write your choice at the beginning of each answer.

Refugees	Life in West Berlin
The Berlin Wall	‘Ich bin ein Berliner’

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

On 16 October 1962, President Kennedy was shown photographs of Soviet missile bases in Cuba. His advisers wanted to attack Cuba and destroy them, but Kennedy decided to set up a blockade of Cuba and then see how Khrushchev would react. For a week the two superpowers stood head to head.

Use the source, and your own knowledge, to describe the Cuban Missile Crisis.

(8)

**(Total 25 marks)**

**A18: Europe, 1945–1990s: Divided and United**

**You should spend about 45 minutes on this question.**

**35. Western Europe, 1945–1990s**

This question is about the development of European unity since 1945.

- (a) Look at the boxes below. Write down the **TWO** countries that joined the European Coal and Steel Community (ECSC) in 1951.

Belgium	Spain
Sweden	France

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and explain **ONE** reason why countries joined the ECSC.

**(3)**

- (c) Give **TWO** reasons why countries signed the Treaty of Rome in 1957.

**(4)**

- (d) Choose any **TWO** of the following and explain how they were affected by membership of the European Community. Write your choice at the beginning of each answer.

Travel	Work
Trade	Agriculture

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1957 British politicians showed little interest in the European Community. Instead, they tried to set up the European Free Trade Association with six other countries. But this was a failure. By the early 1960s it was obvious that the European Community was much more successful. In 1961 the British government decided to try to join the EC, but its application was turned down. This happened again in 1967.

Use the source, and your own knowledge, to describe Britain's attempts to join the EC in the 1960s.

**(8)****(Total 25 marks)**

**A18: Europe 1945–1990s: Divided and United**

**You should spend about 45 minutes on this question.**

**36. Eastern Europe, 1945–1990s**

This question is about the impact of the Soviet Union on eastern Europe after the Second World War.

- (a) Look at the boxes below. Write down the **TWO** countries that were occupied by the Soviet Union after 1945.

Romania	Bulgaria
Finland	Austria

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and explain **ONE** reason why the Soviet Union occupied countries in eastern Europe after the Second World War.

**(3)**

- (c) Give **TWO** reasons why the Soviet Union tried to prevent western influences reaching eastern Europe. Write your choice at the beginning of each answer.

**(4)**

- (d) Choose any **TWO** of the following and explain how they were affected by Soviet control in eastern Europe.

Religion	Elections
Newspapers	Prices

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

On 5 November 1989 the Berlin Wall was broken down. For the first time in almost thirty years the people of East and West Berlin could mix freely without any interference. The Wall collapsed because the government of East Germany no longer had the support of the Soviet Union. Consequently it was unable to resist the desire of the German people for reunification.

Use the source, and your own knowledge, to describe events surrounding the collapse of the Berlin Wall in 1989.

**(8)****(Total 25 marks)****TOTAL FOR PAPER: 50 MARKS****END**

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Paper Reference(s)

**4380/2H**

# **London Examinations**

## **IGCSE**

**History**

**Higher Tier**

Paper 2H

Specimen Paper

Time: 2 hours 30 minutes

Materials required for examination

Nil

Items included with question papers

Nil

### **Instructions to Candidates**

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Answer **three** questions in all, **two** from Section A, and **one** from Section B.

**Section A:** answer **two** questions, each from a different Theme. The Themes are numbered A1 to A18. **Do not answer two questions on the same Theme.**

**Section B:** answer **one** question from the Special Topics, B1 to B10.

In the boxes on your answer book, write the name of the examining body (London Examinations), your centre number, candidate number, the subject title (History), the paper reference (4380/1F), your surname, other names and signature.

Answer your questions in the answer book. Make sure your answers are clearly numbered.

### **Information for Candidates**

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There are 60 pages in this question paper. All blank pages are indicated.

The total mark for this paper is 75. The marks for the various parts of questions are shown in round brackets, e.g. (2).

Dictionaries may **not** be used in this examination.

### **Advice to Candidates**

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You are reminded of the importance of clear English and careful presentation in your answers.

You are advised to spend an equal amount of time, about 45 minutes, on each of your two answers in Section A, and about 1 hour on Section B.

*Turn over*

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## SECTION A

Answer **TWO** questions from Section A, each from a different Theme. The Themes are numbered A1 to A18. **Do not answer two questions from the same Theme.**

**A1: Revolution and Reaction: France, 1789–1830**

**You should spend about 45 minutes on this question.**

**1. Revolution**

This question is about the Revolution from 1789 to 1794.

- (a) Look at the boxes below. Write down the **TWO** reasons why Louis XVI called the Estates-General in 1789.

The government was bankrupt	The first two estates paid no taxes
The Tennis Court Oath	The storming of the Bastille

(2)

- (b) Choose **ONE** of your answers to (a) above, and describe its effect on the French government. (3)

- (c) Give **TWO** reasons why France went to war in 1792. (4)

- (d) Choose any **TWO** of the following and explain how they helped to bring about the execution of Louis XVI. Write your choice at the beginning of each answer.

Louis's contacts with foreign rulers	War with Prussia and Austria
The influence of the Jacobins	The September Massacres

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

The Jacobins tried to root out all of the enemies of the Revolution. The Committee of Public Safety was used to pass laws. One of these laws allowed people to be arrested if they were suspected of being traitors. People who were arrested went before tribunals. They did not get a fair trial and could be declared guilty and executed.

Use the source, and your own knowledge, to describe the Terror in France in 1793–1794.

(8)

**(Total 25 marks)**



**A1: Revolution and Reaction: France, 1789–1830**

You should spend about 45 minutes on this question.

**2. Reaction**

This question is about France during the Restoration.

- (a) Look at the boxes below. Write down the **TWO** reasons why Louis XVIII became King of France.

France had paid all of the indemnity	The Allies wanted him to become king
He was the brother of Louis XVI	France had joined the Quadruple Alliance

**(2)**

- (b) Choose **ONE** of your answers to (a) above, and describe its importance for France.

**(3)**

- (c) Give **TWO** reasons why the murder of the Duke of Berri in 1820 was important.

**(4)**

- (d) Choose any **TWO** of the following and explain how they affected France under Charles X. Write your choice at the beginning of each answer.

Censorship	Religious changes
Changes to voting	Changes in schools

**(8)**

- (e) Study the source and then answer the question that follows

**Source: from a modern textbook**

In 1829, Charles X appointed Polignac as Prime Minister of France. Polignac was an Ultra but he could not win a majority in the French parliament. So, in July 1830, Charles tried to increase his power as king. He tried to limit the number of people who could vote and reintroduced censorship.

Use the source, and your own knowledge, to describe the revolution of 1830.

**(8)****(Total 25 marks)**

**A2: Reconstruction and Nationalism in post-war Europe, 1815–1840**

You should spend about 45 minutes on this question.

**3. The Great Powers**

This question is about the Treaty of Vienna and the Congress System.

- (a) Look at the boxes below. Write down the names of the **TWO** Great Powers that were present at Vienna.

Sweden	Britain
Spain	Austria

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe that country's aims at Vienna.

(3)

- (c) Give **TWO** reasons why many European countries signed the Holy Alliance.

(4)

- (d) Choose any **TWO** of the following and explain how they led to the creation of the Congress System. Write your choice at the beginning of each answer.

Attempts to restrain France	The prevention of revolution
The extension of the wartime alliance	Maintaining the Vienna settlement

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

From 1820 Britain began to disagree with Russia. The Tsar wanted to interfere in other countries, to prevent revolutions. But the British government did not want Russian troops interfering in Spain. It preferred to let the Spanish sort out their own problems. At the congresses from 1820 to 1822, the British representatives were often isolated.

Use the source, and your own knowledge, to describe the reasons why the Congress System broke up in the 1820s.

(8)

**(Total 25 marks)**

**A2: Reconstruction and Nationalism in post-war Europe, 1815–1840**

You should spend about 45 minutes on this question.

**4. Nationalism in Belgium and Greece**

This question is about the war of independence in Greece.

- (a) Look at the boxes below. Write down the **TWO** reasons why the Greek revolt started in 1821.

Intervention from France	Religious differences
Methods of Turkish rule	Support from Britain

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe how it helped gain support for the Greeks.

(3)

- (c) Give **TWO** reasons why Russia supported the Greeks in the 1820s.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the Greek War of Independence. Write your choice at the beginning of each answer.

The Battle of Missolonghi	The Treaty of London, 1827
Mehemet Ali	The Battle of Navarino

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1829, in the London Protocol, Britain, France and Russia agreed that most of southern Greece would become self-governing. Later that year, they decided that Greece should become completely independent. The Turkish government had to agree because the Empire was being invaded by Russia.

Use the source, and your own knowledge, to describe the part played by the Great Powers in achieving Greek independence in 1830.

(8)

**(Total 25 marks)**

**A3: The making of the Nation States: Unification of Italy and Unification of Germany**

You should spend about 45 minutes on this question.

**5. Italy 1852–70**

This question is about Cavour and Garibaldi.

- (a) Look at the boxes below. Write down the **TWO** areas of Italy that Cavour wanted to occupy in the 1850s.

Lombardy	Naples
Venetia	The Papal States

(2)

- (b) Choose **ONE** of your answers to question (a) above, and explain why Cavour wanted to occupy the area.

(3)

- (c) Give **TWO** reasons why Cavour sent Piedmontese troops to fight in the Crimean War.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in Cavour's attempts to gain control of northern Italy. Write your choice at the beginning of each answer.

The Pact of Plombières	Nice and Savoy
The Battle of Solferino	The Treaty of Villafranca

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

When Garibaldi heard of the rising in Sicily, he immediately decided to go and support it. He collected an army and set sail. When he landed he was greeted as a hero and soon began to defeat the army of the King of Naples. After conquering the island, Garibaldi was able to land his troops on the mainland.

Use the source, and your own knowledge, to describe the part played by Garibaldi in the unification of Italy in 1860-1861.

(8)

**(Total 25 marks)**

### A3: The making of the Nation States: Unification of Italy and Unification of Germany

You should spend about 45 minutes on this question.

#### 6. Germany 1862–90

This question is about the role of Bismarck.

- (a) Look at the boxes below. Write down the **TWO** reasons why Bismarck was appointed Minister-President in 1862.

The Zollverein	He had a reputation for being very forceful
There was a budget crisis	He defeated Denmark

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe its importance for Prussia. (3)

- (c) Give **TWO** reasons why the German Empire was proclaimed in January 1871. (4)

- (d) Choose any **TWO** of the following and describe how Bismarck used them in the 1870s. Write your choice at the beginning of each answer.

The Junkers	The Tariff Law
The Anti-Socialist Law	The Reichsbank

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Bismarck came from northern Germany where most people were Protestants and he distrusted the influence of the Catholic Church. After the Empire was created in January, many Germans were Catholics. Consequently, Bismarck was afraid that the Catholic Church would increase its influence in Germany.

Use the source, and your own knowledge, to describe the Falk (May) Laws.

(8)

**(Total 25 marks)**

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

**You should spend about 45 minutes on this question.**

**7. The Alliance System**

This question is about the creation of the Alliance System in the 1870s and 1880s.

- (a) Look at the list below. Write down the **TWO** countries that formed alliances with Germany in the 1870s.

Austria-Hungary	Britain
France	Russia

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe Bismarck's reason for making an alliance with that country in the 1870s.

**(3)**

- (c) Give **TWO** reasons why the French were angry at the way that they were treated after the Franco-Prussian War.

**(4)**

Page 2

- (d) Choose any **TWO** of the following and explain how they changed relations between the great powers. Write your choice at the beginning of each answer.

The Dual Alliance	The Congress of Berlin
The Triple Alliance	The Reinsurance Treaty

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Bismarck had always wanted to prevent a war on two fronts. Consequently he had tried to prevent France and Russia forming an alliance. But in 1890, Bismarck was ordered to resign as Chancellor by Kaiser Wilhelm II and the Reinsurance Treaty was not renewed. In the 1890s a war on two fronts became more likely when the Dual Entente was created.

Use the source, and your own knowledge, to describe how Europe became divided into two alliances by 1914.

**(8)****(Total 25 marks)**

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

You should spend about 45 minutes on this question.

**8. International Rivalry**

This question is about German policies from the 1890s to 1914.

- (a) Look at the boxes below. Write down the **TWO** policies over which Kaiser Wilhelm and Bismarck disagreed in the years 1888–90.

The German Empire in Africa	The push towards the East
The building of the Kiel Canal	Relations with Russia

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe Kaiser Wilhelm's aims.

**(3)**

- (c) Give **TWO** reasons why the Naval Arms Race developed from 1905.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the Morocco Crises. Write your choice at the beginning of each answer.

The Panther	The Algeciras Conference
The Kaiser	The Mansion House Speech

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

On 23 July 1914, the Austrians sent an ultimatum to Serbia. The ultimatum was rejected because the Austrians wanted to be allowed to send police and troops into Serbia. The Austrians wanted Serbia to reject the ultimatum so that they would have an excuse to attack Serbia.

Use the source, and your own knowledge, to describe the events in July and August 1914 that led to the outbreak of war.

**(8)****(Total 25 marks)**

**A5: Reform and Reaction in Russia, 1855–1917**

**You should spend about 45 minutes on this question.**

**9. Reform**

This question is about attempts to change Russia.

- (a) Look at the boxes below. Write down the **TWO** reasons why Russia was weak in the 1850s.

Emancipation of the Serfs did not work	Industry was basic
Pan-slavism	Defeats in the Crimean War

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects on Russia.

(3)

- (c) Give **TWO** reasons why Alexander decided to free the serfs in 1861

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in Alexander's reforms. Write your choice at the beginning of each answer.

Zemstva (Local Councils)	Town Councils
Army Reforms	Reform of the Law Courts

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

From 1906, Nicholas II began to make changes in Russia. In 1906 he created the Duma and also appointed Peter Stolypin as Prime Minister. These actions suggested that Nicholas wanted to modernise the Russian government, but it soon became clear that he was having second thoughts.

Use the source, and your own knowledge, to describe the changes that took place in Russia in the years from 1906–14.

(8)

**(Total 25 marks)**



**A5: Reform and Reaction in Russia, 1855–1917**

You should spend about 45 minutes on this question.

**10. Reaction**

This question is about the development of opposition in Russia.

- (a) Look at the boxes below. Write down the **TWO** reasons why opposition to the Tsar grew in the 1870s.

Lenin formed the Bolsheviks	The People's Will was set up
Alexander II stopped his reforms	Alexander II was assassinated

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe how it increased opposition to the Tsar's government.

**(3)**

- (c) Give **TWO** reasons why terrorism increased from 1890 to 1904.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the 1905 Revolution. Write your choice at the beginning of each answer.

The Russo-Japanese War	Bloody Sunday
The Petrograd Soviet	The October Manifesto

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Russia was not very well prepared for the First World War. The army used old-fashioned tactics and industry was backward. The army soon ran out of ammunition and weapons and supplies of food dried up. By 1916 there was famine and inflation in the big cities.

Use the source, and your own knowledge, to describe the effects of the First World War on the Russian army.

**(8)****(Total 25 marks)**

**A6: The USSR 1917–64: Bolshevism Triumphant**

**You should spend about 45 minutes on this question.**

**11. The Soviet Union 1917–1941**

This question is about the Soviet Union under Stalin, 1928–1941.

- (a) Look at the boxes below. Write down the **TWO** reasons why Stalin wanted to modernise the industry of the Soviet Union.

To get rid of his rivals	To increase production in heavy industries
To increase the power of the secret police	To build up the armed forces

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe how it helped Stalin strengthen the Soviet Union.

(3)

- (c) Give **TWO** reasons why Stalin ordered the Collectivisation of agriculture.

(4)

- (d) Choose any **TWO** of the following and explain how they helped Stalin modernise the economy of the Soviet Union, 1928–1941. Write your choice at the beginning of each answer.

Gosplan	Motor Tractor Stations
Collective Farms	Stakhanovites

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Stalin was always frightened of conspiracy or assassination. He was determined to eliminate anybody who might stand in his way. The Purges ended opposition in the Soviet Union for good. They cleared the way for total control of the Soviet Union. Afterwards, nobody dared to criticise him or his policies.

Use the source, and your own knowledge, to describe Stalin's Purges.

(8)

**(Total 25 marks)**

**A6: The USSR, 1917–1964: Bolshevism Triumphant**

You should spend about 45 minutes on this question.

**12. The Soviet Union 1941–1964**

This question is about the Soviet Union under Khrushchev.

- (a) Look at the boxes below. Write down the **TWO** reasons why Khrushchev had emerged as the new leader of the Soviet Union after the death of Stalin by 1956.

He had the support of the army.	He tried to modernise Soviet industry.
He was General Secretary of the Communist Party	He executed his rivals.

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe how it helped Khrushchev come to power in the Soviet Union.

(3)

- (c) Give **TWO** reasons why Khrushchev decided on a policy of de-Stalinisation.

(4)

- (d) Choose any **TWO** of the following and explain how they helped Khrushchev carry out de-Stalinisation in the Soviet Union. Write your choice at the beginning of each answer.

Reducing the power of the secret police	The end of censorship
Renaming places and streets	Releasing political prisoners

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Khrushchev's main aim in agriculture was to make sure that the Soviet Union had enough food to feed its people. He wanted to open up new 'Virgin Lands' in remote regions, that had never been farmed before. New collective farms were built in Siberia and Kazakhstan.

Use the source, and your own knowledge, to describe Khrushchev's attempts to modernise Soviet agriculture.

(8)

**(Total 25 marks)**

**A7: the Rise of Fascism in Europe: Germany and Italy, 1919–1939**

**You should spend about 45 minutes on this question.**

**13. Germany**

This question is about the rise of the Nazi Party.

- (a) Look at the boxes below. Write down the **TWO** reasons why the Treaty of Versailles was unpopular in Germany in 1919.

The War Guilt Clause	Reparations
The occupation of the Ruhr	Hyperinflation

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and explain why Germans disliked it. **(3)**

- (c) Give **TWO** reasons why Germany recovered from the effects of the war from 1924–1929. **(4)**

- (d) Choose any **TWO** of the following and explain how they helped Hitler come to power. Write your choice at the beginning of each answer.

The Wall Street Crash	Nazi election campaigns
The Weimar government	Propaganda

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

The Nazis took charge of all schools in Germany. Only Nazis were allowed to become schoolteachers and all lessons had to include Nazi ideas. In History lessons, students learnt that Germany had been betrayed in 1918 and 1919.

Use the source, and your own knowledge, to describe education in Nazi Germany.

**(8)**

**(Total 25 marks)**

**A7: The Rise of Fascism in Europe: Germany and Italy, 1919–1939**

You should spend about 45 minutes on this question.

**14. Italy: 1919–1939**

This question is about the founding of the Fascist state under Mussolini.

- (a) Look at the boxes below. Write down the **TWO** reasons why Mussolini became Prime Minister of Italy in 1922.

Mussolini threatened to march on Rome	The Acerbo Law was passed
Giacomo Matteotti was murdered	Mussolini was appointed by the King of Italy

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe how it helped Mussolini increase his power in Italy.

(3)

- (c) Give **TWO** reasons why Mussolini was popular in Italy in the 1920s.

(4)

- (d) Choose any **TWO** of the following and explain how they helped Mussolini become more powerful in Italy in the late 1920s. Write your choice at the beginning of each answer.

Press censorship	Other political parties were banned
Trade Unions were abolished	The OVRA (secret police)

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Mussolini wanted Italy to recover from the effects of the First World War. In the mid-1920s he started a series of ‘battles’ in Italy. These included the Battles for Grain, Births and Land. Mussolini wanted Italy to become self-sufficient in food and double its population by 1950.

Use the source, and your own knowledge, to describe Mussolini’s ‘battles’ within Italy.

(8)

**(Total 25 marks)**

**A8: International Relations 1919–1939: Collective Security and Appeasement**

**You should spend about 45 minutes on this question.**

**15. Collective Security**

This question is about the League of Nations in the 1920s.

- (a) Look at the boxes below. Write down the **TWO** decision-making bodies in the League of Nations.

The Assembly	The Council
The Secretariat	The Secretary-General

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe the part it played in the League of Nations.

**(3)**

- (c) Give **TWO** reasons why the League was successful in the 1920s.

**(4)**

- (d) Choose any **TWO** of the following and explain why they led to weaknesses in the League. Write your choice at the beginning of each answer.

The important members were in Europe	It was seen as a club for victors
The USA did not join	The Soviet Union was banned from joining

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

By 1925 Germany was recovering from the effects of the war. The French were ready to accept Germany as an equal partner again. A conference was held between Germany, France and Belgium at Locarno. This was followed up by the Kellogg-Briand Pact in 1928.

Use the source, and your own knowledge, to describe the Locarno Pacts and the Kellogg-Briand Pact.

**(8)**

**(Total 25 marks)**

**A8: International Relations 1919–1939: Collective Security and Appeasement**

You should spend about 45 minutes on this question.

**16. Appeasement**

This question is about international aggression in the 1930s.

- (a) Look at the boxes below. Write down the **TWO** reasons why Japan invaded Manchuria in 1931.

It wanted to seize oil supplies	Its population was growing
It resigned from the League of Nations	It had not been given much land at Versailles

(2)

- (b) Choose **ONE** of your answers to question (a) above, and explain why it led to Japanese expansion in the 1930s.

(3)

- (c) Give **TWO** reasons why Mussolini invaded Abyssinia in 1935.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in Hitler's policies in the 1930s. Write your choice at the beginning of each answer.

Rearmament	The Rhineland
The Anschluss	Czechoslovakia

(4)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

From 1936, politicians in Britain and France began to adopt the policy of appeasement, to deal with the threat from Hitler. They had come to believe that the Treaty of Versailles had been too harsh on Germany. They believed that if Hitler was allowed to break the Treaty of Versailles he would be reasonable.

Use the source, and your own knowledge, to describe appeasement.

(8)

**(Total 25 marks)**

**A9: The Road to Affluence: the USA 1917–1941**

**You should spend about 45 minutes on this question.**

**17. The USA, 1917–1929**

This question is about the USA from 1917 to 1929.

- (a) Look at the boxes below. Write down the **TWO** reasons why the USA declared war in 1917.

It had loaned money to Britain	The Zimmermann Telegram
It had supplied war materials to the Allies	German submarines sank US ships

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe how it affected the USA. **(3)**

- (c) Give **TWO** reasons why large numbers of immigrants came to the USA in the early twentieth century. **(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the problems faced by farmers in the 1920s. Write your choice at the beginning of each answer.

The end of the First World War	Over-production
Low prices	Isolation

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

After the First World War the USA seemed to become richer and richer. Wages rose and from 1923 people in the USA began to invest money on Wall Street. They were encouraged by the development of the assembly line and the new industries that appeared as a result.

- Use the source, and your own knowledge, to describe the stock-market boom in the 1920s. **(8)**

**(Total 25 marks)**



**A9: The Road to Affluence: the USA 1917–1941**

**You should spend about 45 minutes on this question.**

**18. 1929–1941**

This question is about the Wall Street Crash and the New Deal.

- (a) Look at the boxes below. Write down the **TWO** reasons for the Wall Street Crash.

Loss of confidence	Unemployment
Over-production	Closure of companies

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects in the USA.

**(3)**

- (c) Give **TWO** reasons why the Depression got worse from 1929 to 1932.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the New Deal. Write your choice at the beginning of each answer.

The AAA	The TVA
The CCC	The NRA

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Not everyone in the USA welcomed the New Deal. Some people thought that it went too far. Others believed that it did not go far enough. So Roosevelt found himself attacked from both sides. The most serious opposition came from the Supreme Court.

Use the source, and your own knowledge, to describe the opposition to the New Deal.

**(8)****(Total 25 marks)**

**A10: A Divided Union? USA 1945–1974**

**You should spend about 45 minutes on this question.**

**19. McCarthyism and Civil Rights**

This question is about civil rights in the USA.

- (a) Look at the boxes below. Write down the names of the **TWO** people who played important parts in the Civil Rights campaigns in the 1950s.

John F Kennedy	Malcolm X
Rosa Parkes	Elizabeth Eckford

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe **ONE** way that the person helped the development of civil rights.

**(3)**

- (c) Give **TWO** reasons why Martin Luther King became a leader of the Civil Rights movement in the 1950s.

**(4)**

- (d) Choose any **TWO** of the following and explain how they helped Civil Rights campaigns in the 1960s. Write your choice at the beginning of each answer.

