CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/12**

Paper 1 Structured Questions **May/June 2026**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Unclear
	0 Marks – No creditable response
	Benefit of the doubt
	Incorrect
	Correct
	Developed explanation
	Evaluation
Highlighter	Highlight relevant areas of a response
	Level 1 response
	Level 2 response

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Annotation	Meaning
L3	Level 3 response
L4	Level 4 response
L5	Level 5 response
Off-page comment	Comments entered at the bottom of the marking window and then displayed when the associated question item is navigated to
On-page comment	Comments entered in speech bubbles on the candidate response
SEEN	To indicate that a point has been noted but no credit has been given OR To indicate that a blank page has been checked for creditable content

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Assessment objectives

AO1
An ability to recall, select, organise and deploy knowledge of the syllabus content.

AO2
An ability to construct historical explanations using an understanding of:
- cause and consequence, change and continuity, similarity and difference
- the motives, emotions, intentions and beliefs of people in the past.

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Table 1: Use this table to give marks for each candidate response for AO1 and AO2 for **part (b)** of each question.

Level	Description	Marks
4	Explains two reasons.	**6**
3	Explains one reason. Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.	**4–5**
2	Identifies or describes valid reason(s); addresses the question but does not explain. One Level 2 mark for each identification/description.	**2–3**
1	Writes about the topic but does not address the question.	**1**
0	No creditable response.	**0**

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Table 2: Use this table to give marks for each candidate response for AO1 and AO2 for **part (c)** of each question.

Level	Description	Marks
5	Explains both sides and supports a valid judgement on 'how far'. One explanation or more on each side.	**10**
4	Explains both sides. For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**7–9**
3	Explains one side. One Level 3 mark for each explanation.	**4–6**
2	Identifies or describes valid points; addresses the question but does not explain. One Level 2 mark for each identification/description.	**2–3**
1	Writes about the topic but does not address the question.	**1**
0	No creditable response.	**0**

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Question	Answer	Marks	Guidance
	SECTION A: CORE CONTENT		
1(a)	**What was the Roman Republic of 1848–49?** **One mark for each relevant point.** Responses may include the following: • In November 1848 the Pope fled due to rioting in Rome. • Giuseppe Galletti led a revolutionary government. • The revolutionary government started a programme of public works. • A constituente (constituent assembly) was elected in January 1849. • In February the Roman Republic was officially declared. • Rome was governed by a triumvirate, led by Mazzini. • The death penalty was abolished. • Censorship of the press was abolished. • Church lands were redistributed. • The Pope appealed for help to destroy the Republic. • Garibaldi tried to defend Rome in July 1849 a French army retook the city.	**4**	

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Question	Answer	Marks	Guidance
1(b)	**Why was Napoleon III interested in Italy?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • Napoleon was keen to expand French territory. In particular, he wanted to take over Nice and Savoy. These were part of the Kingdom of Sardinia but had belonged to France before 1815 and regaining them would make him Napoleon I's true heir. He decided that one way to acquire them was to agree to help Piedmont in a war against Austria. In return he demanded Nice and Savoy. This was all agreed with Cavour at Plombières. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • Napoleon was grateful for support from Piedmont during the Crimean War. • He saw himself as the leader of the free people of Europe. • Napoleon had a romantic attachment to Italian nationalism. • He had lived in Italy and supported rebellions as a young man. • He saw Italian unification as a way of weakening Austria. • He thought he could control a future Italian state.	**6**	

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Question	Answer	Marks	Guidance
1(b)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • He wanted to help Italy achieve a better future. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		
1(c)	**'The war of 1859 against Austria was the most important conflict in the struggle for Italian unification.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although the 1859 war against Austria was important, it was restricted to the north. The important move that was required was to unite north and south. This was greatly helped by Garibaldi, especially when he took Naples and then handed it over the Piedmont. This was the crucial step that took Italy almost to full unification. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
1(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The war of 1859 was the most important conflict in the fight for Italian unification. This was despite France bringing the war to an early end against the wishes of Piedmont and Cavour resigning. It was important because it did see Austria being defeated on the battlefield. It never regained its strength in Italy, making unification easier to achieve. It also led to Piedmont doubling its land and population. They gained Lombardy in 1859 as a result of the Peace of Villafranca and in 1860 the people in Emilia and Tuscany voted to join Piedmont. This would not have happened without the war and meant Piedmont was strong enough to take the final steps to Italian unification. **OR** • Garibaldi's victories in Sicily and then in Naples were very important. To achieve unification, the south of Italy had to be won. There was little chance of Piedmont either wanting, or being able, to do this. In 1860 Garibaldi, with his 1000 volunteers, defeated the Neapolitan troops on Sicily. Garibaldi then returned to the mainland and took the city of Naples. This forced Cavour to act because he was afraid of Garibaldi setting up a rival regime in the South and threatening the Papal States. This led to Garibaldi handing over his conquests to Piedmont, and Italian unification was nearly complete.		

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Question	Answer	Marks	Guidance
1(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The war of 1859 led to Austria being defeated. • The 1859 war led to Piedmont taking over Lombardy, Tuscany and Emilia. • The risings of 1848 helped to create feelings of nationalism in Italy. • Garibaldi's capture of Sicily was most important. • Garibaldi's victory in Naples made unification very likely. • The defeat of the Papal army in 1870 meant that Rome would be part of a unified Italy. **Level 1 – Writes about the topic but does not address the question. 1 mark** • There were a number of important conflicts in Italy around this time. They led to many men being killed. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

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Question	Answer	Marks	Guidance
2(a)	**What was the Frankfurt Parliament?** **One mark for each relevant point.** Responses may include the following: • It was a parliament of all the German states. • It was elected in May 1848. • It produced a constitution for a united Germany. • It offered Frederick William IV the title of Emperor of the Germans. • Frederick William refused the crown and Prussia rejected the proposed constitution. • Many German states ordered their representatives to return home. • The representatives that were left were forced to move to Stuttgart. • It was dissolved in 1849.	**4**	

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Question	Answer	Marks	Guidance
2(b)	**Why was Prussia's economic strength important in its relationship with other German states?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • Prussia had great economic strength. It was the most industrialised state in Germany and produced more resources such as coal and iron. This led to other German states looking to Prussia for trade. This became particularly important when Prussia set up the Zollverein. This made trade between its members easier and more profitable. This led to German states beginning to look to Prussia for economic leadership and this also brought Prussia closer to these states politically. Prussia gradually became the natural state to lead unification.	**6**	

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Question	Answer	Marks	Guidance
2(b)	**Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • Austria struggled to rival the economic power of Prussia. • Austria was excluded from the Zollverein. • The Zollverein gave Prussia close relations with other German states. • Its economic power made Prussia politically important in Germany. • Its economic power made Prussia's relations with other German states stronger. • Prussia's economic strength made it militarily strong. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Prussia was a strong economic country and produced lots of coal and iron. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

Question	Answer	Marks	Guidance
2(c)	**Which was the greater achievement for Bismarck: the defeat of Austria in 1866 or the defeat of France in 1870–71? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although the defeat of France was important, unification was well on the way before then. The defeat of Austria created the direction for unification – that it would be led by Prussia. This was the crucial development. After that, unification was inevitable. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
2(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The defeat of Austria was Bismarck's greatest achievement. This is because it completely changed the situation in Germany. The defeat meant that Austria would now be removed from German affairs and its dominance over Germany was ended. Austria and Prussia had been rivals for dominance in Germany and because of the defeat Prussia became dominant and ready to lead a united Germany. **OR** • The defeat of France was Bismarck's greatest achievement. This was because Bismarck had made it look as if France was the aggressor and this had the effect of putting all the German states, including the southern states, behind Prussia against a common enemy – France. By defeating France, Bismarck had united Germany.		

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Question	Answer	Marks	Guidance
2(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The defeat in 1866 meant that Austria was excluded from Germany. • The Austrian army was destroyed in the defeat. • Prussia annexed German states such as Hanover and Nassau. • A new North German Confederation was formed after the defeat of Austria. • The defeat of France led to the formation of the German Empire in 1871. • The war against France led to the southern German states joining Prussia. • The defeat of France ended France's opposition to a united Germany. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Both of these defeats were great achievements for Bismarck. Both the Austrian and the French armies were completely routed. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