Freedom Riders	Sit-ins
The Washington March	1964 Civil Rights Act

**(8)**

- (e) Study the source and then answer the question that follows

**Source: from a modern textbook**

In the early 1960s some civil rights leaders began to reject Martin Luther King's methods. Instead, they began to talk about 'Black Power'. They rejected the idea of integration in American society and demanded separation instead. The Black Panthers were even more extreme and their actions led to race riots.

Use the source, and your own knowledge, to describe the Black Power movement in the USA.

**(8)**

**(Total 25 marks)**

**A10: A Divided Union? USA 1945–1974**

**You should spend about 45 minutes on this question.**

**20. Social and Political Change**

This question is about social and political change in the USA.

- (a) Look at the boxes below. Write down the **TWO** parts of the New Frontier.

Youth culture	The student movement
The minimum wage	Housing

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe how it affected the USA. **(3)**

- (c) Give **TWO** reasons why the Women's Movement developed. **(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the protests against the Vietnam War. Write your choice at the beginning of each answer.

Black casualties	My Lai
The Tet Offensive	The draft

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1972, some burglars were caught in the Watergate Building in Washington DC. It was the headquarters of the Democrat Party for the presidential election later in the year. The burglars were found to be part of an organisation called CREEP. At first President Richard Nixon stated that the White House was not involved.

Use the source, and your own knowledge, to describe the Watergate Scandal.

**(8)**

**(Total 25 marks)**

**A11: The End of Empire: Decolonisation in Africa, 1945–1990s**

**You should spend about 45 minutes on this question.**

**21. South Africa**

This question is about apartheid and Nelson Mandela.

- (a) Look at the boxes below. Write down the **TWO** reasons why the National Party came to power in 1948.

The Pass Laws	1948 general election
White support	Tribal homelands

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects on South Africa from 1948.

**(3)**

- (c) Give **TWO** reasons why black South Africans did not receive a proper education under apartheid.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the life of Nelson Mandela. Write your choice at the beginning of each answer.

The ANC	The Treason trial
Rivonia	Robben Island

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1990, Nelson Mandela was released from prison and began negotiations with President de Klerk. De Klerk wanted to bring apartheid to an end, but did not want white South Africans to lose control of the country. He hoped that he would be able to take advantage of Mandela's inexperience.

Use the source, and your own knowledge, to describe the end of apartheid in South Africa.

**(8)****(Total 25 marks)**

**A11: The End of Empire: Decolonisation in Africa, 1945–1990s**

**You should spend about 45 minutes on this question.**

**22. West and Central Africa**

This question is about independence in West and Central Africa..

- (a) Look at the boxes below. Write down the **TWO** countries in West Africa that became independent in the 1950s.

Nigeria	Tanzania
Uganda	Ghana

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and explain why British colonies became independent in the 1950s.

**(3)**

- (c) Give **TWO** reasons why Ian Smith declared UDI (Unilateral Declaration of Independence) in Rhodesia in 1965.

**(4)**

- (d) Choose any **TWO** of the following and explain how they helped bring UDI to an end. Write your choice at the beginning of each answer.

Economic problems	Sanctions
Opposition parties	British pressure

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1980, Robert Mugabe, the leader of ZANU (PF), became Prime Minister of Zimbabwe. He had been one of the leaders of the opposition to the government of Ian Smith. In 1987 Mugabe became President of Zimbabwe. Although Zimbabwe was now independent, it remained part of the British Commonwealth.

Use the source, and your own knowledge, to describe how Zimbabwe changed in the 1980s and 1990s.

**(8)****(Total 25 marks)**

**A12: India, 1900–1949: Independence and Partition**

**You should spend about 45 minutes on this question.**

**23. India, 1900–1929**

This question is about the First World War and the role of Gandhi.

- (a) Look at the boxes below. Write down the **TWO** reasons why Indians believed that they would gain independence after the First World War.

Indian volunteers for the British army	Increased exports
Gandhi's return to India	Increased taxation

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects on India.

(3)

- (c) Give **TWO** reasons why Indians did not like the Rowlatt Acts.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in Gandhi's campaigns. Write your choice at the beginning of each answer.

Satyagraha	Hartals
Boycotts	Fasting

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1922, Gandhi was arrested and imprisoned until 1924. When he was released, he retired to the ashram in Gujarat and worked there until 1930. Gandhi wanted to encourage Indians to become more independent. He also wanted to attract Indians from all castes.

Use the source, and your own knowledge, to describe Gandhi's work at the ashram.

(8)

**(Total 25 marks)**

**A12: India 1900–1949: Independence and Partition**

You should spend about 45 minutes on this question.

**24. India, 1930–1949**

This question is about Gandhi and the impact of the Second World War.

- (a) Look at the boxes below. Write down the **TWO** ways that Gandhi used to try to gain independence in the 1930s.

Salt Marches	Quit India
The Round Table Conferences	Support for the British

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe how Gandhi used that method.

(3)

- (c) Give **TWO** reasons why Congress did not like the Government of India Act, 1935.

(4)

- (d) Choose any **TWO** of the following and explain how they changed relations between the British government and India during the Second World War. Write your choice at the beginning of each answer.

Congress's attitude to the war	Pakistan
The cost of the war	Labour Party victory in 1945

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

When Congress turned down the Cabinet Mission in 1946, Jinnah decided to put pressure on Nehru to reach an agreement. He called for Direct Action in August 1946, but this led to an outbreak of violence. Thousands of Indians were killed in clashes in Calcutta and other cities

Use the source, and your own knowledge, to describe inter-community violence in India in 1946–1947.

(8)

**(Total 25 marks)**

**A13: China in Crisis, 1911–1949**

**You should spend about 45 minutes on this question.**

**25. China, 1911–1927**

This question is about China under the Warlords and the GMD and the CCP.

- (a) Look at the boxes below. Write down the **TWO** reasons for the 1911 revolution.

China was backward	Yuan Shi-Kai was corrupt
Sun Yatsen's ideas	China made few gains at Versailles

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects on China.

(3)

- (c) Give **TWO** reasons why the Chinese people suffered under the Warlords.

(4)

- (d) Choose any **TWO** of the following and explain why they led the GMD and the CCP to come to blows. Write your choice at the beginning of each answer.

Soviet influence	Land Reform
Chiang Kaishek's ideas	Mao Zedong

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

From 1922, the GMD and CCP began to work together. But after the death of Sun in 1925, they grew apart and in 1927, Chiang decided to begin the Northern Expedition. He sent the GMD armies to attack communists in southern China.

Use the source, and your own knowledge, to describe the Northern Expedition.

(8)

**(Total 25 marks)**



**A13: China in Crisis, 1911–1949**

**You should spend about 45 minutes on this question.**

**26. China, 1927–1949**

This question is about the Long March and the effects of the Japanese invasion.

- (a) Look the boxes below. Write down the **TWO** reasons why Mao Zedong retreated to Jiangxi.

He was preparing for the Long March	The CCP had more support in the countryside
He wanted to attack the Japanese	Chiang changed his tactics

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and explain why it took place.

**(3)**

- (c) Give **TWO** reasons why the United Front was set up in 1937.

**(4)**

- (d) Choose any **TWO** of the following and explain why they led to increased support for the CCP. Write your choice at the beginning of each answer.

Land reform	Mao's tactics
The 8th Route Army	The GMD government

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

After the Second World War, the GMD was the official government of China, but most of the peasants supported the CCP. The USA tried to negotiate an agreement between the two, but the CCP received help from the Soviet forces in the north and a civil war broke out.

Use the source, and your own knowledge, to describe the civil war between the CCP and the GMD from 1946–9.

**(8)****(Total 25 marks)**

**A14: Revolution in China, 1949–1996**

**You should spend about 45 minutes on this question.**

**27. China, 1949–1976**

This question is about the policies of Mao Zedong.

- (a) Look at the boxes below. Write down the **TWO** policies introduced by Mao in the 1950s.

The Great Leap Forward	Birth Control
Hundred Flowers	The Four Olds

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe what Mao was trying to achieve.

**(3)**

- (c) Give **TWO** reasons why Mao lost power in the late 1950s and early 1960s.

**(4)**

- (d) Choose any **TWO** of the following and explain why they led to the Cultural Revolution. Write your choice at the beginning of each answer.

Changes in schools	Jiang Qing's ideas
Agricultural reform	Changes in the CCP

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

The Cultural Revolution began in 1966. Mao appealed to the Chinese people to support him because he claimed that the revolution was in danger. He probably had quite different reasons. During the next few years almost everyone in authority in China was attacked by Mao's Red Guards.

Use the source, and your own knowledge, to describe the effects of the Cultural Revolution.

**(8)**

**(Total 25 marks)**

**A14: Revolution in China, 1949–1996**

**You should spend about 45 minutes on this question.**

**28. China, 1976–1996**

This question is about changes in China after the death of Mao.

- (a) Look at the boxes below. Write down the **TWO** changes introduced by Deng in the 1970s and 1980s.

Increased farm production	Rejection of western ideas
Competition in education	Centralisation of farming

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe its effect on China. **(3)**
- (c) Give **TWO** reasons why Deng wanted to reform the economy. **(4)**
- (d) Choose any **TWO** of the following and explain the part that they played in the creation of the Democracy Movement. Write your choice at the beginning of each answer.

Democracy Wall	Students
Inflation	Unemployment

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Although Deng was an economic reformer, he had no intention of reducing the power of the CCP. He was quite prepared to crush opposition in the same way that Mao Zedong had done and was not prepared to give in to the Democracy Movement.

Use the source, and your own knowledge, to describe the end of the Democracy Movement. **(8)**

**(Total 25 marks)**

### A15: South East Asia 1945–1990s: The End of French Empire, Vietnam, Indo-China, Malaysia, Indonesia

You should spend about 45 minutes on this question.

#### 29. Indo-China, 1945–1990s

This question is about events in Indo-China from the Second World War to the 1970s.

- (a) Look at the boxes below. Write down the **TWO** countries that France occupied in Indo-China in the 1940s.

Cambodia	Thailand
Laos	Burma

(2)

- (b) Choose **ONE** of your answers to question (a) above, and explain **ONE** reason why France lost control of that area during the Second World War.

(3)

- (c) Give **TWO** reasons why the French were unable to regain control of Indo-China from 1945 to 1954.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in the Vietnam War. Write your choice at the beginning of each answer.

The Gulf of Tonkin Incident	Guerrilla warfare
Hearts and Minds	Search and destroy

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In January 1968, thousands of Vietcong soldiers attacked the US forces in South Vietnam. The US embassy in Saigon was occupied and only recaptured after a week's fighting. In the USA, these events had a dramatic effect. If Saigon could be attacked, nowhere was safe.

Use the source, and your own knowledge, to describe the effects of the Tet Offensive.

(8)

**(Total 25 marks)**

**A15: South East Asia 1945–1990s: The End of French Empire, Vietnam, Indo-China, Malaysia, Indonesia**

You should spend about 45 minutes on this question.

**30. South East Asia, 1945–1990s**

This question is about decolonisation in South East Asia in the years after the Second World War.

- (a) Look at the boxes below. Write down the **TWO** European countries that had empires in South East Asia in the 1940s.

Spain	Holland
Britain	Belgium

(2)

- (b) Choose **ONE** of your answers to question (a) above, and explain **ONE** reason why decolonisation began in the years after the Second World War.

(3)

- (c) Give **TWO** reasons why attempts to grant Malaya independence in the 1950s ran into difficulties.

(4)

- (d) Choose any **TWO** of the following and explain how they were governed after independence. Write your choice at the beginning of each answer.

Singapore	Brunei
Malaya	Vietnam

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Sukarno had led the independence movement in Indonesia and became the first President of the Indonesian Republic in 1945. He was very popular at first, but later there was increasing unrest. His government was accused of corruption and this led to chaos and poverty. Eventually he was replaced by General Suharto in 1967.

Use the source, and your own knowledge, to describe Indonesia under Sukarno.

(8)

**(Total 25 marks)**

**A16: Conflict and Crisis in the Middle East, 1946–1996**

You should spend about 45 minutes on this question.

**31. The Middle East, 1946–1967**

This question is about the setting up of the state of Israel and its impact on Arabs in the Middle East.

- (a) Look at the boxes below. Write down the **TWO** reasons why the state of Israel was set up in 1948.

The Law of Return	The Holocaust
The United Nations	The British Mandate

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe its effect on the state of Israel.

(3)

- (c) Give **TWO** reasons why the war of 1948–9 had serious effects on Israel's Arab neighbours.

(4)

- (d) Choose any **TWO** of the following and explain the part that they played in causing the Suez War (1956). Write your choice at the beginning of each answer.

The Aswan Dam	Moshe Dayan
The Suez Canal	Oil supplies

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

On 5 June 1967, Israeli aircraft attacked Egypt, Jordan and Syria. The Israelis were able to destroy completely the airforces of their neighbours. The Israeli army then quickly captured key areas and defeated its opponents. When a cease-fire was announced on 10 June, the Israelis had achieved all of their objectives.

Use the source, and your own knowledge, to describe the effects of the Six Day War.

(8)

**(Total 25 marks)**

**A16: Conflict and Crisis in the Middle East, 1946–1996**

You should spend about 45 minutes on this question.

**32. The Middle East, 1967–1996**

This question is about relations between Israel and its Arab neighbours from the late 1960s until the 1990s.

- (a) Look at the boxes below. Write down the **TWO** forms of terrorism that began in the late 1960s and early 1970s.

Suicide attacks	Hi-jacks
Bombs	Intifada

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects on Israel.

**(3)**

- (c) Give **TWO** reasons why international terrorism began in the late 1960s.

**(4)**

- (d) Choose any **TWO** of the following and explain the part that they played in the War of Yom Kippur. Write your choice at the beginning of each answer.

Anwar Sadat	The Superpowers
Yom Kippur	Syria

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

Although the Israelis were able to recover most of the ground that they had lost during the war of Yom Kippur, in many ways it was a victory for the Arab states. The heavy Israeli losses convinced the government that it had to reach some sort of an agreement with its neighbours. That would mean giving back land that had been taken in 1967.

Use the source, and your own knowledge, to describe the effects of the War of Yom Kippur on events in the Middle East.

**(8)****(Total 25 marks)**

**A17: International Relations and the Superpowers: Cold War and Co-existence, 1945–1962**

**You should spend about 45 minutes on this question.**

**33. International Relations, 1945–1953**

This question is about the relations between the superpowers in the years after the Second World War.

- (a) Write down the **TWO** conferences that were held between the Allies in 1945.

Potsdam	Versailles
Vienna	Yalta

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and describe what was decided for Germany.

**(3)**

- (c) Give **TWO** reasons why the USA and the USSR began to disagree from 1945 onwards.

**(4)**

- (d) Choose any **TWO** of the following and explain how they made relations between the superpowers worse. Write your choice at the beginning of each answer.

The Truman Doctrine	Marshall Aid
COMECON	The Deutschmark

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

West Berlin was inside the Soviet zone in Germany. Western troops and supplies could travel freely from West Germany to West Berlin, by road, rail, canal and air. In June 1948 Stalin ordered that all of the links from West Germany to West Berlin were to be cut. The roads, railways and canals were all blocked. This lasted for ten and a half months.

Use the source, and your own knowledge, to describe the Berlin Blockade.

**(8)**

**(Total 25 marks)**



## A17: International Relations and the Superpowers: Cold War and Co-existence, 1945–1962

You should spend about 45 minutes on this question.

### 34. International Relations, 1953–1962

This question is about the impact of Nikita Khrushchev on relations between the superpowers.

- (a) Look at the boxes below. Write down the **TWO** reasons for the creation of the Warsaw Pact in 1955.

The Hungarian Uprising	West Germany joining NATO
Strengthening the Communist Bloc	The U2 Incident

(2)

- (b) Choose **ONE** of your answers to question (a) above, and describe its effects on superpower relations.

(3)

- (c) Give **TWO** reasons why Khrushchev began the policy of ‘peaceful co-existence’.

(4)

- (d) Choose any **TWO** of the following and explain how they increased tension in Berlin. Write your choice at the beginning of each answer.

Refugees	Life in West Berlin
The Berlin Wall	‘Ich bin ein Berliner’

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

On 16 October 1962, President Kennedy was shown photographs of Soviet missile bases in Cuba. His advisers wanted to attack Cuba and destroy them, but Kennedy decided to set up a blockade of Cuba and then see how Khrushchev would react. For a week the two superpowers stood head to head.

Use the source, and your own knowledge, to describe the Cuban Missile Crisis.

(8)

**(Total 25 marks)**

**A18: Europe, 1945–1990s: Divided and United**

**You should spend about 45 minutes on this question.**

**35. Western Europe, 1945–1990s**

This question is about the development of European unity since 1945.

- (a) Look at the boxes below. Write down the **TWO** countries that joined the European Coal and Steel Community (ECSC) in 1951.

Belgium	Spain
Sweden	France

**(2)**

- (b) Choose **ONE** of your answers to question (a) above, and explain **ONE** reason why countries joined the ECSC.

**(3)**

- (c) Give **TWO** reasons why countries signed the Treaty of Rome in 1957.

**(4)**

- (d) Choose any **TWO** of the following and explain how they were affected by membership of the European Community. Write your choice at the beginning of each answer.

Travel	Work
Trade	Agriculture

**(8)**

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

In 1957 British politicians showed little interest in the European Community. Instead, they tried to set up the European Free Trade Association with six other countries. But this was a failure. By the early 1960s it was obvious that the European Community was much more successful. In 1961 the British government decided to try to join the EC, but its application was turned down. This happened again in 1967.

Use the source, and your own knowledge, to describe Britain's attempts to join the EC in the 1960s.

**(8)****(Total 25 marks)**

**A18: Europe 1945–1990s: Divided and United**

You should spend about 45 minutes on this question.

**36. Eastern Europe, 1945–1990s**

This question is about the impact of the Soviet Union on eastern Europe after the Second World War.

- (a) Look at the boxes below. Write down the **TWO** countries that were occupied by the Soviet Union after 1945.

Romania	Bulgaria
Finland	Austria

(2)

- (b) Choose **ONE** of your answers to question (a) above, and explain **ONE** reason why the Soviet Union occupied countries in eastern Europe after the Second World War.

(3)

- (c) Give **TWO** reasons why the Soviet Union tried to prevent western influences reaching eastern Europe.

(4)

- (d) Choose any **TWO** of the following and explain how they were affected by Soviet control in eastern Europe. Write your choice at the beginning of each answer.

Religion	Elections
Newspapers	Prices

(8)

- (e) Study the source and then answer the question that follows.

**Source: from a modern textbook**

On 5 November 1989 the Berlin Wall was broken down. For the first time in almost thirty years the people of East and West Berlin could mix freely without any interference. The Wall collapsed because the government of East Germany no longer had the support of the Soviet Union. Consequently it was unable to resist the desire of the German people for reunification.

Use the source, and your own knowledge, to describe events surrounding the collapse of the Berlin Wall in 1989.

(8)

**(Total 25 marks)****TOTAL FOR SECTION A: 50 MARKS****END OF SECTION A**

**SECTION B: SPECIAL TOPICS**

Answer **ONE** question from Section B.

**B1: The Napoleonic Wars, 1803–1815**

**You should spend about one hour on this question.**

1. This question is about the Battle of Waterloo and the defeat of Napoleon. Study Sources A, B, C and D and then answer the questions which follow.

**SOURCE A: From an account written by a British surgeon during the Battle of Waterloo.**

The sight of the Duke of Wellington put heart into us all. I am sure that had he been killed or wounded that shot would have decided the battle and the allied troops would have lost heart.

**SOURCE B: From an account written by a British rifleman who fought at the Battle of Waterloo.**

Seeing that we had lost so many men and all our commanding officers, my heart began to fail but the Duke of Wellington came up to us in all the fire. He, himself, gave the word of command; the words he said to our regiment were these: '95th, unfix your swords, left face and extend yourselves once more. We shall soon have them over the hill'. Then he rode away on our right. How he escaped being shot God alone knows.

**SOURCE C: A painting by an English artist showing the Gordon Highlanders and the Scots Greys charging the French at Waterloo.**

**SOURCE D: From a textbook on Waterloo, written in 1980.**

The arrival of the Prussians, at 7pm, on the right of the French, proved decisive. Napoleon made his last throw. He launched five battalions of the Imperial Guard up the slope. Blasted in front by the British Foot Guards and taken in flank by the 52nd Light Infantry, even Napoleon's Imperial Guard gave way.

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Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the part played by Wellington at Waterloo? Explain your answer.

**(5)**

Study Source C and use your own knowledge.

- (b) Source C portrays the charge by the Scots soldiers as a glorious event. Why would the English artist want to portray the charge in this way?

**(8)**

Study Sources A, B, C and D and use your own knowledge.

- (c) The writer of Source D suggests that the French defeat at Waterloo was due to the arrival of the Prussian army. Do you agree that this was the main reason for the defeat of Napoleon at Waterloo? Explain your answer.

**(12)**

**TOTAL FOR QUESTION 1: 25 MARKS**

**B2: Bismarck's Wars, 1864–1871**

**You should spend about one hour on this question.**

2. This question is about the Austro-Prussian War of 1866. Study Sources A, B, C and D and then answer the questions which follow.

**SOURCE A: A letter sent by Bismarck in April 1856.**

Because of the policy of Vienna, Germany is clearly too small for us both. Austria is the only state to whom we can permanently lose or from whom we can permanently gain. In the not too distant future we shall have to fight for our existence against Austria and it is not within our power to avoid that, since the course of events in Germany has no other solution.

**SOURCE B: An account by a Prussian liberal, von Schering, written in May 1866.**

Never, probably, has a war been incited so shamelessly as the one which Bismarck is currently trying to start against Austria. God knows I am no friend of Austria; on the contrary I have always been regarded as one of her enemies. I am also devoted to the idea of Prussian influence in North Germany. But I would rather cut off my hand than to use it in such a disgusting operation as Prussia is now launching against Austria.

**SOURCE C: A Prussian painting of 1867 showing the Prussian cavalry at the Battle of Sadowa (Königgrätz).**



**SOURCE D: From a textbook on Bismarck and Germany, 1972.**

The Prussian army had a brilliant commander in Count Helmuth von Moltke and was equipped with a new needle gun. This weapon was effective only up to 600 metres because it lacked a gas-tight breech but its rate of fire was four times as high as the weapons of the Austrians. Then with the fortunate arrival of a Prussian army under Crown Prince Frederick, von Moltke was able to spring his trap on the Austrians, attacking from both flanks and the front.

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Study Sources A and B.

- (a) Does Source B support the evidence of Source A about Bismarck's attitude towards Austria? Explain your answer.

**(5)**

Study Source C and use your own knowledge.

- (b) Source C suggests that the Austrians surrendered very easily at Sadowa. Why would Prussia want to portray the battle in this way?

**(8)**

Study Sources A, B, C and D and use your own knowledge.

- (c) The writer of Source D believed that Prussia's victory over Austria was due to the superiority of the Prussian army and commander. Do you agree that this was the main reason for Prussia's victory? Explain your answer.

**(12)**

**TOTAL FOR QUESTION 2: 25 MARKS**

**B3: The Balkans, 1876–1914**

**You should spend about one hour on this question.**

3. This question is about the assassination at Sarajevo. Study Sources A, B, C and D and then answer the questions which follow.

**SOURCE A: From *Memoirs*, 1938, by David Lloyd George, a leading member of the British government in 1914.**

When I first heard of the assassination I felt it was a grave matter but my fears were soon calmed. The Kaiser left on his yachting holiday and, still more reassuring, the head of the German army left for a foreign health resort. An important Hungarian lady called on me and told me that we were taking the murder of the Archduke too quietly. It had provoked a storm in Austria and might lead to war with Serbia. However our official reports did not confirm her alarmist view.

**SOURCE B: From the Austrian ambassador in Berlin, reporting a conversation with the Kaiser, July 1914.**

The Kaiser authorised me to inform our gracious majesty that we might rely upon Germany's full support. It was the Kaiser's opinion that this action must not be delayed. Russia was in no way prepared for war and would think twice before mobilising. If we really saw the need for war against Serbia, the Kaiser would regret if we did not make use of the present moment which is all in our favour.