Question	Answer	Marks	Guidance
3(a)	**Describe the American reaction to the sinking of the USS *Maine*.** **One mark for each relevant point.** Responses may include the following: • Americans blamed Spain for the sinking. • The American press demanded war against Spain. • American politicians such as Theodore Roosevelt demanded revenge against Spain. • It made relations between Spain and the USA very bad. • It made Americans support Cuban independence. • War between Spain and the USA began in April 1898.	**4**	

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Question	Answer	Marks	Guidance
3(b)	**Why was there widespread criticism of Leopold II's rule of the Congo?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • Leopold's rule of the Congo was criticised because of the way he treated the people that lived there. He used forced labour to harvest the rubber. They were treated very badly and totally exploited. They could sell their rubber and ivory only to Leopold who kept the costs of the process very low. If they did not produce their quota of rubber, they were killed. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • The people died of diseases like smallpox and from famine. • The people were forced to produce ivory and rubber for him. • He exploited the country and took its wealth. • The workers were harshly punished and even killed for not working hard enough. • Millions of Congolese died during his rule. • Workers were forced to collect rubber by taking their wives and children as hostages.	**6**	

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Question	Answer	Marks	Guidance
3(b)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • People did not like the way he ruled the country and how he treated people there. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		
3(c)	**Were the events in India in 1857 a mutiny by sepoys or a nationalist uprising? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although the rebellion started as a mutiny in the army, it did not stay like that. Different parts of the country were involved and princes as well important landowners. British policy had upset many different groups and it is clear that many of the rebels wanted to get rid of British rule. This made it a national uprising. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
3(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The events in India were simply a mutiny by sepoys of the East India Company's army. They had lots of grievances such as slow promotion, bad pay and pensions. But the biggest grievance was over the paper cartridges used for the new Enfield rifles. There were rumours that the grease on the cartridges contained tallow from beef and lard from pork. This was offensive to Hindus and Muslims. This led to sepoys in Meerut rebelling. This shows it was just a mutiny. **OR** • It was a national uprising. This was because of the Westernisation that was taking place across India and especially what Indians saw as threats to their religious beliefs, for example, allowing Hindu widows to remarry and banning sati and child marriage. Local rulers, angered by the British taking over native states, joined the rebellion, turning it into an uprising against British rule.		

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Question	Answer	Marks	Guidance
3(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The sepoys were offended by the grease used on the new rifles. • The uprising was started by sepoys in Meerut. • None of the important princes joined the rebellion. • The trouble was limited to Bengal where the soldiers mutinied. • The uprising was led by the Mughal emperor. • Uprisings broke out in many places in India such as Delhi and Lucknow. • Indians feared that Christianity was being forced on them. • Indians feared that their traditional way of life was under attack by the British. • Some Indians wanted to replace British rule with Mughal rule. • The policy of lapse turned landowners against the British. **Level 1 – Writes about the topic but does not address the question. 1 mark** • There was lots of trouble in India at this time and the British had to deal with it. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

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Question	Answer	Marks	Guidance
4(a)	**Describe the Balkan Wars, 1912–13.** **One mark for each relevant point.** Responses may include the following: • The First Balkan War was between the Balkan League and the Turks. • The First Balkan War started in October 1912. • The Turkish armies were defeated and an armistice was agreed. • War began again when the Young Turks took over in Turkey. • Turkey was again defeated. • A peace treaty was signed in London in May 1913. • Turkey lost nearly all its European territory including Albania. • The Second Balkan War was between Serbia and Greece on one side and Bulgaria on the other. • The war was over territories in Macedonia. • Bulgaria was defeated and Greece and Serbia took most of the land in Macedonia. • The war increased the tensions between Serbia and Austria-Hungary.	**4**	

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Question	Answer	Marks	Guidance
4(b)	**Why did German imperialism create tension in Europe?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • Germany's attempts to catch up with other European powers and build a strong global empire caused tensions in Europe because it also led to Germany expanding its navy to protect the empire and its trade. Until then Britain had enjoyed naval supremacy and Germany's attempts to rival its navy caused much concern in Britain. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • Germany's imperial ambitions threatened existing imperial interests. • Germany's aggressive actions in Morocco worried other European powers. • Germany imperialism created fears of a great and strong Germany. • Germany's imperial ambitions led to a large German navy. • German imperialism was aggressive.	**6**	

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Question	Answer	Marks	Guidance
4(b)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • German imperialism was a major factor in this period and was one of the causes of the First World War. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		
4(c)	**Which was more important as a cause of the First World War: the Alliance System or the assassination of Archduke Franz Ferdinand? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although the assassination was important, it was limited to a dispute between Austria and Serbia. It could have stayed like this except for the alliance system. This is what turned the dispute into a major war. Germany supported Austria, Russia supported Serbia, and the alliances then brought in countries like Britain and France. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark or each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
4(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The alliance system was a very important cause of the First World War because it divided Europe into two armed camps. Germany, Austria-Hungary and Italy were in the Triple Alliance. They promised to defend each other if they were attacked by other powers. At the same time, Britain, France and Russia were in the Triple Entente. Although this was not a military alliance, the existence of the two blocs meant that a dispute between two countries could easily drag in other powers, resulting in a general European war. **OR** • The assassination was key in causing the war. Europe was in a tense situation but needed a spark to set the war off. The assassination provided this. It caused the war between Serbia and Austria which then dragged in Russia to support Serbia. This made Germany support Austria and declare war on Russia and France. It was the assassination that caused all this.		

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Question	Answer	Marks	Guidance
4(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The Alliance System spread conflict across Europe. • The Alliance System created two armed camps in Europe. • The Alliance System meant that Germany would support Austria. • The assassination led Austria to declare war on Serbia. • The assassination was the spark that turned a dangerous situation into a war. **Level 1 – Writes about the topic but does not address the question. 1 mark** • They were both very important because by the summer of 1914 the First World War had started. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

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Question	Answer	Marks	Guidance
5(a)	**Describe the actions of Japan in Manchuria from 1931 to 1933.** **One mark for each relevant point.** Responses may include the following: • Japan invaded Manchuria in September 1931. • In 1931 Japan blew up the railway line at Mukden. • Japan claimed that the Chinese were responsible for blowing up the railway line. • After fighting with Chinese troops, Japan captured Mukden. • By 1932 Japan had occupied Manchuria. • In February 1932 Japan set up a puppet state called Manchukuo. • The Japanese made Henry Pu Yi, the former Chinese emperor, ruler of Manchukuo. • The Japanese sent settlers to Manchukuo. • Japan refused to pull out as instructed by the League. • Japan exploited Manchuria's natural resources. • In 1933 Japan left the League of Nations. • Japan invaded Jehol in 1933.	**4**	Do not credit: • the actions of the League • Japanese motives For the date of the invasion, the answer must show the month to gain an extra mark.

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Question	Answer	Marks	Guidance
5(b)	**Why did the League fail to prevent the Italian invasion of Abyssinia?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • The League failed because of Britain and France. They both wanted Italy as an ally against Hitler's Germany and so did not want to upset Mussolini. This can be seen by the Stresa Front between Britain, France and Italy. This was an agreement to stop Hitler making any more changes to the Treaty of Versailles. Britain and France were worried that if the League acted against Italy, it would join Germany.	**6**	General reasons for the League's failure (e.g. lack of an army, the impact of the Great Depression, the absence of the USA) can be rewarded at L2 but would need to be clearly linked to Abyssinia to achieve L3/L4.

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Question	Answer	Marks	Guidance
5(b)	**Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • Britain and France were afraid to start a war with Italy. • Italy was a major trading partner of Britain and France. • Italy was a permanent and founding member of the League. • Britain, France and Italy had formed the Stresa Front in 1935. • Britain and France were reluctant to enforce sanctions. • The League was slow in making decisions about sanctions. • The League's sanctions were weak and ineffective. • The USA increased the sale of oil to Italy. • The Hoare-Laval Pact embarrassed Britain and France. • Britain and France did not want Italy allying with Germany. • The League's moral condemnation was useless. • Mussolini thought the League would do nothing because of what happened with Corfu. • Britain and France failed to close the Suez Canal. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The League was weak and failed to stand up to Italy. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

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Question	Answer	Marks	Guidance
5(c)	**'By the end of the 1920s the League had satisfied the high expectations of its supporters.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although the League carried out much humanitarian work, it had not been as successful as people hoped in settling international disputes. Its failures over Corfu and Vilna, and the fact it was ignored over the Ruhr Crisis, showed that when major nations were involved the League was powerless. Such disputes were meant to be the most important part of its work. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
5(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The League was very successful in helping people after the war. It helped refugees, establishing camps for them and providing medical care and identity papers. It helped millions of them find a safe homeland. It also helped half a million prisoners of war to return to their homes. **OR** • When Italy invaded Corfu in 1923, Greece asked for help and the League ordered the Italians to leave. Mussolini ignored the League and demanded that the issue be decided by the Conference of Ambassadors which made Greece pay compensation. This showed that the League was powerless when dealing with strong countries.		