**SOURCE C: A sketch by an Austrian artist, early July 1914, of the assassination of Franz-Ferdinand and his wife, Sophie.**





**SOURCE D: From a Modern World Textbook, 2001.**

There is much evidence to suggest that Franz-Ferdinand was set up to be assassinated by the Austrian government to provide Austria with an excuse to invade Serbia. The Austrian army wanted to destroy the Black Hand organisation by attacking Serbia. Between January 1913 and June 1914 the Austrian army Chief-of-Staff recommended war with Serbia twenty-five times. Why else send the Archduke on a state visit to Sarajevo on Serbia's National Day?

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Study Sources A and B.

- (a) Does Source B support the evidence of Source A about reactions to the assassination at Sarajevo? Explain your answer.

**(5)**

Study Source C and use your own knowledge.

- (b) Source C suggests that Franz Ferdinand was well protected. Why would an Austrian artist portray the event in this way?

**(8)**

Study Sources A, B, C and D and use your own knowledge.

- (c) The writer of Source D suggests that the assassination was set up by the Austrian government. Do you agree that this was the main reason for the assassination at Sarajevo? Explain your answer.

**(12)**

**TOTAL FOR QUESTION 3: 25 MARKS**

**B4: The First World War, 1914–1918**

**You should spend about one hour on this question.**

4. This question is about the Battle of the Somme. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From the diary of a soldier who fought at the Somme. This was written on 1 July 1916, the first day of the Battle of the Somme.**

Attack commenced at 7.30 a.m. in clouds of smoke. Very great bombardment by all our guns. Leigh's platoon left Cross Street and almost got to grips with the Hun, but were sent back. Leigh wounded – right arm amputated. As we could not hold our positions we were never sent for, but were shelled heavily all day and had four men killed. The 46th Division on our left never got properly off the mark and Gommecourt was not taken. We were back in our original line about 8.00 p.m.

**SOURCE B: From a letter written after the war by an officer who fought at the Somme to the writer of the Official British History of the War.**

No one in the Corps or Divisional Headquarters understood why our attacks at the beginning of the Somme failed. Everything seemed to go well up to a point. Then, in some unexplained way, the Germans seemed to get their old positions back. In the end a conference was assembled at which the survivors gave their evidence. We concluded that the Germans had camouflaged machine guns. These caught the support and reserve waves once the leading waves had got through.

**SOURCE C: From a report written by Haig after the Battle of the Somme.**

The three main objectives with which we started the battle in July have been achieved. Verdun has been relieved; the main German forces have been held on the Western Front and the enemy's strength has been very considerably worn down.

**SOURCE D: From the last letter written by Lieutenant John Raws to his father on 19 August 1916; he was killed soon after during the Battle of the Somme.**

I want to tell you, so that it may be on record, that I honestly believe that my brother and the other officers were murdered through the incompetence, cruelty and personal vanity of those in command. I realise the seriousness of what I am saying, but I am so bitter and the facts are so obvious, that it must be said. Please be discreet with this letter – unless I should be killed.

Study Sources A and B.

- (a) Does Source A support the evidence of Source B about the beginning of the Battle of the Somme? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C suggests that the Battle of the Somme had been a British success. Why would Haig have wanted to portray the battle in this way? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) The writer of Source D believed that the British failure to achieve its objectives at the Battle of the Somme was caused by the incompetence and cruelty of the commanding officers. Do you agree that this was the main reason for this failure? Explain your answer. (12)

**TOTAL FOR QUESTION 4: 25 MARKS**

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

**You should spend about one hour on this question.**

5. This question is about the Beer Hall Putsch. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: An eyewitness account of events in the Burgerbraukeller on the evening of 8 November 1923; this was written by a member of the Nazi Party who left the party and Germany in the 1920s.**

Hitler was standing with Rosenberg near the entrance with a watch in his hand. The minute hand advanced – 8.27 – 8.28 – 8.29 – 8.30. The door was flung open; steel-helmeted men burst through, pushing maxim guns into the hall. Hitler snapped his watch back into his pocket, seized his revolver and elbowed his way through the crowd behind his heavily armed bodyguard. The hall was thrown into the wildest commotion. Within a few seconds one could be heard above the uproar. Hitler jumped up on a table and fired two shots into the ceiling demanding quiet. In an instant the silence was absolute; one could even hear Hitler breathing hard.

**SOURCE B: The bill for the evening of 8 November; this was sent to the Nazi Party by the owner of the Burgerbraukeller on 15 November; he also sent a separate demand for the damage caused.**

Consumed	800	Meals
	2372	Pints of beer
Broken	98	Chairs
	143	Tankards
	80	Glasses
	2	Music stands
Stolen	148	Sets of cutlery

**SOURCE C: A reconstruction of the meeting in the Burgerbraukeller on the evening of 8 November 1923. This was painted in 1937 by an official Nazi Party artist.**



**SOURCE D: From *'Hitler the Pawn'*, this was written in 1936 by a member of the German SDP; it was published outside of Germany.**

One the night of 8 November 1923, Hitler wanted to make himself scarce, to retreat to Rosenheim. This meant flight. General Ludendorf had other ideas. He was certain of success. No German, at any rate no German in uniform, would shoot at the 'General of the First World War', at the national hero.

At about noon on 9 November, a procession of 2000 National Socialists marched, twelve abreast, through the town. At the first shot, Hitler flung himself to the ground. He sprained his arm, but this did not prevent him from running. He found his car and drove into the mountains.

Study Sources A and B.

- (a) Does Source A support the evidence of Source B about the events of the night of 8 November 1923? Explain your answer. (5)

Study Source C and use your own knowledge.

- (b) Source C suggests that the meeting on the night of 8 November 1923 was quiet and peaceful. Why would the Nazis have wanted to portray these events in this way? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) The writer of Source D believed that the Beer Hall Putsch failed because Hitler was a coward. Do you agree that this was the main reason for the failure of the Putsch? Explain your answer. (12)

**TOTAL FOR QUESTION 5: 25 MARKS**

**B6: Russia in Revolution, 1914–1924**

**You should spend about one hour on this question.**

6. This question is about the Bolshevik seizure of power in 1917. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: An eyewitness account of the Bolshevik seizure of power by N. Sukhanov, who was a Bolshevik.**

No resistance was shown. Beginning at 2.00 in the morning the stations, bridges, lighting installations and telegraphs were gradually occupied. From evening on there were rumours of shootings, of armed cars racing round the city attacking Government pickets and of looting, especially in the Winter Palace. These were untrue. The decisive operations were quite bloodless; not one casualty was recorded. There was no looting and the city was absolutely calm. This was due to Lenin's inspiring leadership.

**SOURCE B: An eyewitness account by Dr. David Soskice, who was British.**

During the night of 7-8 November the booming of guns began. I knew they were the guns of the battleship the Aurora bombarding the Winter Palace. When the Bolsheviks arrived at the Palace they found that the guards had left, being unable to get food. Kerensky and his government had little support. An ultimatum was sent to the ministers to surrender. They refused. Bolsheviks began to penetrate into the Palace. A battle took place, during which there were some hundred casualties on either side. The Palace was pillaged and looted and devastated from top to bottom by the Bolshevik armed mob, as though by a horde of barbarians.

**SOURCE C: A painting of the storming of the Winter Palace by a Soviet artist. It was painted in the 1920s.**



**SOURCE D: From *The Role of the Most Eminent Party Leaders*, by Joseph Stalin. This was published on 6 November 1918, the first anniversary of the Bolshevik seizure of power.**

All the work of practical organisation for the revolution was carried out under the immediate leadership of the Chairman of the Petrograd Soviet, Trotsky. It is possible to declare with certainty that the swift passing of the Petrograd garrison to the side of the Bolsheviks and the bold execution of the work of the Military Revolutionary Committee was due principally and above all to Comrade Trotsky.

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Study Sources A and B.

- (a) Does Source A support the evidence of Source B about the Bolshevik seizure of power? Explain your answer. **(5)**

Study Source C.

- (b) Source C suggests that the storming of the Winter Palace by the Bolsheviks was a glorious event. Why would the Bolsheviks have wanted to portray the event in this way? **(8)**

Study Sources A, B, C and D and use your own knowledge.

- (c) The writer of Source D believed that the success of the Bolshevik seizure of power was due to the work of Trotsky. Do you agree that this was the main reason for their success? Explain your answer. **(12)**

**TOTAL FOR QUESTION 6: 25 MARKS**

**B7: The USA, 1917–1929**

**You should spend about one hour on this question.**

7. This question is about Prohibition. Study Sources A, B, C and D and then answer the questions that follow.

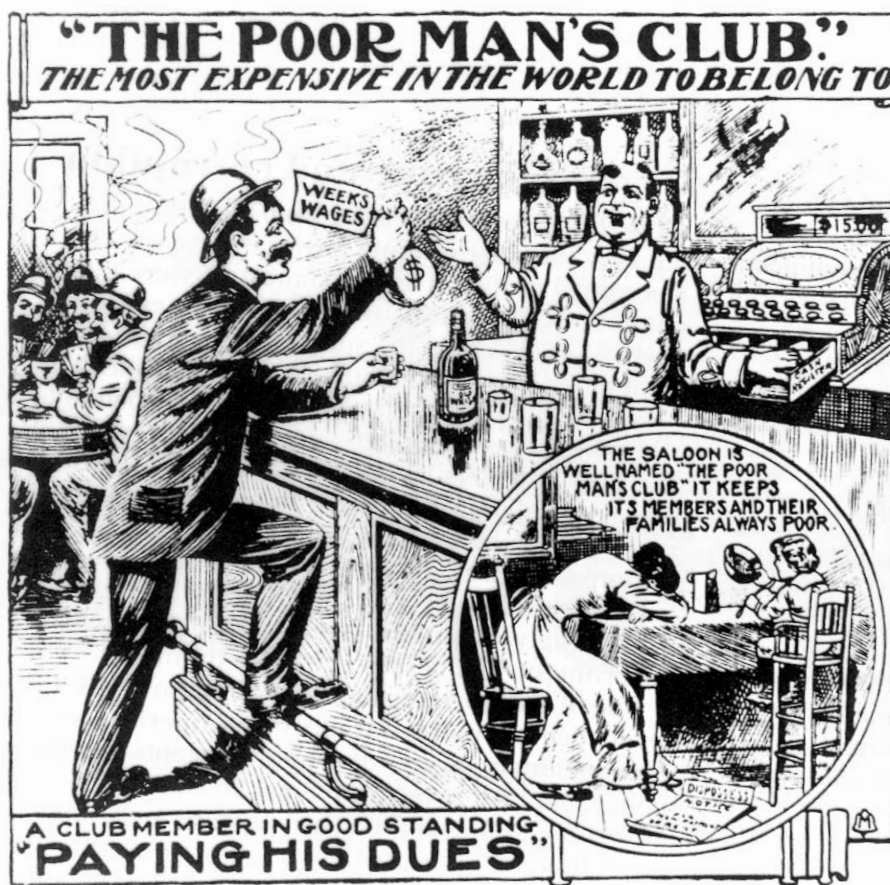
**SOURCE A: Written by Edwin Theiss, a factory owner, in 1919.**

Until booze is banished we can never have really efficient workmen. We are not much interested in the moral side of the matter. It is purely a question of dollars and cents.

**SOURCE B: From an Anti-Saloon League pamphlet, 1918.**

The American's patriotic duty is to abolish the un-American, pro-German, crime-producing, food-wasting, youth-corrupting, home-wrecking, treasonable liquor traffic. King Alcohol has caused three-fourths of the crime and more than one-half of the insanity in the community, and therefore filled our prisons and our alms-houses.

**SOURCE C: A leaflet issued by the Anti-Saloon League in 1919.**





**SOURCE D: From a speech at the Anti-Saloon League Conference, 1918.**

Their sodden habits of life have driven the Germans constantly towards brutality and cruelty until they were prepared to strike for universal conquest. Beer will do for a nation what it will do for an individual. We need a saloonless and drunkless world.

---

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the reasons for Prohibition? Explain your answer.

**(5)**

Study Source C and use your own knowledge.

- (b) Source C suggests that alcohol caused poverty. Why would the supporters of Prohibition portray alcohol in this way?

**(8)**

Study Sources A, B, C and D and use your own knowledge.

- (c) The speaker in Source D suggests that increased support for Prohibition was due to anti-German ideas and patriotism. Do you agree that these were the main reasons for the Prohibition movement? Explain your answer.

**(12)**

**TOTAL FOR QUESTION 7: 25 MARKS**

**B8: The Holocaust, 1939–1945**

**You should spend about one hour on this question.**

8. This question is about Auschwitz and the camps. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From a book about the Holocaust, written in 1987.**

Signs in the undressing hall read: ‘Clean is Good’. ‘Lice Can Kill’. ‘Wash Yourself’. Crude, insulting even. But, under the circumstance, not out of place. Next, the women were told to turn their valuables over to the guards for safe-keeping. Up to the last minute, the SS deceived the women with normal-sounding phrases: ‘Tie both shoes well, and put your clothing in one pile because they will be handed back to you at the end of the showers’.

**SOURCE B: From a book about the Holocaust by Primo Levi, an Italian Jew, 1987.**

In most cases the new arrivals did not know what awaited them. They were received with cold efficiency, but without brutality and invited to undress for showers. Sometimes they were handed soap and towels and promised hot coffee after their showers. The gas chambers were, in fact, camouflaged as shower rooms, with pipes, dressing rooms, clothes hooks, benches and so forth. The new arrivals were often confused, desperate and weakened by five or ten days travelling in sealed railroad cars.

**SOURCE C: A drawing of roll call at Auschwitz-Birkenau. It was made by Ella Liebermann, one of the survivors of the extermination camp.**



**SOURCE D: From a book on the Holocaust, 1991.**

Escape was difficult and extremely dangerous. The prisoners were weakened by hunger and ill-treatment. Their heads were shaven, their striped clothing easily recognisable, and their wooden clogs made silent and rapid walking impossible. They had no money, and, in general, did not speak Polish, which was the local language, nor did they have any contacts in the area.

---

Study Sources A and B.

- (a) Does Source B support the evidence of Source A about the events leading to the death of many of the inmates of the extermination camps? Explain your answer. **(5)**

Study Source C and use your own knowledge.

- (b) Source C shows the everyday event of a roll call at Auschwitz-Birkenau. Why did the artist portray this event in this way? **(8)**

Study Sources A, B, C and D and use your own knowledge.

- (c) The writer of Source D suggests that the reason that many Jews died in the extermination camps was because it was so difficult to escape. Do you agree that this was the main reason for the death of so many Jews in the extermination camps? Explain your answer. **(12)**

**TOTAL FOR QUESTION 8: 25 MARK**

**B9: The Second World War, 1939–1945**

**You should spend about one hour on this question.**

9. This question is about Operation Barbarossa. Study Sources A, B, C and D and then answer the questions that follow.

**SOURCE A: From a radio speech by Stalin to the Soviet people, 3 July 1941.**

The enemy must not find a single railway-engine, not a wagon, not a pound of bread or a glassful of petrol. All the farms must bring in their herds and hand their stocks of wheat over to official bodies to be sent to the rear. Everything that is usable, but cannot be sent back, must be destroyed. In areas occupied by the enemy, sabotage groups must blow up bridges and roads and damage telegraph and telephone lines.

**SOURCE B: From the diary of a German commander in the Soviet Union, August–December 1941.**

At the beginning we thought there would be 200 Russian divisions. We have already counted 360. These Russians seem to have a never-ending supply of men. As we advance all we find is burned fields and buildings. Everything is destroyed. We have seen bad roads but nothing as bad as this. All motor transport is hopelessly bogged down. The icy cold, the poor clothing, the heavy losses of men and guns, the poor supplies of fuel are making fighting a torture

**SOURCE C: An official German photograph showing German forces passing through a village in the western USSR, July 1941, during Operation Barbarossa.**



**SOURCE D: From a report written by the German Field Marshal, Keitel.**

The losses of the land forces alone, in normal conditions, were about 150,000 men in each month in 1941 after the invasion of Russia. This is not taking into account the losses in the big battles. Of these, only 90,000 or so could be replaced each month. So the army in Russia was falling in numbers by about 60,000 each month. It was only a piece of simple arithmetic to work out when our forces would run out of men.

---

Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C suggests that the German invaders were welcomed by Soviet citizens. Why would the German government portray the invasion in this way? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) The writer of Source D suggests that the reason for the eventual failure of Operation Barbarossa was heavy German losses. Do you agree that this was the main reason for the eventual failure of Operation Barbarossa? Explain your answer. (12)

**TOTAL FOR QUESTION 9: 25 MARKS**

**B10: China under Mao Zedong, 1949–1959**

**You should spend about one hour on this question.**

10. This question is about the impact of Mao's policies. Study Sources A, B, C and D and then answer the questions which follow.

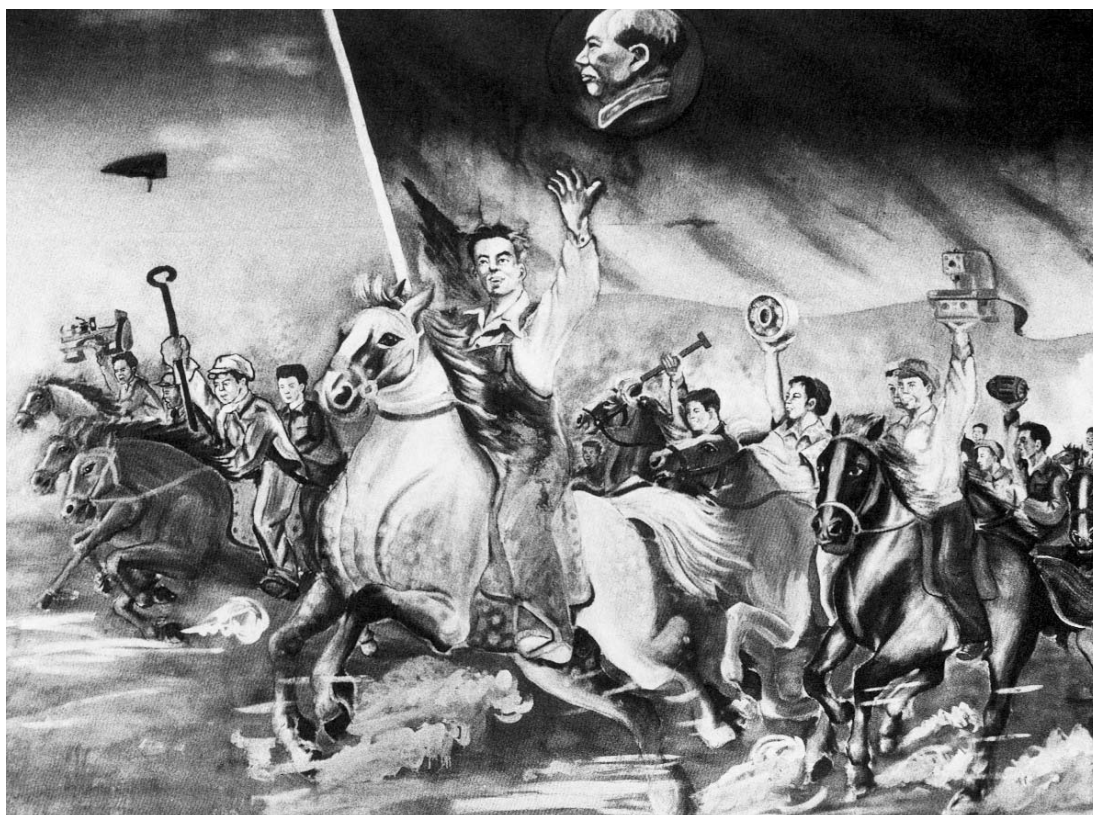
**SOURCE A: From a report by an American journalist, Joseph Alsop, 1961.**

The average Chinese is compelled to live on a diet of no more than 600 calories of food intake a day. This is a level of nourishment so low that American doctors require patients needing such severe diets to enter hospital. A person on 600 calories a day can normally expect to lose 20 pounds in weight a month. In other words, the population of China is starving and close to revolt against the present government.

**SOURCE B: From a letter to the *New York Herald Tribune*, 1961, by Sybil Cookson.**

Having recently undertaken a three week tour of China – visiting six cities and many districts – nowhere did my husband and myself see any signs of discontent or famine despite a disappointing harvest. In fact quite the opposite. We were allowed to travel where we desired – in crowded streets, stores and holiday resorts. We visited communes, schools, colleges, hospitals and homes for old folk. The Chinese people seemed reasonably well fed and happy with their lot.

**SOURCE C: A painting by a Chinese artist, 1958, showing the hopes of the Great Leap Forward.**



**SOURCE D: From *The Other Side of the River*, 1963, written by Edgar Snow, an American journalist.**

The communes suffered because of the incredible haste in which they were set up, the lack of preparation, the lack of incentives and the threat to home life. Poorly trained party members did not have the technical expertise. When unbelievably bad weather occurred, the communes were rapidly driven back.

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Study Sources A and B.

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

Study Source C and use your own knowledge.

- (b) Source C portrays the Great Leap Forward as a triumph. Why would the Chinese artist want to portray the event in this way? (8)

Study Sources A, B, C and D and use your own knowledge.

- (c) The writer of Source D suggests that the failure of the Great Leap Forward to achieve its aims was due to the haste in which the communes were set up. Do you agree that this was the main reason why the Great Leap Forward failed to achieve its aims? Explain your answer. (12)

**TOTAL FOR QUESTION 10: 25 MARKS**

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**TOTAL FOR PAPER: 75 MARKS**

**END**

London Examinations gratefully acknowledges the following sources:

- Question B1: Painting from Michael Glover, *Warfare from Waterloo to Mons*, Guild Publishing (1980)
- Question B2: Painting from B. J. Elliott, *Bismarck, the Kaiser and Germany*, Longman (1972)
- Question B3: Sketch from Steven Waugh, *Essential Modern World History*, Nelson Thornes (2001)
- Question B5: Painting from Rosemary Rees, *The Modern World*, Heinemann (1996)
- Question B6: Painting from Tony Downey, *Russia and the USSR 1900–1995*, Oxford (1996)
- Question B7: Leaflet from Fiehn, Mills, Samuelson and White, *The USA between the Wars 1919–1941*, John Murray (1998)
- Question B8: Drawing from J. A. Cloake, *Germany 1918–1945*, Oxford (1997)
- Question B9: Photograph from J. Brooman, *Global War*, Longman (1990)
- Question 10: Painting from Steven Waugh, *Essential Modern World History*, Nelson Thornes (2001)



Centre No.					
Candidate No.					

Paper Reference					
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Surname	Initial(s)
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Paper Reference(s)

**4380/03**

**London Examinations**  
**IGCSE**

**History**

**Paper 3**

Common to both tiers

**Specimen Paper**

Time: 1 hour

Examiner's use only

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Team Leader's use only

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Question Number	Leave Blank
Total	

Materials required for examination

Nil

Items included with question papers

Nil

**Instructions to Candidates**

In the boxes above, write your centre number and candidate number, your surname, initial(s) and signature.

The paper reference is shown at the top of this page. Check that you have the correct question paper.

Answer **ONE** question. Answer all the sections within your chosen question, (a) to (d).

Answer the question you attempt in the spaces provided in this question paper.

**Information for Candidates**

There are 20 pages in this question paper. All blank pages are indicated.

The total mark for this paper is 25. The marks for the various parts of questions are shown in round brackets: e.g. (2).

Dictionaries may **not** be used in this examination.

**Advice to Candidates**

You are reminded of the importance of clear English and careful presentation in your answers.

Turn over

**Answer ONE question**

*Leave blank*

**Answer all the sections, (a) to (d), within your chosen question.**

**C1: Medicine in the Nineteenth Century**

1. This question is about changing ideas about the causes of disease.

(a) Look at this picture of a town in the early part of the nineteenth century. At the beginning of the nineteenth century, many people in towns suffered from diseases. Write down **THREE** things from the picture that could have caused disease.



(i) .....

..... (1)

(ii) .....

..... (1)

(iii) .....

..... (1)

- (b) Read this description of the arrival of cholera in Leeds in 1833 and then answer the questions below.

On 26 May the first case of cholera occurred in Blue Bell Fold. This is a small dirty street with about twenty houses inhabited by poor families. It lies between the river and a dirty stream which carries waste away from many mills and houses that dye cloth.

The first case occurred in a child, two years of age, in perfect health on the preceding day, who suddenly became ill on the morning of 26th and died at 5.00 p.m. on the same day.

Write down **TWO** possible reasons why cholera broke out in this area.

(i) .....

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**(2)**

(ii) .....

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**(2)**

- (c) Study Sources A and B and then answer the question that follows.

**Source A: from an account written by Dr John Snow describing an outbreak of cholera in London in 1854**

Within 250 metres of Broad Street there were more than 500 deaths from cholera. I found that nearly all of the deaths had taken place within a short distance of the water pump in Broad Street. There were very few deaths near to water pumps in other streets. When I removed the handle of the water pump in Broad Street there were no more deaths.

**Source B: a print of the building of the London sewer system in 1859**

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blank*



Give **TWO** reasons why cholera stopped being a major problem in the second half of the nineteenth century.

(i) .....

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(4)

(ii) .....

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(4)

(d) In 1861, Louis Pasteur published the germ theory of disease. He proved that bacteria in the air caused disease. Each disease was caused by different bacteria.

In what ways did Pasteur's work change people's understanding of the causes of disease? Complete these paragraphs.

Before Pasteur, people believed that

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After Pasteur, people believed that

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(10)

Q1

(Total: 25 marks)

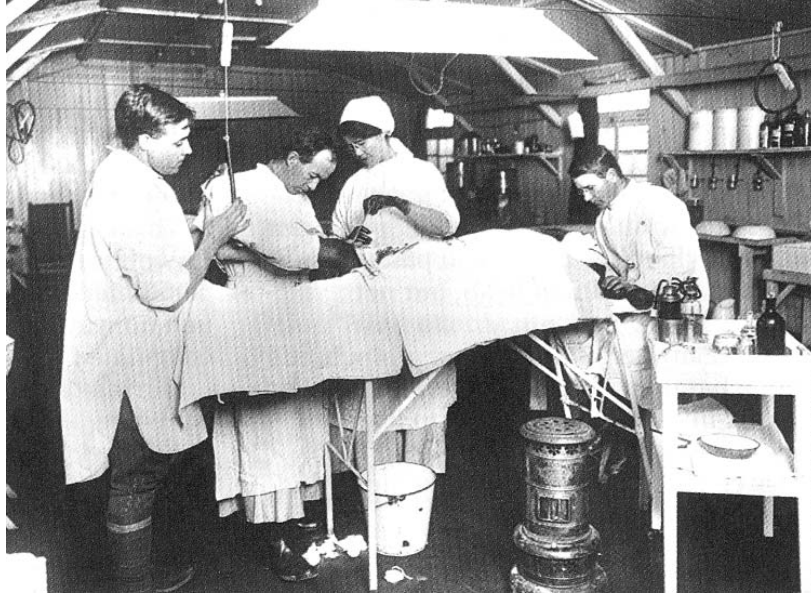
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**C2: Medicine in the Twentieth Century**

*Leave blank*

2. This question is about changing ideas about the treatment of disease.

(a) Look at this picture of an operating theatre during the First World War. Write down **THREE** things in the picture that could have caused disease.



(i) .....  
..... (1)

(ii) .....  
..... (1)

(iii) .....  
..... (1)

- (b) Read this account by a wounded soldier during the First World War and then answer the questions below.

I was soaked in sweat and ready to drop long before reaching the Dressing Station, where I was given a drink of water. It tasted of petrol and I was sick. I gradually made my way up the hill to Montauban. There was no transport in sight and the ground was littered by dead horses. I sat down to rest and fell asleep.

I was awoken by a soldier who was driving a horse ambulance. He gave me a lift to the nearest Casualty Clearing Station

Give **TWO** possible ways in which this soldier could have caught an infection.

(i) .....

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(2)

(ii) .....

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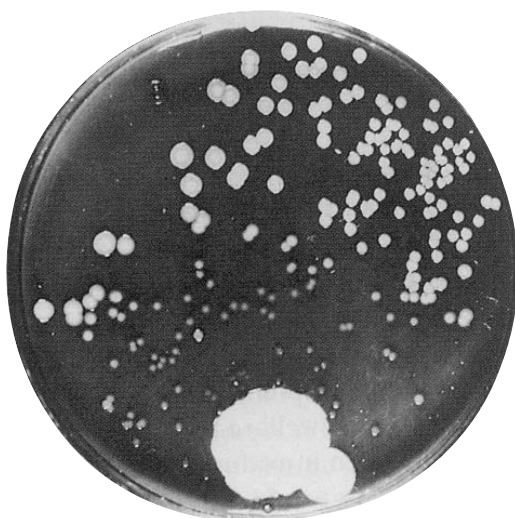
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(2)

- (c) Study Sources A and B and then answer the question that follows.

**Source A: a photograph of the culture dish in which Fleming found mould**



**Source B: from some proposals written by Howard Florey in 1939**

Penicillin holds out the possibility that it will be a way of treating infections. I propose to prepare some pure forms of penicillin and then inject these into living creatures to find out what effects they will have on infections.

Give **TWO** reasons why infection stopped being a major problem in the second half of the twentieth century.

(i) .....  
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**(4)**

(ii) .....  
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**(4)**

(d) In the 1950s, the first transplants were carried out. Surgeons showed that it was possible to replace a damaged organ.  
In what ways did transplant surgery change the ways that disease could be treated?  
Complete these paragraphs.

Before transplants, disease could be treated by  
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After transplants, disease could be treated by

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**(10)**

**Q2**

**(Total: 25 marks)**

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

*Leave blank*

3. This question is about changes in warfare.

(a) Look at this picture of a trench during the First World War. Write down **THREE** problems that soldiers living in this trench would have faced.



(i) .....  
..... (1)

(ii) .....  
..... (1)

(iii) .....  
..... (1)

(b) Read this account of the battle of the Somme in 1916. It was written in the 1980s.

The battle fought from July to November 1916 saw the British and German armies fire 30,000,000 shells at each other and suffer 1,000,000 casualties between them in an area just seven miles square.

Four weeks after the start of the Somme, a routine order laid down that all burials were to be in trenches, rather than individual graves. Men on the Somme were usually killed faster than grave-diggers could process them.

Write down **TWO** possible reasons why the battle was a failure.

(i) .....  
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.....  
..... (2)

(ii) .....  
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.....  
..... (2)

(c) Study Sources A and B and then answer the question that follows.

**Source A: from an account of the German attack on France in 1940. This was written by General Rommel, a commander of the tank corps.**

On we went at a steady speed. Every so often a quick glance at the map by a shaded light and a short wireless message to Divisional Headquarters to report the position. We were through the Maginot Line. It was hardly believable. Twenty-two years before we had stood for four and a half years before this self-same enemy.

**Source B: a photograph showing Stuka dive-bombers in 1940**

*Leave blank*



Give **TWO** reasons why fighting in trenches did not take place in the Second World War.

(i) .....

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(4)

(ii) .....

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(4)

(d) On 6 August 1945, the USA dropped an atomic bomb on Hiroshima.

In what ways did the atomic bomb change warfare? Complete these paragraphs.

Before the atomic bomb,

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After the atomic bomb,

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**(10)**

**(Total: 25 marks)**

**Q3**

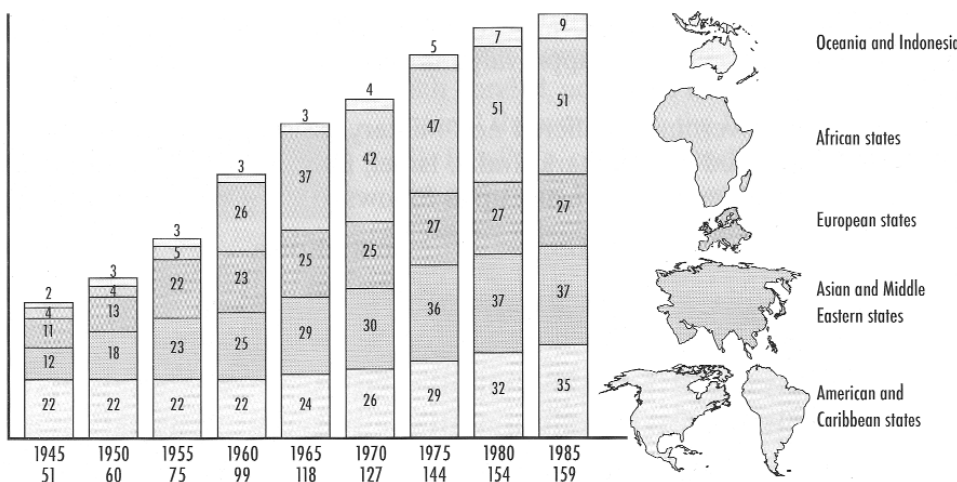
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**C4: The work of the United Nations**

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4. This question is about the setting up of the United Nations and its role.

(a) Look at this chart showing the increased membership of the United Nations from 1945 to 1985. Write down **THREE** reasons why countries joined the United Nations.



(i) .....  
 .....  
 ..... (1)

(ii) .....  
 .....  
 ..... (1)

(iii) .....  
 .....  
 ..... (1)

(b) Read this description of the setting up of the United Nations in April 1945, and then answer the questions below.

The idea of the United Nations began during the Second World War and the three main allies, Britain, the USA and the USSR, all agreed to become members at the Yalta Conference in February 1945. Representatives of forty-nine countries met to discuss the Charter in April 1945 and it was signed in the San Francisco Opera House on 25 June.

Write down **TWO** possible reasons why the United Nations was set up at the end of the Second World War.

(i) .....

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(2)

(ii) .....

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(2)

(c) Study Sources A and B and then answer the question that follows.

**Source A: from the Charter of the United Nations**

The United Nations shall promote:

- (a) higher standards of living, full employment and conditions of economic and social progress and development
- (b) solutions of international economic, social, health and related problems and international cultural and educational co-operation

**Source B: a photograph of a fresh water pump installed by UNICEF**



Give **TWO** ways in which the United Nations has tried to improve people's living conditions.

*Leave blank*

(i) .....  
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**(4)**

(ii) .....  
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**(4)**

(d) United Nations peacekeeping forces have been sent to many places since 1945.

Choose any United Nations peacekeeping force that you have studied. In what ways did the United Nations force change the situation? Complete these paragraphs.

Before the United Nations force arrived,

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After the United Nations force arrived,

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**(10)**

**Q4**

**(Total: 25 marks)**

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**TOTAL FOR PAPER: 25 MARKS**

**END**

London Examinations gratefully acknowledges the following sources:

- Question 1a): Picture from I. Dawson and I. Coulson, *Medicine and Health through Time*, John Murray, 1997
- Question 1c): Picture from P. Sauvain, *British Economic and Social History, 1770–1870*, Nelson Thornes, 1987
- Question 2a): Photograph from I. Dawson and I. Coulson, *Medicine and Health through Time*, John Murray, 1997
- Question 2c): Photograph from R. Staton, *Medicine and Public Health*, Harper Collins, 1994
- Questions 3a) and 3c): Photographs from M. Chandler and J. Wright, *Modern World History*, Heinemann, 2001
- Questions 4a) and 4c): from J. Mason, *United Nations and Global Issues*, Longman, 1994

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**Edexcel International**

**London Examinations**

**IGCSE**

**IGCSE History (4380)**

**Mark Schemes for Specimen Papers**

**Paper 1F (Foundation Tier)**



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

### **1. Revolution**

(a) Target: AO1 Recall of Knowledge

The government was bankrupt; the first two estates paid no taxes  
(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. it could not pay its bills; it had to borrow money etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the tax burden rested unfairly on the Third Estate; there was a severe financial crisis etc.  
(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. France had been invaded, France had been threatened by foreign countries etc.  
(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. France had been invaded by Prussia and later Austria who were trying to rescue Louis XVI etc.  
(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Louis appeared to be a traitor when he contacted other countries; in the September Massacres thousands of people were killed etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. contact with foreign rulers was serious because it encouraged invasion, this meant that Louis could not be trusted; the invasion by Prussia and Austria was a direct threat to the Revolution and this could be ended if Louis was executed etc.  
(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. in the Terror thousands of people were killed, anyone who was suspected of being an enemy of the Revolution was arrested; people were guillotined and shot, some were drowned in barges etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the Terror was an attempt by the Jacobins to take control of France, they tried to eliminate royalists and their own opponents by using ruthless methods, Robespierre even turned on his own colleagues, eventually it led to a reaction and Robespierre was executed.

(5-8)



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

### **2. Reaction**

(a) Target: AO1 Recall of Knowledge

The Allies wanted him to become king, he was the brother of Louis XVI

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. The Allies were in control of France; he was descended from the royal family etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. it would re-establish the principle of legitimacy; it would bring France back into Europe etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. it created a reaction, he was the last heir etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. it led to a more extreme government and an end to liberal ideas; it meant that Charles would become king and he was an Ultra etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. newspapers were controlled, voting became more difficult etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the press was restricted and the government was able to restrict what could be published; voting qualifications were introduced that limited the vote to the propertied middle classes etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Charles tried to keep Polignac in power by changing the constitution and the people of Paris objected etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Charles attempted to change the Charter because Polignac could not win a majority in the Assembly; newspaper editors reacted when there was an attempt to re-impose censorship; there was a popular uprising etc.

(5-8)

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

### **3. The Great Powers**

(a) Target: AO1 Recall of Knowledge

Britain, Austria

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Britain wanted stability and France to be restrained; Austria wanted the status quo etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Britain wanted control of the seas and the safety of her empire; Austria wanted revolution to be prevented and control of Germany etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Tsar was very important, they wanted to prevent revolution etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Tsar was the most powerful man in Europe and he was difficult to ignore; it seemed to be a way of guaranteeing stability after the war etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Great Powers wanted to make sure that there were no further outbreaks of revolution; having met once they wanted to go on meeting etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Great Powers had imposed a settlement on Europe and wanted to ensure that it stayed in place; they were aware that the wars had had a dramatic effect and were prepared to take extraordinary measures

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. there were revolutions in Italy and Spain and the Great Powers disagreed over how they were to be dealt with; France and Britain began to clash with Russia etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Britain objected to Russia's offers to march troops across Europe, Austria also disagreed, but had to be diplomatic; there was a basic disagreement between the autocratic powers and the democratic powers etc.

(5-8)

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

### **4. Nationalism in Belgium and Greece**

(a) Target: AO1 Recall of Knowledge

Religious differences, methods of Turkish rule

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the Greeks were Christians and were supported by the west; the Turks were sometimes very violent etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Greeks were Orthodox Christians and the Russian claimed to be their protectors; the Turks were seen as barbaric heathens by the West etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Russian were also Orthodox Christians; they wanted to expand to the south etc.

(1)

Level 2: Catherine the Great had claimed to be the protector of all Orthodox Christians in the Balkans; Russia wanted to expand its empire south along the coast of the Black Sea towards the Mediterranean etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Missolonghi held up the Greek advance; there were many volunteers; the Treaty of London committed the West to support Greece etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, Missolonghi was important in attracting support for Greece from the West; Treaty of London committed West to military support and led to Navarino etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Great Powers defeated Mehemet Ali and Ibrahim Pasha and forced Turkey to grant independence etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the Great Powers played an important role in preventing the re-conquest of the Morea and put diplomatic pressure on to the Turks to allow independence; they forced the Greeks to choose a king etc.

(5-8)

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

#### **5. Italy 1852-1870**

(a) Target: AO1 Recall of Knowledge

Lombardy, Venetia

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. they had been occupied by Austria since 1815; they were important agriculturally.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Cavour wanted to strengthen Piedmont and Austria controlled key areas; expansion into Northern Italy was an obvious step to take etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Cavour wanted to gain support from a Great Power; he could not defeat Austria alone etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. In 1848 the Piedmontese army had been defeated by the Austrians; he knew that support from a Great Power would be essential; he believed that intervention in the Crimea would bring its rewards; he knew that Napoleon III was interested etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Pact of Plombieres got support from Napoleon III; the battle of Solferino gained Lombardy etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Nice and Savoy were the bait to attract Napoleon III; they were finally handed over at the Treaty of Villafranca; at the Treaty, Cavour was let down by Napoleon, who had been horrified by the bloodshed at Magenta and Solferino; he backed down and allowed the Austrians to keep Venetia etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Garibaldi conquered Sicily, defeated the King of Naples, and then threatened to overrun the Papal States etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Garibaldi was about to sail to Nice when he heard of the revolution in Sicily; Cavour did not intervene, although he had not planned any action in the south; Garibaldi overthrew the Bourbons in Naples and then forced Cavour to march south to prevent the invasion of the Papal States etc.

(5-8)



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

#### **6. Germany 1862-1890**

(a) Target: AO1 Recall of Knowledge

He had a reputation for being forceful; there was a budget crisis (2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the Zollverein was a customs union that linked the German states together; the war against Denmark gained Schleswig etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Zollverein linked the German states to Prussia rather than to Austria; it made unification easier; the war with Denmark allowed Bismarck to make Austria look foolish etc. (3)

(c) Target: AO1 Recall of Knowledge

#### **N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Germany had defeated France; all the German states were allied to Prussia etc. (1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Bismarck had always wanted to extend Prussian power; he now controlled all of Germany; it made Germany the dominant power on the continent etc. (2)

(d) Target: AO1 Recall of Knowledge

#### **N. B. This mark scheme is to be used for both explanations offered**

Level 1: Simple statements supported by some own knowledge, e.g. the Junkers were the Prussian nobles who held most of the important posts; the Tariff Law prevented foreign imports etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Reichsbank was a way of uniting and centralising Germany by establishing a common currency; the Anti-Socialist Law was aimed at preventing socialist influence because Bismarck was a conservative etc. (3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Falk Laws were intended to limit the influence of the Catholic Church; they affected education, Catholic priests and the Pope etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. after 1870 there were many Catholics in the German Empire; Bismarck distrusted them because he was a Protestant; schools were controlled and the movement of Catholic priests and their freedom to preach were limited etc.

(5-8)

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

### **7. The Alliance System**

(a) Target: AO1 Recall of Knowledge

Austria-Hungary, Russia

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. he needed allies against France; he wanted to keep countries on his side etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. he wanted to prevent Russia joining France; he wanted to isolate France after the Franco-Prussian War etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. loss of Alsace-Lorraine, the indemnity etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Alsace-Lorraine was important for mineral resources; the indemnity was seen as very harsh etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Congress of Berlin settled the Eastern Question; the Dual Alliance brought Germany and Austria closer together etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Triple Alliance became the basis of Bismarck's anti-French policy, but excluded Russia; the Reinsurance Treaty was Bismarck's attempt to keep Russia involved in an alliance system and prevent a war on two fronts etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Triple Alliance was Bismarck's attempt to isolate France, but after his resignation the Triple Entente was created etc.

(1-4)

Level 2: Developed statements using the sources supported by relevant own knowledge, e.g. Bismarck's resignation and the creation of the Dual Entente meant that the alliance system became broken up; there were no further attempts to involve Russia; the Triple Entente followed the Entente Cordiale in 1907 and created two power blocs in Europe etc.

(5-8)

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

### **8. International Rivalry**

(a) Target: AO1 Recall of Knowledge

The German Empire in Africa; relations with Russia

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Wilhelm wanted to build an empire in Africa like the other European countries; he wanted to play a role in the Middle East etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. he wanted 'a place in the sun'; he believed that a Great Power must have an empire and so encouraged colonies in Africa; he wanted to build the Kiel Canal so that warships could get out of the Baltic easily etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Navy Laws; Britain was afraid of Germany's plans etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Navy Laws threatened to build a navy equal to that of Britain's; Britain was determined to retain naval supremacy etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Kaiser visited Morocco in 1905 and made a speech; the Panther visited Morocco in 1911 etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Algeiras Conference of the Great Powers settled the First Crisis; the Mansion House Speech was Lloyd George's threat of war during the Second Crisis etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Austrians sent an ultimatum which was rejected by the Serbs; they declared war and the other power joined in etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the ultimatum was intended to give the Austrians an excuse to intervene and prevent Russian mobilisation, but the Russians mobilised anyway and this brought a reaction from Germany; France mobilised in support of Russia and Britain became involved when Belgium was invaded etc.

(5-8)

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

### **9. Reform**

(a) Target: AO1 Recall of Knowledge

Industry was basic; defeats in the Crimean War

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Russia had few industries and could not supply the army; the Crimean War had been unsuccessful etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Russia was mostly agricultural and had little contact with the West; the Crimean War had been a shock because Sevastopol had been captured etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Alexander believed that it was out of date; he believed that there would be some sort of revolution otherwise etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. it held back improvements in agriculture; he expected that there would be peasant uprisings after the Crimean War; he wanted to make concessions first etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. zemstva were intended to give local people some independence; the army reforms limited the amount of time that soldiers had to serve etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. town councils were elected by people who paid taxes, but they were given few powers; judges were paid salaries and trial by jury was allowed etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Duma was set up and land reforms were begun; Stolypin tried to clear up the mess that had been created by the emancipation of the serfs etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. there were four Dumas but in each case the franchise was more restricted because Nicholas was trying to retain control; after Stolypin's murder in 1911, Nicholas gave up any further attempts at reform etc.

(5-8)



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

### **10. Reaction**

(a) Target: AO1 Recall of Knowledge

Alexander stopped his reforms; the People's Will was set up (2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Alexander changed his mind and did not allow any more freedom; the People's Will encouraged peasants to revolt etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. when the reforms stopped everything was at a half way stage; this meant that many people in towns were unhappy; the People's Will was the first terrorist group etc. (3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Alexander III and Nicholas II showed no interest in reforms; the Social Democrats were formed etc. (1)

Level 2: Developed statements supported by relevant own knowledge, e.g. repression was introduced; students became involved in terrorism; the Social Revolutionaries began to use violence etc. (2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Russo-Japanese War was a massive defeat for Russia; the Petrograd Soviet was made up of revolutionaries etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Bloody Sunday showed that the Tsar had little regard for his people; the October Manifesto was an attempt to avoid a revolution by making promises of change etc. (3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Russia expected to gain easy victories, but it all went badly wrong; many soldiers were killed and people in the cities suffered etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the army used old-fashioned tactics and relied on the bayonet; radio messages were not in code; people flocked into the big cities to find work, but there was not enough food because the railway system could not cope etc.

(5-8)

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

### **11. The Soviet Union 1917-1941**

(a) Target: AO1 Recall of Knowledge

To increase production in heavy industries; to build up the armed forces  
(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. heavy industries produced iron and steel and other raw materials; he would need these for weapons etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Stalin believed that the Soviet Union was 100 years behind the West and needed to catch up as quickly as possible etc.  
(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. he wanted to increase production of food; he wanted to prevent famines etc.  
(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. he wanted to control food production and ensure that it was planned; he wanted to destroy the Kulaks who had grown rich during the NEP etc.  
(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Gosplan was the planning organisation in Moscow; Stakhanovites were used to set targets of production etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Motor Tractor Stations provided mechanisation for Collective Farms; they were supposed to use tractors more efficiently; Collective farms united the holdings of peasants and allowed working on a larger scale etc.  
(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. people were rounded up and either sent to work camps or executed etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. they were attempts to eliminate all forms of opposition; Old Bolsheviks were given Show Trials and many army officers were executed; managers of collective farms and factories were arrested if they did not meet targets etc.

(5-8)

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

### **12. The Soviet Union 1941-1964**

(a) Target: AO1 Recall of Knowledge

He had the support of the army; he was General Secretary (2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the army meant that he could not be challenged; as General-Secretary he would know what was going on etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the army was always important in the USSR because it controlled the country; as General-Secretary he had appointed his supporters to key posts etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. he wanted to be more lenient to win support; he believed that Stalin had been too severe etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. he wanted to steal a march on his rivals and avoid any of the blame, he wanted to run the USSR in a more relaxed way; he was not bloodthirsty etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. ending censorship meant that people could write what they liked; renaming streets meant that places named after Stalin were changed etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. releasing political prisoners helped him to show what Stalin had been like and suggested that Khrushchev had not been to blame; reducing the powers of the secret police made him popular with the Soviet people etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Khrushchev introduced maize to increase food production and used the virgin land to try to end the famines etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. collective farms were made independent and were allowed to decide what they were going to grow; debts were cancelled and Motor Tractor Stations were closed; these were attempts to make farming more commercial etc.