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Question	Answer	Marks	Guidance
5(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • It helped many refugees. • It freed many slaves. • It fought against malaria and leprosy. • Its arbitration over the Aaland Islands was accepted. • It settled a dispute over Upper Silesia. • It got Greece to leave Bulgaria. • It was ineffective over Corfu. • It failed to get Poland to leave Vilna. • It failed to stop Lithuania taking Memel. • It did little about the occupation of the Ruhr. • They achieved little on disarmament. • Many of its supporters were disappointed by the initial absence of some major powers (the USA, Germany). **Level 1 – Writes about the topic but does not address the question. 1 mark** • It helped a lot of people and solved many problems. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

Question	Answer	Marks	Guidance
6(a)	**What was the Munich Agreement of 1938?** **One mark for each relevant point.** Responses may include the following: • It was an attempt to keep the peace in Europe. • It was an agreement between Germany, Britain, France and Italy. • It was signed in September. • Chamberlain negotiated with Hitler. • It allowed Germany to take over the Sudetenland. • The Sudetenland contained ethnic Germans. • Hitler promised to make no further demands in Europe. • Chamberlain called it 'Peace for our time.' • The Czechs were not allowed to attend the meeting. • The Russians did not attend the meeting. • The Czech government had to accept the agreement. • The agreement was an example of appeasement.	**4**	In answers that identify participating powers, exact four powers needed for reward.

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Question	Answer	Marks	Guidance
6(b)	**Why did Germany invade Poland in September 1939?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • Germany invaded Poland in 1939 because of the Nazi-Soviet Pact which Germany and Russia had signed a week before. The Pact involved Germany and Russia dividing Eastern Europe between them. This isolated Poland and allowed Hitler to invade Poland without any interference from Russia. It also meant that if countries like Britain declared war, he would only be fighting on one front.	**6**	

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Question	Answer	Marks	Guidance
6(b)	**Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • This was one of the aims of Hitler's foreign policy. • Anschluss with Austria and the takeover of Czechoslovakia had increased Hitler's confidence. • Germany invaded Poland for living space. • Germany invaded Poland to recover territories lost in the Treaty of Versailles. • Hitler aimed to unite German-speaking people. • He wanted to make use of Polish resources (agricultural, industrial and human). • Germany invaded Poland because of the Nazi-Soviet Pact. • Hitler thought that Britain and France would do nothing. • Hitler planned to invade Soviet Russia after occupying Poland. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Germany invaded Poland in 1939 and this started the Second World War because Britain declared war on Germany. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

Question	Answer	Marks	Guidance
6(c)	**Which was more important: the remilitarisation of the Rhineland or Anschluss?** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although Anschluss was important, the remilitarisation of the Rhineland was more important. This was the time that Britain and France could have stopped Hitler. He had not fully rearmed Germany by that date and the French army was bigger. By the time of Anschluss, it was too late. **Level 4 – Explains both sides 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
6(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The remilitarisation of the Rhineland was more important because it broke the terms of the Treaty of Versailles. When Britain and France did nothing about it, Hitler realised that he could get away with a more aggressive foreign policy, which he then carried out. Two years later he united Germany and Austria. Doing nothing meant that Britain and France had missed the chance to stop Hitler without a full-scale war. **OR** • Anschluss was very important because it took Hitler one step closer to achieving one of his main aims – to unite all German speakers in a Greater Germany. Austrian Nazis caused trouble in Austria and this allowed Hitler to put pressure on the Austrian government to ask Germany for help. German troops marched in and took over. This encouraged Hitler to carry on with his aggressive behaviour and he turned his attention to the Sudetenland.		