(5-8)

## **A7: The Rise of Fascism in Europe: Germany and Italy, 1919-1939**

### **13. Germany**

(a) Target: AO1 Recall of Knowledge

War Guilt Clause; Reparations

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Germans did not like being blamed for the war; reparations seemed to be unfair etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the war had been started by an argument between Serbia and Austria; Germany had not been directly involved; expecting Germany to pay the full cost of rebuilding was impossible; it would put the country in debt for many years etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. money was borrowed from the USA; industry got going again etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Stresemann arranged the Dawes and Young Plans and used the money to pay reparations; hyperinflation was tackled and a new currency was introduced which allowed industry to flourish etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Wall Street Crash created mass unemployment; the Weimar government appeared to be unable to tackle it etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Nazi election campaigns were very effective and offered simple solutions; they blamed the Jews and November Criminals; Nazi propaganda was very effective; Goebbels used the radio and newspapers to publicise Hitler's message etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. all teachers had to be Nazis; all lessons were changed; boys and girls were taught differently etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. boys were educated to become workers and soldiers; girls were to become housewives and mothers; lessons were different in each type of school; girls were not allowed to study science or maths etc.

(5-8)



## **A7: The Rise of Fascism in Europe: Germany and Italy, 1919-1939**

### **14. Italy, 1919-1939**

(a) Target: AO1 Recall of Knowledge

Mussolini threatened to march on Rome; he was appointed by the King  
(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the march put pressure on the government; the King backed Mussolini  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the march made the prime minister lose his nerve; the King had been looking for an opportunity to appoint Mussolini etc.  
(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. he promised to restore Italy; he offered simple solutions etc.  
(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. he talked about recreating the Roman Empire; he offered employment and began construction works etc.  
(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. censorship meant that he could not be criticised; trade unions being abolished gave him more control over workers etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the OVRA could be used to round up his political opponents and send them to concentration camps; only the Fascist Party was allowed, which meant that it was very difficult to oppose Mussolini etc.  
(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the 'battles' were policies that Mussolini introduced; he wanted to increase production and make Italy strong again etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the 'battles' were intended to make Italy self-sufficient; Mussolini wanted farmers to grow more wheat and plough more land; he tried to make the lira stronger and to encourage women to have more babies, but most of the 'battles' failed because Mussolini did not think his policies through.

(5-8)

## **A8: International Relations, 1919-39: Collective Security and Appeasement**

### **15. Collective Security**

(a) Target: AO1 Recall of Knowledge

The Assembly; the Council

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. The Assembly represented all nations; the Council was dominated by permanent members etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Assembly only met once a year, Council three times a year; Assembly passed resolutions but Council usually took decisions etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. impact of First World War; problems involved small countries etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. First World War had created desire for co-operation; countries were willing to submit to arbitration, no dictators etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. club for victors meant that some countries were excluded; eurocentric meant that some countries did not join etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. USA not joining meant that most powerful country was ineffective; policy towards USSR made opposition to dictators more difficult etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. they were agreements on borders and the ending of war; led to a period of peace etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Germany, France and Belgium agreed to respect each others borders; Britain and Italy guaranteed; Kellogg-Briand Pact was an agreement to renounce war signed by many countries etc.

(5-8)

## **A8: International Relations, 1919-39: Collective Security and Appeasement**

### **16. Appeasement**

(a) Target: AO1 Recall of Knowledge

It had not been given much land at Versailles; its population was growing  
(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Japanese were angry at their treatment at Versailles; they had very little inhabitable land etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. they had expected land at Versailles for supporting the Allies in the Far East; they needed to expand to cope with a rising population and therefore had to take land overseas etc.  
(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Mussolini wanted to create an empire; he wanted to avenge Adowa etc.  
(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. he had promised glory and needed to deliver; things were going wrong at home; at Adowa an Italian army had been destroyed in 1896 etc.  
(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Hitler began to rearm in 1935; he built up the armed forces; he reoccupied the Rhineland in 1936 etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Anschluss was the union of Germany and Austria; it was carried out in 1938 and broke the terms of the Versailles Settlement; in September 1938, Hitler demanded the Sudetenland in Czechoslovakia; at Munich, Britain and France agreed to let him get away with it; he now believed that Britain and France would not resist him etc.  
(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. it was the policy of giving in to Hitler; politicians believed that if they gave in he would be reasonable etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. it was believed that Hitler's demands were just because Germany had been treated so badly at Versailles; people were influenced by the experience of the First World War and wanted to avoid another war at all costs etc.

(5-8)

## **A9: The Road to Affluence: the USA, 1917-1941**

### **17. The USA, 1917-1929**

(a) Target: AO1 Recall of Knowledge

The Zimmermann Telegram; German submarines sank US ships  
(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. The telegram was an offer to help Mexico invade the USA; U-Boats began to sink ships in early 1917 etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Germany offered to support a Mexican invasion to recover the land lost to the USA in the nineteenth century; U-Boats began unrestricted warfare in late 1916; ships carrying materials to Britain were sunk without warning etc.  
(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. USA had plenty of work; they were forced to leave their own countries etc.  
(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the USA was a large country and had an open-door policy; there were many opportunities in the USA for people to make a fortune etc.  
(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. at the end of the First World War, US farmers stopped selling food to Europe; isolation meant that foreign countries did not buy from the USA etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. during the First World War US farmers had increased production, but during the 1920s sales dropped and they were producing too much; prices fell because there was so much food on the market etc.  
(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. wages rose in the 1920s and people had money to spare; they invested it on the stock market; prices rose because people bought shares etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the assembly line meant that goods could be made more easily and more cheaply; wages rose and people had disposable income; they were encouraged to buy shares and were led to believe that they could not lose etc.

(5-8)



## **A9: The Road to Affluence: the USA, 1917-1941**

### **18. 1929-1941**

(a) Target: AO1 Recall of Knowledge

Loss of confidence; over-production

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Companies produced too many goods and could not sell them; investors suddenly realised that share prices could not go on rising etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the assembly line meant that more goods could be produced, but eventually people had bought all that they needed; suddenly investors lost confidence in the market and began to sell their shares etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Hoover did little to try to deal with it; there was a knock-on effect as more people were made unemployed etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Hoover did not believe that it was his job to intervene, so he did little until 1932; by then it was too late etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the AAA fixed prices for food; the CCC gave work in the countryside etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the TVA was an attempt to regenerate the Tennessee Valley; dams were built to provide hydro-electric power and to stop soil erosion; the NRA guaranteed workers rights and encouraged employers to recognise trade unions etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. some people opposed the New Deal because they believed that people should stand on their own two feet; others wanted to tax the rich to a greater extent etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Republicans and big business objected to the New Deal because it increased spending on welfare and provided federal funds for projects; Huey Long objected because he wanted people who earned high salaries to be taxed and the money used to help the poor; the Supreme Court rejected some of Roosevelt's schemes etc.

(5-8)

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

### **19. McCarthyism and Civil Rights**

(a) Target: AO1 Recall of Knowledge

Rosa Parks; Elizabeth Eckford

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Rosa Parks refused to give up her seat on a bus; Elizabeth Eckford tried to enrol at Little Rock High School etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Rosa Parks' action resulted in the Montgomery Bus Boycott, which led to the Supreme Court declaring that segregation on transport was illegal etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Martin Luther King led the Montgomery Bus Boycott; he used peaceful protests; he led SLCC etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Martin Luther King became famous for leading the Bus Boycott and this gained him many followers; he was a powerful speaker and represented the aims of many black Americans etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Freedom Riders travelled into the South and broke laws; the Washington March put pressure on JFK etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. sit-ins were attempts to gain publicity on television; segregated areas were occupied to force whites to take action; the Civil Rights Act banned discrimination in employment and in the Federal government etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Black Power was started by people who thought that Martin Luther King's methods were too slow; they wanted to use violence to get civil rights etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Malcolm X believed that violence could be used in self-defence; he wanted a separate society for black people; he did not want integration; the Black Panthers went even further and started a race war etc.

(5-8)

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

### **20. Social and Political Change**

(a) Target: AO1 Recall of Knowledge

Minimum wage; housing

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. JFK wanted everyone to earn a minimum amount; he wanted to make good housing available for everyone etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the minimum wage was an attempt to get rid of poverty; JFK raised it to \$1.25; he provided loans and grants for the construction of cheap housing etc.

(3)

(c) Target: AO1 Recall of Knowledge

#### **N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. because women had taken jobs during the Second World War; the USA had become more affluent in the 1950s; women wanted a bigger role in the country etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. women had lost their jobs at the end of the Second World War; by the 1960s the USA had completely recovered and women wanted a bigger role; the Feminine Mystique etc.

(2)

(d) Target: AO1 Recall of Knowledge

#### **N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. black casualties were very heavy; the My Lai massacre was uncovered in 1969 etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Tet Offensive showed how difficult it would be to win the war; many Americans turned against it; the draft was opposed by many because conscripts were sent to Vietnam with little training in jungle warfare etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. it was an attempt to bug the Democrat Party HQ; it was carried out with the knowledge of the President; Nixon was forced to resign etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. it was an attempt to find out what was happening in the Democrat election campaign; Nixon denied any knowledge of it, but was later forced to admit that he had lied; he was about to be impeached when he resigned etc.

(5-8)

## **A11: The End of Empire: Decolonisation in Africa, 1945-1900s**

### **21. South Africa**

(a) Target: AO1 Recall of Knowledge

1948 general election; white support

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the National Party relied on the support of white South Africans who were afraid of blacks; in the election Malan won a majority etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Malan won the election although more people voted against the National Party than for it; he played on the fears of whites by talking about the black peril etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. very little money was spent on their schools; they were taught to do as they were told etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. black South Africans were deliberately not educated very well because the whites wanted to keep them under; they were only educated so that they could do menial tasks and work etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Treason trial was an attempt to convict many people including Mandela; Rivonia was where he was arrested in 1964 etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the ANC was the main black organisation that opposed apartheid; Mandela was vice-President of ANC; it carried out terrorist raids; Robben Island was where Mandela was imprisoned from 1964 to 1989 etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the sources supported by some own knowledge, e.g. de Klerk wanted to end apartheid because South Africa was suffering; he had talks with Mandela and agreed to elections; Mandela became president etc.

(1-4)

Level 2: Developed statements using the sources supported by relevant own knowledge, e.g. sanctions forced de Klerk to release Mandela and try to reach a compromise; he hoped to split the ANC and Inkatha; Mandela proved to be an able negotiator; de Klerk was forced to accept majority rule etc.

(5-8)



## **A11: The End of Empire: Decolonisation in Africa, 1945-1900s**

### **22. West and Central Africa**

(a) Target: AO1 Recall of Knowledge

Nigeria; Ghana

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Britain did not want colonies any more; they were too expensive etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. after the Second World War the idea of controlling other countries began to disappear; Britain was no longer a world power and the war had cost a great deal; colonies were no longer viable etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Smith did not want black majority rule; Britain was about to grant independence etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. black majority rule would threaten the position of white farmers in Rhodesia; he did not trust black politicians to govern the country etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. sanctions prevented goods reaching Rhodesia; opposition parties began to use terrorism to try to force Smith to give way etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Britain attempted to reach agreement with Smith and then broke off all relations with Rhodesia; Rhodesia was expelled from the Commonwealth; economic problems included being unable to sell tobacco and to import oil; these almost destroyed the Rhodesian economy etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. after independence Robert Mugabe became prime minister; eventually he became president and was re-elected several times; Rhodesia was renamed Zimbabwe after the ruins of an early civilisation etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Mugabe forced out his rivals, including Joshua Nkomo; whites were allowed to remain and formed the business community; Zimbabwe became wealthy from exports of tobacco and copper and increased agricultural production etc.

(5-8)

## **A12: India, 1900-49: Independence and Partition**

### **23. 1900-1929**

(a) Target: AO1 Recall of Knowledge

Indian volunteers; increased taxation

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Indians believed that if they supported the British they would be rewarded etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. taxation rose to help pay for the cost of the war; Indians were prepared to pay but expected that at the end of the war Britain would allow home rule etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. they allowed Indians to be arrested and houses to be searched etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. they appeared to suggest that the British were not going to allow home rule; this undid the effect of the Montagu-Chelmsford Report etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. peaceful, non-violent protest; national days of protest etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. boycotts of British goods in an effort to force the British to give way; fasting to try to force his followers to stick to his ideas etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Gandhi spun cotton and worked on basic tasks; he cut himself off from politics etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Gandhi was trying to involve all Indians in his movement; he wanted the Untouchables to take part; spinning cotton was an attempt to break a British monopoly etc.

(5-8)

## **A12: India, 1900-49: Independence and Partition**

### **24. 1930-1949**

(a) Target: AO1 Recall of Knowledge

Salt Marches, Round Table Conferences

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Salt Marches were to make salt which was a British monopoly; the Round Table Conference was an attempt to reach an agreement with the British etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Salt Marches were used to encourage Indians to break the law; the British were unable to arrest all 5,000,000 people who made salt; Gandhi attended the second Round Table Conference as the only representative of Congress; he put forward a plan for an independent India which was rejected etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. it created provincial governments; it did not give India home rule etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. by 1935, Congress was only interested in home rule; the Act was no more than a half-way house etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Congress did not support the war; the Muslim League began to campaign for a separate Muslim state etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the cost of the war meant that Britain could no longer afford to keep forces in India; the Labour victory resulted in a government that did not believe that Britain had the right to govern India etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Hindus and Muslims began to attack each other in 1946; the attacks continued after independence; people trying to cross the border were attacked etc.

(1-4)

Level 2: Developed statements using the sources supported by relevant own knowledge, e.g. Direct Action led to an outbreak of violence because Muslims misunderstood Jinnah's aims; 5,000 people were killed in India; violence became worse after independence because many people were caught on the wrong side of the border; 600,000 people were killed as they fled for safety etc.

(5-8)

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

### **25. 1911-1927**

(a) Target: AO1 Recall of Knowledge

China was backward; Sun Yatsen's ideas

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. China was very backward and the government was corrupt; Sun wanted a government on western lines etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. China was unable to compete with the West and partly controlled by western powers; Sun wanted the three principles etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. taxes were increased; they were forced to grow opium etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the warlords were mostly only interested in profit; they did little to improve the lives of the Chinese people; they raised taxes and forced people to grow opium for export; law and order broke down etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Soviet Union supported the CCP; Mao Zedong wanted to gain the support of the peasants etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Chiang became suspicious of the CCP when he became leader after the death of Sun in 1925; he was determined to destroy the CCP; Mao wanted to introduce land reform to get rid of landlords and allow peasants to own their own land; Chiang supported landlords etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Northern Expedition was an attempt to destroy the CCP and attack the Warlords at the same time; in Shanghai thousands of communists were killed etc.  
(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. at first the CCP supported the Northern Expedition because it believed that it was aimed at the Warlords; the CCP organised peasants risings to prevent Warlords taking effective action, but then Chiang ordered the army to attack the CCP and try to destroy it etc.  
(5-8)



## **A13: China in Crisis, 1911-1949**

### **26. 1927-1949**

(a) Target: AO1 Recall of Knowledge

The CCP had more support in the countryside; Chiang changed his tactics  
(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the CCP had its strongest support amongst the peasants; Jiangxi was in the countryside; Chiang gave up direct attacks and began to try to surround the CCP etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Mao could no longer stay in any of the cities; he needed a secure base in the countryside; Chiang had adopted a war of attrition after failing to defeat Mao on four occasions etc.  
(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. it was an attempt to fight back against the Japanese; Chiang was forced to accept CCP help etc.  
(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. in 1937 the Japanese began to attack southern China; this was more important than the rivalry between the CCP and the GMD; Chiang was in a weak position; he had been arrested in 1936 and badly needed support etc.  
(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the GMD government retreated and was very corrupt; Mao ordered the CCP to be very polite and careful etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the 8<sup>th</sup> Route Army was very effective in attacking the Japanese and won many supporters for the CCP; Mao introduced Land Reform in areas controlled by the CCP; this was a long held aim of the peasants and helped to bind them to the CCP etc.  
(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the civil war went on for more than two years; the GMD controlled the cities and the south and the CCP controlled the north; the CCP won because it had support from the USSR and was not corrupt etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the CCP won the civil war because its forces behaved much better than the GMD armies; although the GMD controlled most of the cities, movement became more and more difficult and its forces became isolated and were forced to surrender; many soldiers defected to the CCP; the CCP army grew much bigger etc.

(5-8)

## **A14: Revolution in China, 1949-1996**

### **27. 1949-1976**

(a) Target: AO1 Recall of Knowledge

The Great Leap Forward; the Hundred Flowers

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. he wanted to improve Chinese industry; he wanted to encourage debate etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. he encouraged people to produce steel in backyard furnaces; he rooted out opponents to his policies by encouraging criticism etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Great Leap Forward did not work; he was preventing modernisation; there was a famine etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Great Leap Forward was a disaster and the steel produced was useless; famine broke out because peasants left the crops to rot and 20,000,000 people died etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. schools became elitist and competitive; Jiang wanted to destroy traditional culture etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. agricultural reform had introduced western ideas and farmers' markets; Mao opposed this; the CCP had become more specialised; Mao was suspicious of experts etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. teachers were attacked; party officials were ridiculed, there was widespread destruction of temples and chaos for several years etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. it was an attempt to restore Mao to power by undermining the reforms of Liu and Deng; all forms of authority were attacked and agricultural production was cut; industry almost came to a standstill etc.

(5-8)

## **A14: Revolution in China, 1949-1996**

### **28. 1976-1996**

(a) Target: AO1 Recall of Knowledge

Increased farm production; competition in education (2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. increased farm production was essential to tackle famine; competition in education meant that children had to work harder etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. competition in education had the effect of raising standards and produced an educational elite that was able to modernise China; students were sent abroad to study etc. (3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. he wanted to reverse the effects of the Cultural Revolution; he wanted to modernise China etc. (1)

Level 2: Developed statements supported by relevant own knowledge, e.g. he wanted to increase industrial production so that China could compete with the West; he wanted to encourage competition and reduce the influence of central planning etc. (2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Democracy Wall was a place where posters could be displayed; students led the movement because they wanted more freedom etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. inflation helped because as prices rose there was increased opposition to the government; inflation was caused by Deng's policies; they also caused unemployment as industry was no longer propped up by the state etc. (3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Democracy Movement was crushed in Tiananmen Square by the army; Deng was not prepared to give way etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Tiananmen Square became the focus of the protest as students arrived from all over China to show support; it was very embarrassing for the government; there were attempts at compromise, but Deng was not prepared to give way etc.

(5-8)

## **A15: South East Asia, 1945-1990s**

### **29. Indo-China**

(a) Target: AO1 Recall of Knowledge

Cambodia; Laos

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. it was occupied by Japan etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. France was defeated in 1940 and its colonies were then taken over by the Axis; Japan occupied Indo-China in 1942 and encouraged independence etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Vietminh was too strong; the battle of Dien Bien Phu was lost etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Vietminh used guerrilla tactics and was supplied by China and the USSR; Dien Bien Phu was a serious strategic mistake and the French troops were cut off and forced to surrender etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. North Vietnamese boats attacked a US ship; the Vietcong never fought set-piece battles etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the US forces realised that if they were going to win the war they had to capture the hearts and minds of the South Vietnamese people; search and destroy was the tactic used by the US forces to find the Vietcong; it led to widespread destruction and was very unpopular etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. it was an attack by the Vietcong in January 1968; many places were hit and the US embassy in Saigon was captured etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the Vietcong attacked US forces all over South Vietnam; it showed that they could hit anywhere and had a major effect on persuading the US that they could not win the war etc.

(5-8)



## **A15: South East Asia, 1945-1990s**

### **30. South-East Asia**

(a) Target: AO1 Recall of Knowledge

Holland; Britain

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. empires were out of fashion; the Dutch were unable to retain control etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. after the war Britain no longer believed that it had the right to govern other countries and could not longer afford to do so etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Malays could not agree on a constitution; there was a communist uprising etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Malays did not want to include immigrants in the constitution; the communists had to be beaten by British and Malayan forces in the 1950s; this involved jungle fighting etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Singapore became an independent republic; Brunei broke away from Malaysia under the Sultan etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Malaysia was formed out of the states on the peninsula and parts of Borneo; this became an independent republic; Vietnam was divided into North and South in 1954; the North was communist and the South was increasingly US dominated etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. he took power after the Dutch left; he ruled a one-party government; the opposition was crushed; there were accusations of rigged elections etc.

(1-4)

Level 2: Developed statements using the sources supported by relevant own knowledge, e.g. he was the founder of Indonesia, but increasingly relied on dubious means to keep himself in power; he allowed corruption to develop and he was accused of favouring his own family etc.

(5-8)

## **A16: Conflict and Crisis in the Middle East, 1946-1996**

### **31. 1946-1967**

(a) Target: AO1 Recall of Knowledge

The Holocaust; the United Nations

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the Holocaust made people very sympathetic to the Jews; the UN produced a plan for Israel etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the UN plan was for a Jewish-Arab state in which Palestine was partitioned; this won international approval etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. they were heavily defeated; they had many Arab refugees etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Arab states had expected an easy victory, but were heavily defeated by the much better trained Israeli forces; 800,000 refugees were forced out of Israel; this created a massive problem for the Arab states etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Nasser wanted finance for the Aswan Dam; Moshe Dayan was the Israeli commander etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Suez Canal was an international waterway that was nationalised by Nasser as a means of putting pressure on the West; oil supplies were important because they came through the Suez Canal etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the forces of the Arab states were destroyed; the West Bank, Sinai and Golan Heights were seized etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Israel was completely successful; it gained easily defended borders and was in a much stronger position; the Arab states were heavily defeated etc.

(5-8)

## **A16: Conflict and Crisis in the Middle East, 1946-1996**

### **32. 1967-1996**

(a) Target: AO1 Recall of Knowledge

Hi-jacks; bombs

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. hi-jacks were seizures of aircraft; bombs began to be used against targets in Israel etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. details of Dawson's Field or Entebbe; attacks on Israeli athletes at Munich Olympic Games etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. it was caused by the Six Day War; the PLO was set up in 1964 etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Six Day War suggested that the Arab states were powerless to defeat Israel; the PLO meant that Palestinian refugees were better organised etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Anwar Sadat ordered the attack on Israel; the Superpowers intervened to stop the war etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Yom Kippur was a religious festival consequently the Israelis were caught unprepared; this resulted in successes for Egypt and Syria; Egyptian forces occupied Sinai, Syria overran the Golan Heights before the Israelis were able to counterattack etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Israel suffered heavy losses; Begin was forced into talks, Camp David, Sinai returned etc.

(1-4)

Level 2: Developed statements using the sources supported by relevant own knowledge, e.g. war was the first time that Arab forces had been able to stand up to the Israelis; the Israeli government was shaken and realised that it could not afford another similar war; Arab states had show that they had strong military capability; Begin and Sadat met at Camp David and agreed the hand over of Sinai etc.

(5-8)

**A17: International Relations and the Superpowers: Cold War and Co-existence, 1945-1962**

**33. 1945-1953**

(a) Target: AO1 Recall of Knowledge

Yalta; Potsdam

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. it was to be divided between the Allies; Berlin was divided etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. four zones, four sectors; Nazi Party dissolved; war criminals tried etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. they disagreed over how Germany should be treated, over free elections in the East etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the West wanted Germany to be allowed to recover; Stalin wanted Germany to be kept weak; Stalin had promised free elections at Yalta, but instead built the iron Curtain etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Truman Doctrine offered help to threatened countries; Comecon was the Soviet version of Marshall Aid etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Marshall Aid was money provided by the US to rebuild Europe; this created suspicions in the mind of Stalin; the Deutschmark was introduced without agreement of Stalin and would cut off West Germany etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Stalin cut off all links and West Berlin had to fend for itself; there was an airlift etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Stalin wanted to force the West out of Berlin because it was an island of capitalism; the blockade lasted for eleven months; the West flew 270,000 flights and carried 8 tonnes of supplies a week etc.