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Question	Answer	Marks	Guidance
6(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The remilitarisation was a gamble. • The remilitarisation moved his forces up to the French border. • The remilitarisation protected important industrial resources. • The remilitarisation made Hitler bolder in his foreign policy. • Anschluss was important because it united German speakers. • Hitler was Austrian. • Austria had important resources such as iron and steel. • Austria was important strategically. • Anschluss broke the terms of the Treaty of Versailles. • Anschluss was very popular in Germany. • Hitler got control of the Austrian army. • Czechoslovakia was now surrounded on three sides by Germany. • Anschluss confirmed Mussolini's support for Hitler. • The League made no attempt to stop Hitler. **Level 1 – Writes about the topic but does not address the question. 1 mark** • They were both very important, especially when German troops marched into the Rhineland. This is what Hitler had wanted for a long time. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

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Question	Answer	Marks	Guidance
7(a)	**What was Marshall Aid?** **One mark for each relevant point.** Responses may include the following: • It was introduced in 1948 by the USA (or Truman or George Marshall or General Marshall). • It was aimed at helping the economies of Western Europe to recover. • It was called the European Recovery Program. • It aimed to combat poverty and hunger. • It was aimed at stopping the spread of communism in Western Europe. • The US Congress initially voted against it. • Support for Marshall Aid greatly increased after the death of Masaryk. • It was seen as a threat by Stalin. • It was rejected by the Soviet Union. • Billions of dollars were given to European countries. • It was very successful and western economies recovered. • It created reliable trading partners for the USA. • The Russians attacked the plan as ‘dollar imperialism’.	**4**	‘Marshall’ alone should not be credited (Because it is in the question.)

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Question	Answer	Marks	Guidance
7(b)	**Why was the Truman Doctrine announced in 1947?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • It was announced in 1947 because of the collapse of British power. This was evident in Greece where Britain had been giving the Greek government military help against communists. The British government announced it could no longer do this and Truman realised that the USA would have to step in if the spread of communism in Europe was to be stopped. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • Britain wanted to withdraw its troops from Greece • Britain could not help Greece and Turkey any more. • There was a change in US policy from pre-war isolationism to international involvement. • The Long Telegram of 1946 persuaded Truman that Soviet Russia was hostile to the west. • To start the policy of containment. • The communist threat to Greece and Turkey. • To protect democracy in countries. • To give military and financial support to countries. • To stop the spread of Soviet power in Eastern Europe.	**6**	Do not award marks for mention of the Domino Theory, which came later under Eisenhower.

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Question	Answer	Marks	Guidance
7(b)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • It was announced by the USA and was meant to help a lot of countries. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		
7(c)	**'There was little agreement between the Soviet Union and the West in the peace conferences of 1945.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although there were agreements at Yalta, they started to come undone at Potsdam where it was clear that both sides had a different understanding of what was agreed, especially over Eastern Europe. This meant that many of the agreements at Yalta were not really worth much. Basically, the two sides had fundamental differences. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	If candidates are able to identify a string of agreements at Yalta to explain the 'agreement' side of the question, award L3/4. However, disagreements need explanation to gain L3/4.

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Question	Answer	Marks	Guidance
7(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • There was less agreement at the Potsdam Conference. This was because Truman replaced Roosevelt who had died. Truman had little knowledge and experience of foreign policy but was very suspicious of communism and the Soviet Union. This made it harder for the two countries to agree. This was made more difficult when it was clear that Stalin was gradually getting control of Eastern Europe and was not allowing free elections. **OR** • There was quite a lot of agreement at the Yalta Conference. This was partly due to the good relations between the three leaders. Roosevelt and Churchill trusted Stalin to keep his word over promises such as free elections in Eastern Europe. They were also keen to reach agreement with Stalin because they thought that Russian help was needed to defeat Japan. These attitudes led to agreements over Germany and Eastern Europe.		