(5-8)



**A17: International Relations and the Superpowers: Cold War and Co-existence, 1945-1962**

**34. 1953-1962**

(a) Target: AO1 Recall of Knowledge

West Germany joining NATO; strengthening the Communist Bloc (2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. West Germany joining NATO caused a breakdown in relations; strengthening the Communist Bloc led to increased tension etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. West Germany was feared by the USSR because it suspected a third invasion; strengthening the Communist Bloc led to a fear of a possible Soviet invasion of the West etc. (3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Khrushchev did not want to continue Stalin's policy; he wanted to compete with the West etc. (1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Khrushchev accepted that the West had a right to exist and wanted to show that the Soviet system was better; it was part of de-Stalinisation; he wanted to show that the USSR was not a threat to the West etc. (2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. refugees tried to leave the East for the West; life in West Berlin was very tempting etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Berlin Wall cut Berlin in half and stopped free movement; families were cut off; the West objected but could do nothing about it; 'Ich bin ein Berliner' was JFK's attempt to show that he supported the West Berliners against the USSR etc. (3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Khrushchev sent missiles to Cuba; JFK ordered a blockade and Khrushchev agreed to take them away; it was nearly nuclear war etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. it was an attempt by Khrushchev to take advantage of JFK's inexperience; he hoped that he would be able to get missiles into Cuba and short-circuit the US defences; JFK decided to blockade the island rather than attack; he agreed to compromise with Khrushchev etc.

(5-8)

## **A18: Europe, 1945-1990s: Divided and United**

### **35. Western Europe**

(a) Target: AO1 Recall of Knowledge

Belgium; France

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. they wanted to help recovery from the war; they wanted to share resources etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Europe had been very badly affected by the war and the ECSC was one way of helping recovery; the countries would be able to compete more effectively with the USA and the USSR etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. they wanted to join their economies together; they wanted to trade etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the countries of western Europe were small compared to the USA; it was an attempt to compete more effectively; trade barriers would be lowered and this would raise the standard of living etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. people could now travel much more freely from one country to another; people could work in any member country without a permit etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. trade barriers were lowered; goods could move freely throughout the Union; this helped reduce prices; agriculture was supported by the CAP which guaranteed farmers prices for food; this ensured that the people of the EU had enough food etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Britain tried to join because the EEC did very well and Britain was suffering; both of Britain's attempts failed because France opposed entry etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Britain tried to join in 1961 and 1967 because the British economy was not doing very well and EFTA had failed; de Gaulle opposed entry because Britain was too close to the USA and the Commonwealth etc.

(5-8)

## **A18: Europe, 1945-1990s: Divided and United**

### **36. Eastern Europe**

(a) Target: AO1 Recall of Knowledge

Romania; Bulgaria

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. it wanted to set up a buffer zone etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. it wanted to cut off eastern Europe from the West and stop western influence reaching the USSR etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. it would attract refugees to the West; it would undermine Soviet influence etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the standard of living was much higher in the West and people would be drawn to leave the East; western ideas were different from the Soviet view and Stalin wanted to retain control as much as possible etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the USSR did not approve of religion and many churches were closed; elections only had lists of candidates from the communist party etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. newspapers were censored so that only articles that were approved by the government could appear; this meant that it was difficult to find out what was going on; prices were controlled and subsidised to keep them low so that people could afford to buy everyday essentials etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Berlin Wall was torn down because the East German government had no support; people from both sides of the Wall began to mix; this was copied in other parts of Europe etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the USSR could no longer provide financial and military aid to the East German government so it could not pay its armed forces; the leaders either had to give way, or face being arrested and put on trial; the guards did not oppose the people when they pulled down the Wall etc.

(5-8)

**Edexcel International**  
**London Examinations**  
**IGCSE**

**IGCSE History (4380)**  
**Mark Schemes for Specimen Papers**  
**Paper 2H (Higher Tier)**





**Higher Tier**

**Paper 2H**

**Section A**



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

### **1. Revolution**

(a) Target: AO1 Recall of Knowledge

The government was bankrupt; the first two estates paid no taxes  
(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. it could not pay its bills; it had to borrow money etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the tax burden rested unfairly on the Third Estate; there was a severe financial crisis etc.  
(3)

(c) Target: AO1 Recall of Knowledge

#### **N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. France had been invaded, France had been threatened by foreign countries etc.  
(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. France had been invaded by Prussia and later Austria who were trying to rescue Louis XVI etc.  
(2)

(d) Target: AO1 Recall of Knowledge

#### **N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Louis appeared to be a traitor when he contacted other countries; in the September Massacres thousands of people were killed etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. contact with foreign rulers was serious because it encouraged invasion, this meant that Louis could not be trusted; the invasion by Prussia and Austria was a direct threat to the Revolution and this could be ended if Louis was executed etc.  
(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. in the Terror thousands of people were killed, anyone who was suspected of being an enemy of the Revolution was arrested; people were guillotined and shot, some were drowned in barges etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the Terror was an attempt by the Jacobins to take control of France, they tried to eliminate royalists and their own opponents by using ruthless methods, Robespierre even turned on his own colleagues, eventually it led to a reaction and Robespierre was executed.

(5-8)

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

### **2. Reaction**

(a) Target: AO1 Recall of Knowledge

The Allies wanted him to become king, he was the brother of Louis XVI  
(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. The Allies were in control of France; he was descended from the royal family etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. it would re-establish the principle of legitimacy; it would bring France back into Europe etc.  
(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. it created a reaction, he was the last heir etc.  
(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. it led to a more extreme government and an end to liberal ideas; it meant that Charles would become king and he was an Ultra etc.  
(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. newspapers were controlled, voting became more difficult etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the press was restricted and the government was able to restrict what could be published; voting qualifications were introduced that limited the vote to the propertied middle classes etc.  
(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Charles tried to keep Polignac in power by changing the constitution and the people of Paris objected etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Charles attempted to change the Charter because Polignac could not win a majority in the Assembly; newspaper editors reacted when there was an attempt to re-impose censorship; there was a popular uprising etc.

(5-8)

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

### **3. The Great Powers**

(a) Target: AO1 Recall of Knowledge

Britain, Austria

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Britain wanted stability and France to be restrained; Austria wanted the status quo etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Britain wanted control of the seas and the safety of her empire; Austria wanted revolution to be prevented and control of Germany etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Tsar was very important, they wanted to prevent revolution etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Tsar was the most powerful man in Europe and he was difficult to ignore; it seemed to be a way of guaranteeing stability after the war etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Great Powers wanted to make sure that there were no further outbreaks of revolution; having met once they wanted to go on meeting etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Great Powers had imposed a settlement on Europe and wanted to ensure that it stayed in place; they were aware that the wars had had a dramatic effect and were prepared to take extraordinary measures

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. there were revolutions in Italy and Spain and the Great Powers disagreed over how they were to be dealt with; France and Britain began to clash with Russia etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Britain objected to Russia's offers to march troops across Europe, Austria also disagreed, but had to be diplomatic; there was a basic disagreement between the autocratic powers and the democratic powers etc.

(5-8)



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

### **4. Nationalism in Belgium and Greece**

(a) Target: AO1 Recall of Knowledge

Religious differences, methods of Turkish rule

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the Greeks were Christians and were supported by the west; the Turks were sometimes very violent etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Greeks were Orthodox Christians and the Russian claimed to be their protectors; the Turks were seen as barbaric heathens by the West etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Russian were also Orthodox Christians; they wanted to expand to the south etc.

(1)

Level 2: Catherine the Great had claimed to be the protector of all Orthodox Christians in the Balkans; Russia wanted to expand its empire south along the coast of the Black Sea towards the Mediterranean etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Missolonghi held up the Greek advance; there were many volunteers; the Treaty of London committed the West to support Greece etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, Missolonghi was important in attracting support for Greece from the West; Treaty of London committed West to military support and led to Navarino etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Great Powers defeated Mehemet Ali and Ibrahim Pasha and forced Turkey to grant independence etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the Great Powers played an important role in preventing the reconquest of the Morea and put diplomatic pressure on to the Turks to allow independence; they forced the Greeks to choose a king etc.

(5-8)

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

#### **5. Italy 1852-1870**

(a) Target: AO1 Recall of Knowledge

Lombardy, Venetia

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. they had been occupied by Austria since 1815; they were important agriculturally.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Cavour wanted to strengthen Piedmont and Austria controlled key areas; expansion into Northern Italy was an obvious step to take etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Cavour wanted to gain support from a Great Power; he could not defeat Austria alone etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. In 1848 the Piedmontese army had been defeated by the Austrians; he knew that support from a Great Power would be essential; he believed that intervention in the Crimea would bring its rewards; he knew that Napoleon III was interested etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Pact of Plombieres got support from Napoleon III; the battle of Solferino gained Lombardy etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Nice and Savoy were the bait to attract Napoleon III; they were finally handed over at the Treaty of Villafranca; at the Treaty, Cavour was let down by Napoleon, who had been horrified by the bloodshed at Magenta and Solferino; he backed down and allowed the Austrians to keep Venetia etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Garibaldi conquered Sicily, defeated the King of Naples, and then threatened to overrun the Papal States etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Garibaldi was about to sail to Nice when he heard of the revolution in Sicily; Cavour did not intervene, although he had not planned any action in the south; Garibaldi overthrew the Bourbons in Naples and then forced Cavour to march south to prevent the invasion of the Papal States etc.

(5-8)

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

#### **6. Germany 1862-1890**

(a) Target: AO1 Recall of Knowledge

He had a reputation for being forceful; there was a budget crisis (2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the Zollverein was a customs union that linked the German states together; the war against Denmark gained Schleswig etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Zollverein linked the German states to Prussia rather than to Austria; it made unification easier; the war with Denmark allowed Bismarck to make Austria look foolish etc. (3)

(c) Target: AO1 Recall of Knowledge

#### **N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Germany had defeated France; all the German states were allied to Prussia etc. (1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Bismarck had always wanted to extend Prussian power; he now controlled all of Germany; it made Germany the dominant power on the continent etc. (2)

(d) Target: AO1 Recall of Knowledge

#### **N. B. This mark scheme is to be used for both explanations offered**

Level 1: Simple statements supported by some own knowledge, e.g. the Junkers were the Prussian nobles who held most of the important posts; the Tariff Law prevented foreign imports etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Reichsbank was a way of uniting and centralising Germany by establishing a common currency; the Anti-Socialist Law was aimed at preventing socialist influence because Bismarck was a conservative etc. (3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Falk Laws were intended to limit the influence of the Catholic Church; they affected education, Catholic priests and the Pope etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. after 1870 there were many Catholics in the German Empire; Bismarck distrusted them because he was a Protestant; schools were controlled and the movement of Catholic priests and their freedom to preach were limited etc.

(5-8)

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

### **7. The Alliance System**

(a) Target: AO1 Recall of Knowledge

Austria-Hungary, Russia (2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. he needed allies against France; he wanted to keep countries on his side etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. he wanted to prevent Russia joining France; he wanted to isolate France after the Franco-Prussian War etc. (3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. loss of Alsace-Lorraine, the indemnity etc. (1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Alsace-Lorraine was important for mineral resources; the indemnity was seen as very harsh etc. (2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Congress of Berlin settled the Eastern Question; the Dual Alliance brought Germany and Austria closer together etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Triple Alliance became the basis of Bismarck's anti-French policy, but excluded Russia; the Reinsurance Treaty was Bismarck's attempt to keep Russia involved in an alliance system and prevent a war on two fronts etc. (3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Triple Alliance was Bismarck's attempt to isolate France, but after his resignation the Triple Entente was created etc.

(1-4)

Level 2: Developed statements using the sources supported by relevant own knowledge, e.g. Bismarck's resignation and the creation of the Dual Entente meant that the alliance system became broken up; there were no further attempts to involve Russia; the Triple Entente followed the Entente Cordiale in 1907 and created two power blocs in Europe etc.

(5-8)



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

### **8. International Rivalry**

(a) Target: AO1 Recall of Knowledge

The German Empire in Africa; relations with Russia

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Wilhelm wanted to build an empire in Africa like the other European countries; he wanted to play a role in the Middle East etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. he wanted 'a place in the sun'; he believed that a Great Power must have an empire and so encouraged colonies in Africa; he wanted to build the Kiel Canal so that warships could get out of the Baltic easily etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Navy Laws; Britain was afraid of Germany's plans etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Navy Laws threatened to build a navy equal to that of Britain's; Britain was determined to retain naval supremacy etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Kaiser visited Morocco in 1905 and made a speech; the Panther visited Morocco in 1911 etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Algeiras Conference of the Great Powers settled the First Crisis; the Mansion House Speech was Lloyd George's threat of war during the Second Crisis etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Austrians sent an ultimatum which was rejected by the Serbs; they declared war and the other power joined in etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the ultimatum was intended to give the Austrians an excuse to intervene and prevent Russian mobilisation, but the Russians mobilised anyway and this brought a reaction from Germany; France mobilised in support of Russia and Britain became involved when Belgium was invaded etc.

(5-8)

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

### **9. Reform**

(a) Target: AO1 Recall of Knowledge

Industry was basic; defeats in the Crimean War

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Russia had few industries and could not supply the army; the Crimean War had been unsuccessful etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Russia was mostly agricultural and had little contact with the West; the Crimean War had been a shock because Sevastopol had been captured etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Alexander believed that it was out of date; he believed that there would be some sort of revolution otherwise etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. it held back improvements in agriculture; he expected that there would be peasant uprisings after the Crimean War; he wanted to make concessions first etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. zemstva were intended to give local people some independence; the army reforms limited the amount of time that soldiers had to serve etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. town councils were elected by people who paid taxes, but they were given few powers; judges were paid salaries and trial by jury was allowed etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Duma was set up and land reforms were begun; Stolypin tried to clear up the mess that had been created by the emancipation of the serfs etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. there were four Dumas but in each case the franchise was more restricted because Nicholas was trying to retain control; after Stolypin's murder in 1911, Nicholas gave up any further attempts at reform etc.

(5-8)

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

### **10. Reaction**

(a) Target: AO1 Recall of Knowledge

Alexander stopped his reforms; the People's Will was set up (2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Alexander changed his mind and did not allow any more freedom; the People's Will encouraged peasants to revolt etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. when the reforms stopped everything was at a half way stage; this meant that many people in towns were unhappy; the People's Will was the first terrorist group etc. (3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Alexander III and Nicholas II showed no interest in reforms; the Social Democrats were formed etc. (1)

Level 2: Developed statements supported by relevant own knowledge, e.g. repression was introduced; students became involved in terrorism; the Social Revolutionaries began to use violence etc. (2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Russo-Japanese War was a massive defeat for Russia; the Petrograd Soviet was made up of revolutionaries etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Bloody Sunday showed that the Tsar had little regard for his people; the October Manifesto was an attempt to avoid a revolution by making promises of change etc. (3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Russia expected to gain easy victories, but it all went badly wrong; many soldiers were killed and people in the cities suffered etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the army used old-fashioned tactics and relied on the bayonet; radio messages were not in code; people flocked into the big cities to find work, but there was not enough food because the railway system could not cope etc.

(5-8)

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

### **11. The Soviet Union 1917-1941**

(a) Target: AO1 Recall of Knowledge

To increase production in heavy industries; to build up the armed forces  
(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. heavy industries produced iron and steel and other raw materials; he would need these for weapons etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Stalin believed that the Soviet Union was 100 years behind the West and needed to catch up as quickly as possible etc.  
(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. he wanted to increase production of food; he wanted to prevent famines etc.  
(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. he wanted to control food production and ensure that it was planned; he wanted to destroy the Kulaks who had grown rich during the NEP etc.  
(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Gosplan was the planning organisation in Moscow; Stakhanovites were used to set targets of production etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Motor Tractor Stations provided mechanisation for Collective Farms; they were supposed to use tractors more efficiently; Collective farms united the holdings of peasants and allowed working on a larger scale etc.  
(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. people were rounded up and either sent to work camps or executed etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. they were attempts to eliminate all forms of opposition; Old Bolsheviks were given Show Trials and many army officers were executed; managers of collective farms and factories were arrested if they did not meet targets etc.

(5-8)



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

### **12. The Soviet Union 1941-1964**

(a) Target: AO1 Recall of Knowledge

He had the support of the army; he was General Secretary (2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the army meant that he could not be challenged; as General-Secretary he would know what was going on etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the army was always important in the USSR because it controlled the country; as General-Secretary he had appointed his supporters to key posts etc. (3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. he wanted to be more lenient to win support; he believed that Stalin had been too severe etc. (1)

Level 2: Developed statements supported by relevant own knowledge, e.g. he wanted to steal a march on his rivals and avoid any of the blame, he wanted to run the USSR in a more relaxed way; he was not bloodthirsty etc. (2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. ending censorship meant that people could write what they liked; renaming streets meant that places named after Stalin were changed etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. releasing political prisoners helped him to show what Stalin had been like and suggested that Khrushchev had not been to blame; reducing the powers of the secret police made him popular with the Soviet people etc. (3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Khrushchev introduced maize to increase food production and used the virgin land to try to end the famines etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. collective farms were made independent and were allowed to decide what they were going to grow; debts were cancelled and Motor Tractor Stations were closed; these were attempts to make farming more commercial etc.

(5-8)

## **A7: The Rise of Fascism in Europe: Germany and Italy, 1919-1939**

### **13. Germany**

(a) Target: AO1 Recall of Knowledge

War Guilt Clause; Reparations

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Germans did not like being blamed for the war; reparations seemed to be unfair etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the war had been started by an argument between Serbia and Austria; Germany had not been directly involved; expecting Germany to pay the full cost of rebuilding was impossible; it would put the country in debt for many years etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. money was borrowed from the USA; industry got going again etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Stresemann arranged the Dawes and Young Plans and used the money to pay reparations; hyperinflation was tackled and a new currency was introduced which allowed industry to flourish etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Wall Street Crash created mass unemployment; the Weimar government appeared to be unable to tackle it etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Nazi election campaigns were very effective and offered simple solutions; they blamed the Jews and November Criminals; Nazi propaganda was very effective; Goebbels used the radio and newspapers to publicise Hitler's message etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. all teachers had to be Nazis; all lessons were changed; boys and girls were taught differently etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. boys were educated to become workers and soldiers; girls were to become housewives and mothers; lessons were different in each type of school; girls were not allowed to study science or maths etc.

(5-8)

## **A7: The Rise of Fascism in Europe: Germany and Italy, 1919-1939**

### **14. Italy, 1919-1939**

(a) Target: AO1 Recall of Knowledge

Mussolini threatened to march on Rome; he was appointed by the King  
(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the march put pressure on the government; the King backed Mussolini  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the march made the prime minister lose his nerve; the King had been looking for an opportunity to appoint Mussolini etc.  
(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. he promised to restore Italy; he offered simple solutions etc.  
(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. he talked about recreating the Roman Empire; he offered employment and began construction works etc.  
(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. censorship meant that he could not be criticised; trade unions being abolished gave him more control over workers etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the OVRA could be used to round up his political opponents and send them to concentration camps; only the Fascist Party was allowed, which meant that it was very difficult to oppose Mussolini etc.  
(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the 'battles' were policies that Mussolini introduced; he wanted to increase production and make Italy strong again etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the 'battles' were intended to make Italy self-sufficient; Mussolini wanted farmers to grow more wheat and plough more land; he tried to make the lira stronger and to encourage women to have more babies, but most of the 'battles' failed because Mussolini did not think his policies through.

(5-8)

## **A8: International Relations, 1919-39: Collective Security and Appeasement**

### **15. Collective Security**

(a) Target: AO1 Recall of Knowledge

The Assembly; the Council

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. The Assembly represented all nations; the Council was dominated by permanent members etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Assembly only met once a year, Council three times a year; Assembly passed resolutions but Council usually took decisions etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. impact of First World War; problems involved small countries etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. First World War had created desire for co-operation; countries were willing to submit to arbitration, no dictators etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. club for victors meant that some countries were excluded; eurocentric meant that some countries did not join etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. USA not joining meant that most powerful country was ineffective; policy towards USSR made opposition to dictators more difficult etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. they were agreements on borders and the ending of war; led to a period of peace etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Germany, France and Belgium agreed to respect each others borders; Britain and Italy guaranteed; Kellogg-Briand Pact was an agreement to renounce war signed by many countries etc.

(5-8)



## **A8: International Relations, 1919-39: Collective Security and Appeasement**

### **16. Appeasement**

(a) Target: AO1 Recall of Knowledge

It had not been given much land at Versailles; its population was growing  
(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Japanese were angry at their treatment at Versailles; they had very little inhabitable land etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. they had expected land at Versailles for supporting the Allies in the Far East; they needed to expand to cope with a rising population and therefore had to take land overseas etc.  
(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Mussolini wanted to create an empire; he wanted to avenge Adowa etc.  
(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. he had promised glory and needed to deliver; things were going wrong at home; at Adowa an Italian army had been destroyed in 1896 etc.  
(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Hitler began to rearm in 1935; he built up the armed forces; he reoccupied the Rhineland in 1936 etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Anschluss was the union of Germany and Austria; it was carried out in 1938 and broke the terms of the Versailles Settlement; in September 1938, Hitler demanded the Sudetenland in Czechoslovakia; at Munich, Britain and France agreed to let him get away with it; he now believed that Britain and France would not resist him etc.  
(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. it was the policy of giving in to Hitler; politicians believed that if they gave in he would be reasonable etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. it was believed that Hitler's demands were just because Germany had been treated so badly at Versailles; people were influenced by the experience of the First World War and wanted to avoid another war at all costs etc.

(5-8)

## **A9: The Road to Affluence: the USA, 1917-1941**

### **17. The USA, 1917-1929**

(a) Target: AO1 Recall of Knowledge

The Zimmermann Telegram; German submarines sank US ships  
(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. The telegram was an offer to help Mexico invade the USA; U-Boats began to sink ships in early 1917 etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Germany offered to support a Mexican invasion to recover the land lost to the USA in the nineteenth century; U-Boats began unrestricted warfare in late 1916; ships carrying materials to Britain were sunk without warning etc.  
(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. USA had plenty of work; they were forced to leave their own countries etc.  
(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the USA was a large country and had an open-door policy; there were many opportunities in the USA for people to make a fortune etc.  
(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. at the end of the First World War, US farmers stopped selling food to Europe; isolation meant that foreign countries did not buy from the USA etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. during the First World War US farmers had increased production, but during the 1920s sales dropped and they were producing too much; prices fell because there was so much food on the market etc.  
(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. wages rose in the 1920s and people had money to spare; they invested it on the stock market; prices rose because people bought shares etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the assembly line meant that goods could be made more easily and more cheaply; wages rose and people had disposable income; they were encouraged to buy shares and were led to believe that they could not lose etc.

(5-8)

## **A9: The Road to Affluence: the USA, 1917-1941**

### **18. 1929-1941**

(a) Target: AO1 Recall of Knowledge

Loss of confidence; over-production

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Companies produced too many goods and could not sell them; investors suddenly realised that share prices could not go on rising etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the assembly line meant that more goods could be produced, but eventually people had bought all that they needed; suddenly investors lost confidence in the market and began to sell their shares etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Hoover did little to try to deal with it; there was a knock-on effect as more people were made unemployed etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Hoover did not believe that it was his job to intervene, so he did little until 1932; by then it was too late etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the AAA fixed prices for food; the CCC gave work in the countryside etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the TVA was an attempt to regenerate the Tennessee Valley; dams were built to provide hydro-electric power and to stop soil erosion; the NRA guaranteed workers rights and encouraged employers to recognise trade unions etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. some people opposed the New Deal because they believed that people should stand on their own two feet; others wanted to tax the rich to a greater extent etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Republicans and big business objected to the New Deal because it increased spending on welfare and provided federal funds for projects; Huey Long objected because he wanted people who earned high salaries to be taxed and the money used to help the poor; the Supreme Court rejected some of Roosevelt's schemes etc.

(5-8)

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

### **19. McCarthyism and Civil Rights**

(a) Target: AO1 Recall of Knowledge

Rosa Parks; Elizabeth Eckford

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Rosa Parks refused to give up her seat on a bus; Elizabeth Eckford tried to enrol at Little Rock High School etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Rosa Parks' action resulted in the Montgomery Bus Boycott, which led to the Supreme Court declaring that segregation on transport was illegal etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Martin Luther King led the Montgomery Bus Boycott; he used peaceful protests; he led SLCC etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Martin Luther King became famous for leading the Bus Boycott and this gained him many followers; he was a powerful speaker and represented the aims of many black Americans etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Freedom Riders travelled into the South and broke laws; the Washington March put pressure on JFK etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. sit-ins were attempts to gain publicity on television; segregated areas were occupied to force whites to take action; the Civil Rights Act banned discrimination in employment and in the Federal government etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Black Power was started by people who thought that Martin Luther King's methods were too slow; they wanted to use violence to get civil rights etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Malcolm X believed that violence could be used in self-defence; he wanted a separate society for black people; he did not want integration; the Black Panthers went even further and started a race war etc.

(5-8)



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

### **20. Social and Political Change**

(a) Target: AO1 Recall of Knowledge

Minimum wage; housing

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. JFK wanted everyone to earn a minimum amount; he wanted to make good housing available for everyone etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the minimum wage was an attempt to get rid of poverty; JFK raised it to \$1.25; he provided loans and grants for the construction of cheap housing etc.

(3)

(c) Target: AO1 Recall of Knowledge

#### **N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. because women had taken jobs during the Second World War; the USA had become more affluent in the 1950s; women wanted a bigger role in the country etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. women had lost their jobs at the end of the Second World War; by the 1960s the USA had completely recovered and women wanted a bigger role; the Feminine Mystique etc.

(2)

(d) Target: AO1 Recall of Knowledge

#### **N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. black casualties were very heavy; the My Lai massacre was uncovered in 1969 etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Tet Offensive showed how difficult it would be to win the war; many Americans turned against it; the draft was opposed by many because conscripts were sent to Vietnam with little training in jungle warfare etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. it was an attempt to bug the Democrat Party HQ; it was carried out with the knowledge of the President; Nixon was forced to resign etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. it was an attempt to find out what was happening in the Democrat election campaign; Nixon denied any knowledge of it, but was later forced to admit that he had lied; he was about to be impeached when he resigned etc.

(5-8)

## **A11: The End of Empire: Decolonisation in Africa, 1945-1900s**

### **21. South Africa**

(a) Target: AO1 Recall of Knowledge

1948 general election; white support

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the National Party relied on the support of white South Africans who were afraid of blacks; in the election Malan won a majority etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Malan won the election although more people voted against the National Party than for it; he played on the fears of whites by talking about the black peril etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. very little money was spent on their schools; they were taught to do as they were told etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. black South Africans were deliberately not educated very well because the whites wanted to keep them under; they were only educated so that they could do menial tasks and work etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Treason trial was an attempt to convict many people including Mandela; Rivonia was where he was arrested in 1964 etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the ANC was the main black organisation that opposed apartheid; Mandela was vice-President of ANC; it carried out terrorist raids; Robben Island was where Mandela was imprisoned from 1964 to 1989 etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the sources supported by some own knowledge, e.g. de Klerk wanted to end apartheid because South Africa was suffering; he had talks with Mandela and agreed to elections; Mandela became president etc.

(1-4)

Level 2: Developed statements using the sources supported by relevant own knowledge, e.g. sanctions forced de Klerk to release Mandela and try to reach a compromise; he hoped to split the ANC and Inkatha; Mandela proved to be an able negotiator; de Klerk was forced to accept majority rule etc.

(5-8)

## **A11: The End of Empire: Decolonisation in Africa, 1945-1900s**

### **22. West and Central Africa**

Target: AO1 Recall of Knowledge

Nigeria; Ghana

(2)

(a) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Britain did not want colonies any more; they were too expensive etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. after the Second World War the idea of controlling other countries began to disappear; Britain was no longer a world power and the war had cost a great deal; colonies were no longer viable etc.

(3)

(b) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Smith did not want black majority rule; Britain was about to grant independence etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. black majority rule would threaten the position of white farmers in Rhodesia; he did not trust black politicians to govern the country etc.

(2)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. sanctions prevented goods reaching Rhodesia; opposition parties began to use terrorism to try to force Smith to give way etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Britain attempted to reach agreement with Smith and then broke off all relations with Rhodesia; Rhodesia was expelled from the Commonwealth; economic problems included being unable to sell tobacco and to import oil; these almost destroyed the Rhodesian economy etc.

(3-4)

(d) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. after independence Robert Mugabe became prime minister; eventually he became president and was re-elected several times; Rhodesia was renamed Zimbabwe after the ruins of an early civilisation etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Mugabe forced out his rivals, including Joshua Nkomo; whites were allowed to remain and formed the business community; Zimbabwe became wealthy from exports of tobacco and copper and increased agricultural production etc.

(5-8)

## **A12: India, 1900-49: Independence and Partition**

### **23. 1900-1929**

(a) Target: AO1 Recall of Knowledge

Indian volunteers; increased taxation

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Indians believed that if they supported the British they would be rewarded etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. taxation rose to help pay for the cost of the war; Indians were prepared to pay but expected that at the end of the war Britain would allow home rule etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. they allowed Indians to be arrested and houses to be searched etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. they appeared to suggest that the British were not going to allow home rule; this undid the effect of the Montagu-Chelmsford Report etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. peaceful, non-violent protest; national days of protest etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. boycotts of British goods in an effort to force the British to give way; fasting to try to force his followers to stick to his ideas etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Gandhi spun cotton and worked on basic tasks; he cut himself off from politics etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Gandhi was trying to involve all Indians in his movement; he wanted the Untouchables to take part; spinning cotton was an attempt to break a British monopoly etc.

(5-8)



## **A12: India, 1900-49: Independence and Partition**

### **24. 1930-1949**

(a) Target: AO1 Recall of Knowledge

Salt Marches, Round Table Conferences

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. Salt Marches were to make salt which was a British monopoly; the Round Table Conference was an attempt to reach an agreement with the British etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Salt Marches were used to encourage Indians to break the law; the British were unable to arrest all 5,000,000 people who made salt; Gandhi attended the second Round Table Conference as the only representative of Congress; he put forward a plan for an independent India which was rejected etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. it created provincial governments; it did not give India home rule etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. by 1935, Congress was only interested in home rule; the Act was no more than a half-way house etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Congress did not support the war; the Muslim League began to campaign for a separate Muslim state etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the cost of the war meant that Britain could no longer afford to keep forces in India; the Labour victory resulted in a government that did not believe that Britain had the right to govern India etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Hindus and Muslims began to attack each other in 1946; the attacks continued after independence; people trying to cross the border were attacked etc.

(1-4)

Level 2: Developed statements using the sources supported by relevant own knowledge, e.g. Direct Action led to an outbreak of violence because Muslims misunderstood Jinnah's aims; 5,000 people were killed in India; violence became worse after independence because many people were caught on the wrong side of the border; 600,000 people were killed as they fled for safety etc.

(5-8)

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

### **25. 1911-1927**

(a) Target: AO1 Recall of Knowledge

China was backward; Sun Yatsen's ideas

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. China was very backward and the government was corrupt; Sun wanted a government on western lines etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. China was unable to compete with the West and partly controlled by western powers; Sun wanted the three principles etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. taxes were increased; they were forced to grow opium etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the warlords were mostly only interested in profit; they did little to improve the lives of the Chinese people; they raised taxes and forced people to grow opium for export; law and order broke down etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Soviet Union supported the CCP; Mao Zedong wanted to gain the support of the peasants etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Chiang became suspicious of the CCP when he became leader after the death of Sun in 1925; he was determined to destroy the CCP; Mao wanted to introduce land reform to get rid of landlords and allow peasants to own their own land; Chiang supported landlords etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Northern Expedition was an attempt to destroy the CCP and attack the Warlords at the same time; in Shanghai thousands of communists were killed etc.  
(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. at first the CCP supported the Northern Expedition because it believed that it was aimed at the Warlords; the CCP organised peasants risings to prevent Warlords taking effective action, but then Chiang ordered the army to attack the CCP and try to destroy it etc.  
(5-8)

## **A13: China in Crisis, 1911-1949**

### **26. 1927-1949**

(a) Target: AO1 Recall of Knowledge

The CCP had more support in the countryside; Chiang changed his tactics  
(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the CCP had its strongest support amongst the peasants; Jiangxi was in the countryside; Chiang gave up direct attacks and began to try to surround the CCP etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Mao could no longer stay in any of the cities; he needed a secure base in the countryside; Chiang had adopted a war of attrition after failing to defeat Mao on four occasions etc.  
(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. it was an attempt to fight back against the Japanese; Chiang was forced to accept CCP help etc.  
(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. in 1937 the Japanese began to attack southern China; this was more important than the rivalry between the CCP and the GMD; Chiang was in a weak position; he had been arrested in 1936 and badly needed support etc.  
(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the GMD government retreated and was very corrupt; Mao ordered the CCP to be very polite and careful etc.  
(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the 8<sup>th</sup> Route Army was very effective in attacking the Japanese and won many supporters for the CCP; Mao introduced Land Reform in areas controlled by the CCP; this was a long held aim of the peasants and helped to bind them to the CCP etc.  
(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the civil war went on for more than two years; the GMD controlled the cities and the south and the CCP controlled the north; the CCP won because it had support from the USSR and was not corrupt etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the CCP won the civil war because its forces behaved much better than the GMD armies; although the GMD controlled most of the cities, movement became more and more difficult and its forces became isolated and were forced to surrender; many soldiers defected to the CCP; the CCP army grew much bigger etc.

(5-8)

## **A14: Revolution in China, 1949-1996**

### **27. 1949-1976**

(a) Target: AO1 Recall of Knowledge

The Great Leap Forward; the Hundred Flowers

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. he wanted to improve Chinese industry; he wanted to encourage debate etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. he encouraged people to produce steel in backyard furnaces; he rooted out opponents to his policies by encouraging criticism etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Great Leap Forward did not work; he was preventing modernisation; there was a famine etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Great Leap Forward was a disaster and the steel produced was useless; famine broke out because peasants left the crops to rot and 20,000,000 people died etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. schools became elitist and competitive; Jiang wanted to destroy traditional culture etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. agricultural reform had introduced western ideas and farmers' markets; Mao opposed this; the CCP had become more specialised; Mao was suspicious of experts etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. teachers were attacked; party officials were ridiculed, there was widespread destruction of temples and chaos for several years etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. it was an attempt to restore Mao to power by undermining the reforms of Liu and Deng; all forms of authority were attacked and agricultural production was cut; industry almost came to a standstill etc.

(5-8)



## **A14: Revolution in China, 1949-1996**

### **28. 1976-1996**

(a) Target: AO1 Recall of Knowledge

Increased farm production; competition in education (2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. increased farm production was essential to tackle famine; competition in education meant that children had to work harder etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. competition in education had the effect of raising standards and produced an educational elite that was able to modernise China; students were sent abroad to study etc. (3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. he wanted to reverse the effects of the Cultural Revolution; he wanted to modernise China etc. (1)

Level 2: Developed statements supported by relevant own knowledge, e.g. he wanted to increase industrial production so that China could compete with the West; he wanted to encourage competition and reduce the influence of central planning etc. (2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Democracy Wall was a place where posters could be displayed; students led the movement because they wanted more freedom etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. inflation helped because as prices rose there was increased opposition to the government; inflation was caused by Deng's policies; they also caused unemployment as industry was no longer propped up by the state etc. (3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Democracy Movement was crushed in Tiananmen Square by the army; Deng was not prepared to give way etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Tiananmen Square became the focus of the protest as students arrived from all over China to show support; it was very embarrassing for the government; there were attempts at compromise, but Deng was not prepared to give way etc.

(5-8)

## **A15: South East Asia, 1945-1990s**

### **29. Indo-China**

(a) Target: AO1 Recall of Knowledge

Cambodia; Laos

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. it was occupied by Japan etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. France was defeated in 1940 and its colonies were then taken over by the Axis; Japan occupied Indo-China in 1942 and encouraged independence etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Vietminh was too strong; the battle of Dien Bien Phu was lost etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Vietminh used guerrilla tactics and was supplied by China and the USSR; Dien Bien Phu was a serious strategic mistake and the French troops were cut off and forced to surrender etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. North Vietnamese boats attacked a US ship; the Vietcong never fought set-piece battles etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the US forces realised that if they were going to win the war they had to capture the hearts and minds of the South Vietnamese people; search and destroy was the tactic used by the US forces to find the Vietcong; it led to widespread destruction and was very unpopular etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. it was an attack by the Vietcong in January 1968; many places were hit and the US embassy in Saigon was captured etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the Vietcong attacked US forces all over South Vietnam; it showed that they could hit anywhere and had a major effect on persuading the US that they could not win the war etc.

(5-8)

## **A15: South East Asia, 1945-1990s**

### **30. South-East Asia**

(a) Target: AO1 Recall of Knowledge

Holland; Britain

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. empires were out of fashion; the Dutch were unable to retain control etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. after the war Britain no longer believed that it had the right to govern other countries and could not longer afford to do so etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Malays could not agree on a constitution; there was a communist uprising etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Malays did not want to include immigrants in the constitution; the communists had to be beaten by British and Malayan forces in the 1950s; this involved jungle fighting etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Singapore became an independent republic; Brunei broke away from Malaysia under the Sultan etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Malaysia was formed out of the states on the peninsula and parts of Borneo; this became an independent republic; Vietnam was divided into North and South in 1954; the North was communist and the South was increasingly US dominated etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. he took power after the Dutch left; he ruled a one-party government; the opposition was crushed; there were accusations of rigged elections etc.

(1-4)

Level 2: Developed statements using the sources supported by relevant own knowledge, e.g. he was the founder of Indonesia, but increasingly relied on dubious means to keep himself in power; he allowed corruption to develop and he was accused of favouring his own family etc.

(5-8)

## **A16: Conflict and Crisis in the Middle East, 1946-1996**

### **31. 1946-1967**

(a) Target: AO1 Recall of Knowledge

The Holocaust; the United Nations

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. the Holocaust made people very sympathetic to the Jews; the UN produced a plan for Israel etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the UN plan was for a Jewish-Arab state in which Palestine was partitioned; this won international approval etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. they were heavily defeated; they had many Arab refugees etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Arab states had expected an easy victory, but were heavily defeated by the much better trained Israeli forces; 800,000 refugees were forced out of Israel; this created a massive problem for the Arab states etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Nasser wanted finance for the Aswan Dam; Moshe Dayan was the Israeli commander etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Suez Canal was an international waterway that was nationalised by Nasser as a means of putting pressure on the West; oil supplies were important because they came through the Suez Canal etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the forces of the Arab states were destroyed; the West Bank, Sinai and Golan Heights were seized etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Israel was completely successful; it gained easily defended borders and was in a much stronger position; the Arab states were heavily defeated etc.

(5-8)



## **A16: Conflict and Crisis in the Middle East, 1946-1996**

### **32. 1967-1996**

(a) Target: AO1 Recall of Knowledge

Hi-jacks; bombs

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. hi-jacks were seizures of aircraft; bombs began to be used against targets in Israel etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. details of Dawson's Field or Entebbe; attacks on Israeli athletes at Munich Olympic Games etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. it was caused by the Six Day War; the PLO was set up in 1964 etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Six Day War suggested that the Arab states were powerless to defeat Israel; the PLO meant that Palestinian refugees were better organised etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Anwar Sadat ordered the attack on Israel; the Superpowers intervened to stop the war etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Yom Kippur was a religious festival consequently the Israelis were caught unprepared; this resulted in successes for Egypt and Syria; Egyptian forces occupied Sinai, Syria overran the Golan Heights before the Israelis were able to counterattack etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Israel suffered heavy losses; Begin was forced into talks, Camp David, Sinai returned etc.

(1-4)

Level 2: Developed statements using the sources supported by relevant own knowledge, e.g. war was the first time that Arab forces had been able to stand up to the Israelis; the Israeli government was shaken and realised that it could not afford another similar war; Arab states had show that they had strong military capability; Begin and Sadat met at Camp David and agreed the hand over of Sinai etc.

(5-8)

**A17: International Relations and the Superpowers: Cold War and Co-existence, 1945-1962**

**33. 1945-1953**

(a) Target: AO1 Recall of Knowledge

Yalta; Potsdam

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. it was to be divided between the Allies; Berlin was divided etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. four zones, four sectors; Nazi Party dissolved; war criminals tried etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. they disagreed over how Germany should be treated, over free elections in the East etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the West wanted Germany to be allowed to recover; Stalin wanted Germany to be kept weak; Stalin had promised free elections at Yalta, but instead built the iron Curtain etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the Truman Doctrine offered help to threatened countries; Comecon was the Soviet version of Marshall Aid etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Marshall Aid was money provided by the US to rebuild Europe; this created suspicions in the mind of Stalin; the Deutschmark was introduced without agreement of Stalin and would cut off West Germany etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Stalin cut off all links and West Berlin had to fend for itself; there was an airlift etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Stalin wanted to force the West out of Berlin because it was an island of capitalism; the blockade lasted for eleven months; the West flew 270,000 flights and carried 8 tonnes of supplies a week etc.

(5-8)

## **A17: International Relations and the Superpowers: Cold War and Co-existence, 1945-1962**

### **34. 1953-1962**

(a) Target: AO1 Recall of Knowledge

West Germany joining NATO; strengthening the Communist Bloc (2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. West Germany joining NATO caused a breakdown in relations; strengthening the Communist Bloc led to increased tension etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. West Germany was feared by the USSR because it suspected a third invasion; strengthening the Communist Bloc led to a fear of a possible Soviet invasion of the West etc. (3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. Khrushchev did not want to continue Stalin's policy; he wanted to compete with the West etc. (1)

Level 2: Developed statements supported by relevant own knowledge, e.g. Khrushchev accepted that the West had a right to exist and wanted to show that the Soviet system was better; it was part of de-Stalinisation; he wanted to show that the USSR was not a threat to the West etc. (2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. refugees tried to leave the East for the West; life in West Berlin was very tempting etc. (1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. the Berlin Wall cut Berlin in half and stopped free movement; families were cut off; the West objected but could do nothing about it; 'Ich bin ein Berliner' was JFK's attempt to show that he supported the West Berliners against the USSR etc. (3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Khrushchev sent missiles to Cuba; JFK ordered a blockade and Khrushchev agreed to take them away; it was nearly nuclear war etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. it was an attempt by Khrushchev to take advantage of JFK's inexperience; he hoped that he would be able to get missiles into Cuba and short-circuit the US defences; JFK decided to blockade the island rather than attack; he agreed to compromise with Khrushchev etc.

(5-8)

## **A18: Europe, 1945-1990s: Divided and United**

### **35. Western Europe**

(a) Target: AO1 Recall of Knowledge

Belgium; France

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. they wanted to help recovery from the war; they wanted to share resources etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. Europe had been very badly affected by the war and the ECSC was one way of helping recovery; the countries would be able to compete more effectively with the USA and the USSR etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. they wanted to join their economies together; they wanted to trade etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the countries of western Europe were small compared to the USA; it was an attempt to compete more effectively; trade barriers would be lowered and this would raise the standard of living etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. people could now travel much more freely from one country to another; people could work in any member country without a permit etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. trade barriers were lowered; goods could move freely throughout the Union; this helped reduce prices; agriculture was supported by the CAP which guaranteed farmers prices for food; this ensured that the people of the EU had enough food etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. Britain tried to join because the EEC did very well and Britain was suffering; both of Britain's attempts failed because France opposed entry etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. Britain tried to join in 1961 and 1967 because the British economy was not doing very well and EFTA had failed; de Gaulle opposed entry because Britain was too close to the USA and the Commonwealth etc.

(5-8)



## **A18: Europe, 1945-1990s: Divided and United**

### **36. Eastern Europe**

(a) Target: AO1 Recall of Knowledge

Romania; Bulgaria

(2)

(b) Target: AO1 Recall of Knowledge

Level 1: Simple statements supported by some own knowledge, e.g. it wanted to set up a buffer zone etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. it wanted to cut off eastern Europe from the West and stop western influence reaching the USSR etc.

(3)

(c) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both the reasons offered.**

Level 1: Simple statements supported by some own knowledge, e.g. it would attract refugees to the West; it would undermine Soviet influence etc.

(1)

Level 2: Developed statements supported by relevant own knowledge, e.g. the standard of living was much higher in the West and people would be drawn to leave the East; western ideas were different from the Soviet view and Stalin wanted to retain control as much as possible etc.

(2)

(d) Target: AO1 Recall of Knowledge

**N. B. This mark scheme is to be used for both explanations offered.**

Level 1: Simple statements supported by some own knowledge, e.g. the USSR did not approve of religion and many churches were closed; elections only had lists of candidates from the communist party etc.

(1-2)

Level 2: Developed statements supported by relevant own knowledge, e.g. newspapers were censored so that only articles that were approved by the government could appear; this meant that it was difficult to find out what was going on; prices were controlled and subsidised to keep them low so that people could afford to buy everyday essentials etc.

(3-4)

(e) Target: AO1/AO2 Recall of Knowledge/Comprehension of sources

Level 1: Simple statements using the source supported by some own knowledge, e.g. the Berlin Wall was torn down because the East German government had no support; people from both sides of the Wall began to mix; this was copied in other parts of Europe etc.

(1-4)

Level 2: Developed statements using the source supported by relevant own knowledge, e.g. the USSR could no longer provide financial and military aid to the East German government so it could not pay its armed forces; the leaders either had to give way, or face being arrested and put on trial; the guards did not oppose the people when they pulled down the Wall etc.

(5-8)

**Higher Tier**

**Paper 2H**

**Section B**



## **B1: The Napoleonic Wars, 1803-1815**

### **Question 1**

(a) 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, e.g. B says that the Duke arrived in the middle of the battle, B hints at the importance of the Duke, A stresses his importance.

(1-2)

Level 2: Developed explanation referring to the tone or attitude of the sources AND referring to the content of the sources, e.g. B gives an indication of the key role played by the Duke when explaining that he arrived at a crucial time, whilst A is more explicit when stressing that he put heart into the troops. Both sources strongly support the Duke, B by outlining his bravery in risking his life, A by mentioning that one shot could have decided the battle.

(3-5)

(b) 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, e.g. The artist would want to show the battle as a great success and promote the key role played by the Scots (British) soldiers OR show the ferocity and bravery of the Scottish soldiers against very strong French forces led by Napoleon, a very successful commander.

(1-2)

Level 2: Developed statements making inferences from the source AND using relevant own knowledge, e.g. Both Level 1 options.

(3-5)

Level 3: Developed explanation using the source as evidence supported by selected own knowledge, e.g. as Level 2. The artist is highlighting the important role of the British at Waterloo possibly to play down the importance of the timely arrival of the Prussian troops.

(6-8)

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

Level 1: Developed statements using the sources and relevant own knowledge, e.g. Yes, because the battle was evenly poised and, as mentioned by Source D, the arrival of the Prussians made Napoleon gamble etc.

(1-4)

N.B. Answers that make use of only the sources or own knowledge can score a maximum of 3 marks.

Level 2: Developed explanation using the sources as evidence and selected own knowledge, e.g. no, because the British had already played an important role and had worn down the French resistance with fierce charges such as that shown in Source C. Another important reason was the inspired leadership of Wellington who refused to panic and was everywhere, shown in Sources A and B, trying to keep up the morale of his troops.

(5-8)

Level 3: Sustained argument using the sources as evidence and precisely selected knowledge, e.g. Napoleon was defeated by the interaction of a variety of factors. The British, expertly led by Wellington (Sources A and B), withstood the French attacks and (Source C) launched effective charges of their own. Nevertheless, the battle was evenly balanced, a British victory not assured, when the Prussian armies arrived (Source D). Their arrival swung the initiative to the Allies by forcing Napoleon to make one last gamble and attack.

(9-12)

## **B2: Bismarck's Wars, 1864-1871**

### **Question 2**

(a) 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, e.g. B says Bismarck inciting war with Austria. A says that there will be war in the future OR B seems against provoking war with Austria. A seems to be in favour.

(1-2)

Level 2: Developed statements contrasting the tone or attitude of the sources AND referring to the content of the sources, e.g. Agreement in content between the two sources in their attitude to Austria – B sees himself as an enemy of Austria and in A Bismarck believes Austria is a barrier to Prussian control of Germany. Difference in content: B very much against war and the way Austria is being incited; A seems to accept and even want war with Austria.

(3-5)

(b) 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, e.g. The Prussians would want the event to seem a great Prussian success against great odds OR the artist suggests that it was a total victory over the Austrians.

(1-2)

Level 2: Developed statements making inferences from the source AND using relevant own knowledge, e.g. both Level 1 options. The Prussians would want to impress other German states and the rest of Europe with the strength of their armed forces.

(3-5)

Level 3: Developed explanation using the source as evidence supported by selected own knowledge, e.g. as Level 2. The artist might be trying to convince other German states to join the newly created North German Confederation under strong Prussian leadership and to warn off France, under Napoleon III, who did not favour a strong Prussia in Germany.

(6-8)

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

Level 1: Developed statements using the sources and relevant own knowledge e.g. Yes, because Source D mentions the brilliant commander, von Moltke. The Prussian armies were well trained.