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Question	Answer	Marks	Guidance
7(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • There was disagreement at Yalta over the Polish border. • The replacement of Roosevelt by Truman made agreement more difficult. • Stalin wanted to keep Germany weak; the West wanted it to recover. • The USA's atomic bomb made agreement more difficult. • There was disagreement over Soviet reparations. • It was clear that Stalin was not going to allow free elections in Eastern Europe. • Germany was divided into four zones. • The Soviet Union agreed to join the war against Japan. • Liberated countries would have free elections. • The Soviet Union would have a sphere of influence in Eastern Europe. • Suspected Nazi war criminals would go on trial. • A United Nations would be set up. **Level 1 – Writes about the topic but does not address the question. 1 mark** • There was lots of agreement but there was also disagreement over what to do after the war had ended. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

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Question	Answer	Marks	Guidance
8(a)	**Describe US involvement in Vietnam under Eisenhower, 1955–61.** **One mark for each relevant point.** Responses may include the following: • Eisenhower wanted to prevent the spread of communism. • Eisenhower believed in the Domino Theory. • Eisenhower sent the first aid to the South Vietnam government. • The US sent military advisers to train the South Vietnamese army. • Eisenhower supported Diem. • Diem's regime was given money and military equipment. • SEATO had been created to help Diem's government. • Eisenhower prevented unification elections from taking place. • The US encouraged the building of fortified villages.	**4**	

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Question	Answer	Marks	Guidance
8(b)	**Why did the United States agree to the Paris Peace Accords of 1973?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • Nixon agreed to these because of the enormous opposition of the public in the USA to the war. Events like the My Lai massacre and the shootings at Kent State University turned more people against the war. There were massive demonstrations and also a lot of draft dodging. Nixon realised that this could not go on for much longer and agreeing to the Accords was a good way of getting out of Vietnam. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • To end the war in Vietnam. • Opposition to the war in the USA. • The war was costing enormous amounts of money and soldiers' lives. • There was little sign that the USA was going to defeat the communists. • It allowed the USA to withdraw troops without admitting defeat. • Nixon wanted better relations with the USSR and China. • Nixon had been elected promising to end the war.	**6**	

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Question	Answer	Marks	Guidance
8(b)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • The Paris Peace Accords were a failure. They did not save South Vietnam. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		
8(c)	**How successful was the United States in its dealings with Cuba, 1961 to 1962? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although Kennedy managed to get Soviet missiles removed from Cuba, the US had not been very successful in dealing with Cuba. The Bay of Pigs was a disaster and the Cuban Missile Crisis ended with Cuba's independence being guaranteed so that the USA had a hostile country just off its coast. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	Do not credit events or developments before 1961.

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Question	Answer	Marks	Guidance
8(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The USA was successful in its dealing with Cuba in the Cuban Missile Crisis. The Soviet Union had put nuclear missiles into Cuba which could be fired at US cities. This was a dangerous threat to the USA. Kennedy cleverly managed to get the Soviet Union to withdraw the missiles without resorting to a war that could have been disastrous for the world and without the USA or the USSR losing face. This led to improved relations between the two countries. **OR** • It was not all that successful. In 1961 the US government backed Cuban exiles to invade Cuba and remove Castro. It was very badly planned and was a disaster. This was not good for the USA because it made Kennedy look weak and incompetent and pushed Castro closer to the Soviet Union. This led to Soviet missiles being placed in Cuba.		

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Question	Answer	Marks	Guidance
8(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • President Kennedy imposed a naval quarantine on Cuba. • In the Cuban Missile Crisis Soviet missiles were removed from Cuba. • In the Cuban Missile Crisis Kennedy avoided nuclear war. • A hotline was set up between the USA and the USSR. • The USA agreed to remove its missiles from Turkey and Italy. • The Bay of Pigs was a disaster for the USA. • US actions in the Bay of Pigs invasion led to the Cuban Missile Crisis. • The Bay of Pigs damaged the prestige of the USA and of Kennedy. • After the Bay of Pigs, the USA made several failed attempts to kill Castro and overthrow his government. • In 1962 the USA put a trade embargo on Cuba which worsened relations between the countries. • Cuba remained a communist country. • After the Cuban Missile Crisis the USA still had a communist island off its coast. **Level 1 – Writes about the topic but does not address the question. 1 mark** • There was much going on in this period between the USA and Cuba. This included the Bay of Pigs and the Cuban Missile Crisis. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

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Question	Answer	Marks	Guidance
	SECTION B: DEPTH STUDIES		
	Depth Study A: The First World War, 1914–18		
9(a)	**Describe events in South West Africa during the First World War.** **One mark for each relevant point.** Responses may include the following: • South Africa launched a campaign to take South West Africa from the Germans. • South African troops aimed to prevent the German navy using the ports of South West Africa. • Botha, the South African Prime Minister, led the South African forces. • South Africa defeated the German forces. • German forces surrendered in July 1915.	**4**	