(1-4)

N.B. Answers that make use of only the sources or own knowledge can score a maximum of 3 marks.

Level 2: Developed explanation using the sources as evidence and selected own knowledge, e.g. Level 1. The Prussian armies were well equipped, well organised and disciplined. Source D mentions the quality of the commander and the new needle gun. The Prussians were also confident after their success against Denmark in 1864.

(5-8)

Level 3: Sustained argument using the sources as evidence and precisely selected knowledge, e.g. Balanced answer which uses sources and own knowledge to explain the superiority of the Prussian armed forces but also explains other reasons e.g. Bismarck's long term planning, Source A, how he provoked the Austrians into declaring war, Source B and the way he isolated Austria and secured Italy as an ally.

(9-12)



## **B3: The Balkans, 1876-1914**

### **Question 3**

(a) Target: AO2 Comprehension and cross-referencing of sources

Level 1: Developed statements contrasting the tone or attitude of the sources, OR referring to content of the sources, e.g. B suggests that there were serious, warlike reactions, A that these were exaggerated. In B, the ambassador shows that Germany will support Austria in any action against Serbia. In A, this is ignored as the Kaiser and Chief of Staff have gone on holiday. Candidates may also explain the similarities between A and B. The reactions of the Kaiser in B seem confirmed by the attitude of the Hungarian lady in A.

(1-2)

Level 2: Developed statements contrasting the tone or attitude of the sources AND referring to the content of the sources, e.g. Both options in Level 1.

(3-5)

(b) 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, e.g. The Austrians may have been trying to show that they did everything they could to prevent the assassination.

(1-2)

Level 2: Developed statements making inferences from the source AND using relevant own knowledge, e.g. as Level 1, this was because there were rumours that they had set up the assassination as an excuse to crush Serbia OR to cover the fact that the Archduke was travelling in an open car.

(3-5)

Level 3: Developed explanation using the source as evidence supported by selected own knowledge, e.g. as Level 2. The artist may have been trying to divert public opinion away from the lax security and arouse anger against Serbia in order to justify war.

(6-8)

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

Level 1: Developed statements using the sources and relevant own knowledge, e.g. No, because Source C shows that they tried to stop it. They would not sacrifice Franz-Ferdinand who was heir to the Austrian throne.

(1-4)

N.B. Answers that make use of only the sources or own knowledge can score a maximum of 3 marks.

Level 2: Developed explanation using the sources as evidence and selected own knowledge, e.g. Yes, because there had been an attempt to assassinate him in the morning. Despite this, the visit continued and the Duke was transferred to an open car as shown in Source C, an open invitation to a second assassin.

(5-8)

Level 3: Sustained argument using the sources as evidence and precisely selected knowledge, e.g. the inter-action of various factors AND/OR the inconclusive nature of the evidence against the Austrians. The Austrians may have set-up the assassination as suggested by C and D, the lax security, their knowledge of the Black Hand movement and the events of the morning, but there is no proof. There were other reasons such as the intense Austro-Serbian rivalry, Source B, and the aims and methods of the Black Hand movement.

(9-12)

**B4: The First World War, 1914-1918**  
**Question 4**

(a) 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, e.g. B attempts to explain why the attack failed on the first day, A is a simple account of one day's events, B suggests that the attack went well at first, but the Germans then recovered, A only hints at some early success etc.

(1-2)

Level 2: Developed explanation referring to the tone or attitude of the sources AND referring to the content of the sources, e.g. B attempts to explain why the attack failed on the first day, A is a simple account of one day's events, B suggests that the attack went well at first, but the Germans then recovered, A only hints at some early success etc.

(3-5)

(b) Target: AO1/AO3 Making a judgment about evidence related to own knowledge

Level 1: Developed statements making inferences from the source OR using relevant own knowledge, e.g. Haig wanted to make out that the battle was a success because there had been many losses, he was trying to justify what had taken place etc.

(1-2)

Level 2: Developed statements making inferences from the source AND using relevant own knowledge, e.g. Haig wanted to make out that the battle was a success because there had been many losses and he was also trying to justify what had taken place etc.

(3-5)

Level 3: Developed explanation using the source as evidence supported by selected own knowledge, e.g. Haig wanted to make out that the battle was a success because the losses had been catastrophic and he was responsible for the tactics that had been devised OR he had succeeded in relieving Verdun, but the German advance had not been halted because it was a British offensive etc.

(6-8)

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

Level 1: Developed statements using the sources and relevant own knowledge, e.g. yes because when the men went over the top the German defences had not been destroyed by the bombardment, the men were ordered to advance slowly and carried heavy packs, Source A shows that there was no support, Source B shows that the Germans were ready etc.

(1-4)

N.B. Answers that make use of only the sources or own knowledge can score a maximum of 3 marks.

Level 2: Developed explanation using the sources as evidence and selected own knowledge, e.g. yes because Haig and the other commanders did not understand that the Germans had deep bunkers, they over-estimated the effects of the bombardment as Sources A and B suggest etc.

(5-8)

Level 3: Sustained argument using the sources as evidence and precisely selected knowledge, e.g. no Haig was not cruel, but he was convinced that the War could only be won on the Western front and that it was a question of numbers OR he had been forced to fight the battle against his will with fewer resources than he had wanted, because of Verdun it had changed from a battle in which British forces were supporting a French attack, into a British attack supported by the French etc.

(9-12)

## **B5: Weimar Germany and its Challengers, 1919-1924**

### **Question 5**

(a) Target: AO2 Comprehension and cross-referencing of sources

Level 2: Developed statements contrasting the tone or attitude of the sources, OR referring to content of the sources, e.g. B suggests that damage was caused and A agrees because of the chaos after the Nazis broke into the room, however A also suggest that things calmed down, while B suggests that the Nazis went on the rampage etc.

(1-2)

Level 2: Developed statements contrasting the tone or attitude of the sources AND referring to the content of the sources, e.g. B suggests that damage was caused and A agrees because of the chaos after the Nazis broke into the room, however A also suggests that things calmed down, while B suggests that the Nazis went on the rampage etc.

(3-5)

(b) 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, e.g. the Nazis were trying to cover up what had actually happened; they wanted to prevent the story about the damage and theft in the chaos getting out etc.

(1-2)

Level 2: Developed statements making inferences from the source AND using relevant own knowledge, e.g. the Nazis were trying to cover up what had actually happened; they wanted to prevent the story about the damage and theft in the chaos getting out etc.

(3-5)

Level 3: Developed explanation using the source as evidence supported by selected own knowledge, e.g. the night of 8 November was a shambles, but in 1937 the Nazis would not have wanted that story to have become public, they wanted to show Hitler as a strong and commanding leader etc.

(6-8)

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

Level 1: Developed statements using the sources and relevant own knowledge, e.g. no Sources A and B suggest that the meeting the night before was a complete mess, the following morning the police were ready for Hitler etc.

(1-4)

N.B. Answers that make use of only the sources or own knowledge can score a maximum of 3 marks.

Level 2: Developed explanation using the sources as evidence and selected own knowledge, e.g. Sources A and B suggest that the meeting was confused and Hitler allowed key people to escape from the beer hall, the following day the police were ready, but Source D was written by an opponent of Hitler who would have been trying to make him look a coward etc.

(5-8)

Level 3: Sustained argument using the sources as evidence and precisely selected knowledge, e.g. the main reasons why the putsch failed were poor organisation and the fact that under Stresemann, Germany was recovering from hyperinflation; Source A and B show the chaos of 8 November and Source D gives one explanation for the failure of the march, but in reality Hitler was not popular enough in 1923 and was only well known in Bavaria etc.

(9-12)

**B6: Russia in Revolution, 1914-1924**  
**Question 6**

(a) 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, e.g. much disagreement. Source A says no looting or casualties and gives impression smooth and bloodless take over. Source B different tone: hundred casualties and looting and pillaging.

(1-2)

Level 2: Developed statements contrasting the tone or attitude of the sources, or referring to the nature of the evidence, e.g. much disagreement. Source A says no looting or casualties and gives impression smooth and bloodless take over. Source B different tone. Hundred casualties and looting and pillaging.

(3-5)

(b) 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, e.g. the Bolsheviks would want people to believe that they had to overcome great odds in order to take over the Winter Palace.

(1-2)

Level 2: Developed statements making inferences from the source AND using relevant own knowledge, e.g. the Bolsheviks would want people to believe that they had to overcome great odds in order to take over the Winter Palace.

(3-5)

Level 3: Developed explanation using the source as evidence supported by selected own knowledge, e.g. in later years Soviet writers and artists were instructed by the state to glorify the Bolshevik take-over of the Winter Palace and make it seem an overwhelmingly popular event.

(6-8)

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

Level 2: Developed statements using the sources and relevant own knowledge, e.g. as Level 1 with explanation of Trotsky's role in the seizure of power etc.

(1-4)

N.B. Answers that make use of only the sources or own knowledge can score a maximum of 3 marks.

Level 3: Developed explanation using the sources as evidence and selected own knowledge, e.g. points out that Stalin was a latterday enemy of Trotsky and therefore his comments in 1918 were significant, using own knowledge to explain the importance of Trotsky's role OR using sources and own knowledge to explain other reasons for Bolshevik success etc.

(5-8)

Level 4: Sustained argument using the sources as evidence and precisely selected knowledge, e.g. balanced answer which uses sources and own knowledge to explain the role of Trotsky AND other factors such as the leadership of Lenin and the lack of support for the Provisional Government etc.

(9-12)



## **B7: The USA, 1917-1929**

### **Question 7**

(a) 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, e.g. Source B is against alcohol because it causes crime and wrecks home. A is against alcohol because it stops efficient working and loses money for factory owners, OR B suggests much greater opposition than A.

(1-2)

Level 2: Developed statements contrasting the tone or attitude of the sources AND referring to the content of the sources, e.g. Both parts of Level 1. B gives the moral and social reasons. A looks at the economic and financial side.

(3-5)

(b) 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, e.g. the poster suggests that alcohol ruins families to try to stop people from drinking.

(1-2)

Level 2: Developed statements making inferences from the source AND using relevant own knowledge, e.g. as Level 1. This is part of a campaign to get the government to introduce Prohibition.

(3-5)

Level 3: Developed explanation using the source as evidence supported by selected own knowledge, e.g. As Level 2. The artist deliberately exaggerates the effects of alcohol on family life in order to gain more support for the campaign for Prohibition, which was gaining momentum in 1919.

(6-8)

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

Level 1: Developed statements using the sources and relevant own knowledge e.g. Yes, because Source D mentions how alcohol has made the Germans brutal. Americans were fighting against Germany in Europe. It was patriotic not to drink.  
(1-4)

N.B. Answers that make use of only the sources or own knowledge can score a maximum of 3 marks.

Level 2: Developed explanation using the sources as evidence and selected own knowledge, e.g. No, because there were other important reasons such as the impact of alcohol on the economy, Source A, and the moral issues mentioned in B. The Anti-Saloon League stressed the impact on family life as shown in Source C.  
(5-8)

Level 3: Sustained argument using the sources as evidence and precisely selected knowledge, e.g. balanced answer which uses sources and own knowledge to differentiate between important long-term economic, social and moral reasons, Sources A, B and C, and the way that the Anti-Saloon League exploited the war to create more immediate support for Prohibition.

(9-12)

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

### **Question 8**

(a) 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; B mentions how they undressed and how the gas chambers were camouflaged as showers. A also mentions how they were undressed and believed they were going to have a shower OR both A and B suggest that the newly arrivals were deceived by the SS. They were totally unaware that they were about to die.

(1-2)

Level 2: Developed statements contrasting the tone or attitude of the sources AND referring to the content of the sources, e.g. both parts of Level 1.

(3-5)

(b) 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, e.g. C suggests the brutality in the camp with prisoners being beaten and a dead body dragged along by camp guards OR roll-call was one of the most unpleasant of the daily routines as each day there would be missing (dead) prisoners.

(1-2)

Level 2: Developed statements making inferences from the source AND using relevant own knowledge, e.g. Both Level 2 options.

(3-5)

Level 3: Developed explanation using the source as evidence supported by selected own knowledge, e.g. As Level 2. Ella Liebermann is trying to highlight the daily horrors of life in the concentration camps, more especially through her own personal experiences.

(6-8)

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

Level 1: Developed statements using the sources and relevant own knowledge e.g. Yes, because Source D explains the difficulties in trying to escape etc.

(1-4)

N.B. Answers that make use of only the sources or own knowledge can score a maximum of 3 marks.

Level 2: Developed explanation using the sources as evidence and selected own knowledge, e.g. No, because there were other reasons including the fact that many died in the gas chambers as soon as they arrived and were unaware of the nature of the camps as shown in Sources A and B. Many were too weak and underfed to be able to escape as is seen in Source C. In any case the camps were well guarded, in remote areas, with high perimeter fences.

(5-8)

Level 3: Sustained argument using the sources as evidence and precisely selected knowledge, e.g. balanced argument showing the interaction of a variety of factors including the nature of the camps themselves, Source C, the physical condition of the inmates themselves and the death of many on arrival.

(9-12)

## **B9: The Second World War, 1939-1945**

### **Question 9**

(a) 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, e.g. B suggests Germans faced a lot of Russians and found that fields and buildings had been destroyed. A suggests that buildings, crops etc. should be destroyed OR B shows desperation of German attackers, A of the Soviet people.

(1-2)

Level 2: Developed statements contrasting the tone or attitude of the sources AND referring to the content of the sources, e.g. Both parts of Level 1. B suggests the conditions that the Germans actually faced. B is the policy which led to some of these conditions.

(3-5)

(b) 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, e.g. the Germans would want other Soviet citizens to support their invasion and stop their resistance.

(1-2)

Level 2: Developed statements making inferences from the source AND using relevant own knowledge, e.g. as Level 1. This might be to try to stop Soviet citizens from carrying out Stalin's scorched earth policy.

(3-5)

Level 3: Developed explanation using the source as evidence supported by selected own knowledge, e.g. As Level 2. The photograph may well have been stage-managed for propaganda purposes – to increase the morale of the German troops and justify the invasion to the German people.

(6-8)

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

Level 1: Developed statements using the sources and relevant own knowledge e.g. Yes, because Source D mentions that they were losing more troops than they could replace. This was due to the scale of the invasion and the stubborn resistance of the Soviet armies.

(1-4)

N.B. Answers that make use of only the sources or own knowledge can score a maximum of 3 marks.

Level 2: Developed explanation using the sources as evidence and selected own knowledge, e.g. No, because there were other reasons such as Stalin's scorched earth policy, Source A, and its effects mentioned in B, the sheer numbers of Soviet troops and the effect of the Russian winter.

(5-8)

Level 3: Sustained argument using the sources as evidence and precisely selected knowledge, e.g. balanced answer which uses sources and own knowledge to show the interaction between the various reasons e.g. heavy German losses were due partly to the size of the Russian armies, the lack of supplies due to the scorched earth policy and the effects of the Russian winter on the poorly-equipped German troops.

(9-12)

## **B10: China under Mao Zedong, 1949-1959**

### **Question 10**

(a) 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, e.g. B says there was no starvation and no discontent. A says there was malnutrition and many people were ready to revolt OR B seems sympathetic to Mao's China, A less so.

(1-2)

Level 2: Developed statements contrasting the tone or attitude of the sources AND referring to the content of the sources, e.g. Both parts of Level 1.

(3-5)

(b) 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, e.g. Mao would be showing what the people would get from the Great Leap OR the source would encourage support because it suggests that the Great Leap will be a success.

(1-2)

Level 2: Developed statements making inferences from the source AND using relevant own knowledge, e.g. Both Level 2 options.

(3-5)

Level 3: Developed explanation using the source as evidence supported by selected own knowledge, e.g. As Level 2. The painting is propaganda to launch the Great Leap Forward and reduce any potential opposition to the setting up of communes etc.

(6-8)

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

Level 1: Developed statements using the sources and relevant own knowledge e.g. Yes, because Source D mentions that the communes were introduced far too quickly. This was to meet targets which were far too ambitious.

(1-4)

N.B. Answers that make use of only the sources or own knowledge can score a maximum of 3 marks.

Level 2: Developed explanation using the sources as evidence and selected own knowledge, e.g. No, because there were other reasons such as those mentioned in Source D, lack of expertise and poor weather, the failure to produce enough food, Source A, and the fall out with the Soviet Union which meant the loss of their experts.

(5-8)

Level 3: Sustained argument using the sources as evidence and precisely selected knowledge, e.g. balanced answer which uses sources and own knowledge to show the interaction between the various reasons e.g. the Great Leap Forward was carried out too quickly and this, in turn, accentuated other problems such as lack of technical expertise, poor planning and the failure to ensure adequate food supplies and provisions.

(9-12)



**Edexcel International**

**London Examinations**

**IGCSE**

**IGCSE History (4380)**

**Mark schemes for Specimen Papers**

**Paper 3 (Common to both tiers)**



## **C1: Medicine in the Nineteenth Century**

(a) Target: AO1/AO2 Recall of Knowledge/comprehension of a source

Poor housing, no running water, over-crowding

(3)

(b) Target: AO1/AO2 Recall of knowledge/comprehension of a source

**N.B. This mark scheme is to be used for both parts of the question.**

Level 1: Simple statements supported by some knowledge, e.g. the stream was dirty, it carried away waste etc.

(1)

Level 2: Developed statements supported by relevant knowledge, e.g. polluted water was a cause of cholera, allowing waste and a water supply to become mixed was a cause of cholera etc.

(2)

(c) Target: AO2 Comprehension and use of sources

**N.B. This mark scheme is to be used for both parts of the question.**

Level 1: Simple statements using the sources at face value, e.g. the cause of cholera was discovered by Snow, sewerage systems were built in many cities etc.

(1)

Level 2: Developed statements making inferences from the sources or using relevant own knowledge, e.g. Snow showed that polluted water supply was the main cause of cholera, this enabled others to follow up his work, the building of sewers meant that the risk of contamination was greatly reduced etc.

(2)

Level 3: Developed explanation using the source and own knowledge, e.g. discoveries were made that allowed understanding of the causes of disease, this led to the government taking action etc.

(3-4)

(d) Target: AO1 Recall of Knowledge/understanding of change

**N.B. The two sub-questions are to be marked as a whole.**

Level 1: Simple statements supported by some knowledge, e.g. before Pasteur people believed that disease was caused by bad air, after people knew what caused diseases, it was germs etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge, e.g. before people associated disease with the conditions in which people lived and that there was just one general cause of disease, after they understood that disease had individual causes etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge of Pasteur's contribution and how it changed medical understanding, e.g. explains how it led to further developments by Koch etc.

(7-8)

Level 4: Sustained argument supported by precisely selected knowledge, e.g. explaining the extent of Pasteur's contribution and the particular problems that he was able to overcome etc.

(9-10)

## **C2: Medicine in the Twentieth Century**

(a) Target: AO1/AO2 Recall of Knowledge/comprehension of a source

Infection, no masks, the heater, in a tent

(3)

(b) Target: AO1/AO2 Recall of knowledge/comprehension of a source

**N.B. This mark scheme is to be used for both parts of the question.**

Level 1: Simple statements supported by some knowledge, e.g. the water was polluted, he did not receive treatment etc.

(1)

Level 2: Developed statements supported by relevant knowledge, e.g. there were dead horses lying around which would have caused infection, the Dressing Station did not offer him any treatment etc.

(2)

(c) Target: AO2 Comprehension and use of sources

**N.B. This mark scheme is to be used for both parts of the question.**

Level 1: Simple statements using the sources at face value, e.g. Fleming discovered penicillin, Florey recognised its use etc.

(1)

Level 2: Developed statements making inferences from the sources, e.g. Penicillin was the first anti-biotic which attacked infection, Florey and Chain made possible the production on a large scale etc.

(2)

Level 3: Developed explanation using the source and own knowledge, e.g. discoveries were made that allowed the mass-production of vaccines and led to government action through health services and the UN etc.

(3-4)

(d) Target: AO1 Recall of Knowledge/understanding of change

**N.B. The two sub-questions are to be marked as a whole.**

Level 1: Simple statements supported by some knowledge, e.g. organs had to be repaired, people relied on medicines, afterwards it was possible to replace and give people a new start etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge, e.g. before surgery would have to repair damaged organs if possible, if it was not the patient would die, or would require treatment such as dialysis, after it was possible to replace organs that had been damaged and eventually people were able to make a full recovery etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge of transplants and how they changed medical treatment, e.g. explains how it led to further developments in surgery, the development of drugs to prevent rejection, the use of micro-surgery etc.

(7-8)

Level 4: Sustained argument supported by precisely selected knowledge, e.g. explaining the extent of transplant surgery and the particular problems that it was able to overcome etc.

(9-10)

### **C3: The Changing Nature of Warfare in the Twentieth Century**

(a) Target: AO1/AO2 Recall of Knowledge/comprehension of a source

Dirt, disease, supplies of food, exposed to the elements etc.

(3)

(b) Target: AO1/AO2 Recall of knowledge/comprehension of a source

**N.B. This mark scheme is to be used for both parts of the question.**

Level 1: Simple statements supported by some knowledge, e.g. it began in smoke, it was confused, there were heavy casualties etc.

(1)

Level 2: Developed statements supported by relevant knowledge, e.g. the writer appears not to have known what was going on, the plans for the battle did not work, the bombardment did not do its job etc.

(2)

(c) Target: AO2 Comprehension and use of sources

**N.B. This mark scheme is to be used for both parts of the question.**

Level 1: Simple statements using the sources at face value, e.g. armies were able to move much more quickly, aircraft were used etc.

(1)

Level 2: Developed statements making inferences from the sources, e.g. tanks could smash their way through defences, which meant that it was a war of movement, dive-bombers could be used to attack troops in fixed positions etc.

(2)

Level 3: Developed explanation using the source and own knowledge, e.g. lessons had been learnt from the FWW and commanders developed ways of avoiding static warfare, technology enabled swift movement etc.

(3-4)

(d) Target: AO1 Recall of Knowledge/understanding of change

**N.B. The two sub-questions are to be marked as a whole.**

Level 1: Simple statements supported by some knowledge, e.g. before it was warfare between people, weapons did not destroy completely, after war could destroy everything etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge, e.g. war became a much more serious issue, weapons could destroy the planet/humanity, it had to be undertaken much more carefully; accept descriptions of Hiroshima etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge of the impact of atomic weapons and how they changed warfare, e.g. explains how it led to further developments the arms race, MAD etc.

(7-8)

Level 4: Sustained argument supported by precisely selected knowledge, e.g. explaining the extent of change, the reluctance to use atomic and nuclear weapons and the particular problems MAD posed etc.

(9-10)



#### **C4: The work of the United Nations**

(a) Target: AO1/AO2 Recall of Knowledge/comprehension of a source

They wanted security, help against problems, supported peace etc. (3)

(b) Target: AO1/AO2 Recall of knowledge/comprehension of a source

**N.B. This mark scheme is to be used for both parts of the question.**

Level 1: Simple statements supported by some knowledge, e.g. the Allies wanted to carry on, they wanted to prevent another war etc. (1)

Level 2: Developed statements supported by relevant knowledge, e.g. during the war the Allies had worked closely together, it seemed logical to carry on with this co-operation, there was a strong feeling that a better world had to be created, hence the support for the United Nations in 1945 etc. (2)

(c) Target: AO2 Comprehension and use of sources

**N.B. This mark scheme is to be used for both parts of the question.**

Level 1: Simple statements using the sources at face value, e.g. provision of food in famine, protection against disease etc. (1)

Level 2: Developed statements making inferences from the sources, e.g. descriptions of the work of agencies etc. (2)

Level 3: Developed explanation using the source and own knowledge, e.g. the UN was able to identify problems and highlight them and provide help, its agencies can co-ordinate aid from various countries etc. (3-4)

(d) Target: AO1 Recall of Knowledge/understanding of change

**N.B. The two sub-questions are to be marked as a whole.**

Level 1: Simple statements supported by some knowledge, e.g. about any UN peace-keeping forces

(1-3)

Level 2: Developed statements supported by relevant knowledge, e.g. about any UN peace-keeping force

(4-6)

Level 3: Developed explanation supported by selected knowledge of UN intervention and how it changed the situation, e.g. explains how it led to further developments etc.

(7-8)

Level 4: Sustained argument supported by precisely selected knowledge, e.g. explaining the extent of success and the particular problems that it was able to overcome etc.

(9-10)



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