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Question	Answer	Marks	Guidance
9(b)	**Why was Japan involved in the First World War?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • Japan hoped that by being involved in the First World War its prestige would be increased. Japan had recently modernised and developed a lot of industry. It wanted to be recognised as a world power and hoped that its role in the war would help this. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • Japan hoped to gain territory in China and the Pacific. • To seize German possessions. • Japan hoped to become a great power. • This was because of the Anglo-Japanese Alliance. • Britain asked for Japan's support. • To assert its dominance in East Asia and the Pacific. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Japan thought this would be a good idea and would be to Japan's advantage. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**	

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Question	Answer	Marks	Guidance
9(c)	**How important was T E Lawrence in the success of the Arab Revolt? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Overall, the Arab Revolt did help the Allies in the war, and this was mainly possible because of Lawrence's relations with them. He was also the one who persuaded the British to support the revolt and this helped its success. However, his account of his activities exaggerated his exploits and his importance. There were other British officers working with the Arabs. Finally, the Arabs did not succeed in getting what they wanted from the revolt and Lawrence felt he had failed and let them down. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
9(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • He was very important because he ensured that the Arabs' actions served British interests. By organising the disruption of Turkish supply lines and lines of communication he forced the Turks to send large numbers of their troops to deal with these problems. This took the troops away from the main fronts which helped the British. **OR** • Lawrence was not that important. In the book he wrote after the war he created a myth about himself which led to the belief that he was much more important than he really was. There were other British officers that were just as important and in the end he did not lead the Arabs to success because they were not given what he had promised them – an independent state. **Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • He was the contact between the British and the Arabs. • He advised the Arab leader Emir Feisal. • He helped align Arab activities with British objectives. • He led the Arabs to take the port of Aqaba. • He led attacks on Turkish supply lines like the railways. • His importance was exaggerated by his book. • He failed to get the Arabs an independent state. • The Arab leaders were also very important.		

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Question	Answer	Marks	Guidance
9(c)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • He was a very important figure and built up a great reputation for himself. After the war he wrote a book about it, making himself a great hero. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

Question	Answer	Marks	Guidance
10(a)	**Describe events on the Eastern Front in 1914.** **One mark for each relevant point.** Responses may include the following: • Fighting on the Eastern Front was more mobile than in the west. • The Russians launched attacks against the Germans in East Prussia in August. • The Russians attacked Austrian Galicia and had successes. • The Germans had a great victory over the Russians in the Battle of Tannenberg. • The Russians were defeated at the first Battle of the Masurian Lakes. • The Russian advances were stopped. • The Germans moved troops from the Western Front to the Eastern Front.	**4**	

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Question	Answer	Marks	Guidance
10(b)	**Why did the Allied Gallipoli campaign fail?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • It failed because the Turks organised very strong defences. This was partly because of the naval attack which warned them of the coming assault and so they had time to prepare their defences. The Turks had well trained troops who were well led, and they had created very strong trenches. They also held the high ground which gave them enormous advantages over the Allied forces who landed on the beaches. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • There was strong resistance by the Turks. • The Turks held the high ground. • The conditions were terrible with lots of disease. • The Allied commanders were incompetent. • The Allied troops were not properly equipped for such an assault. • It was difficult to set up supply lines for the troops. • The campaign was poorly planned with unclear aims. • The Allied troops were trapped on the beach. • The naval attack gave the Turks warning of the planned assault. • The Anzacs landed on the wrong beach.	**6**	

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Question	Answer	Marks	Guidance
10(b)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • The Gallipoli campaign was a terrible disaster with many Allied troops dying. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		
10(c)	**'Germany's U-boat campaign was a success.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • The effectiveness of the U-boat campaign has to be judged in two ways. It was very successful in the first half of the war and put Britain in real danger of running out of food and supplies. However, Britain then found ways to deal with the U-boats and in the end it was not successful as supplies and soldiers were getting through across the Atlantic. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
10(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The campaign was a success because the German U-boats sunk thousands of merchant ships that were bringing supplies to Britain from the USA. A number of warships were also sunk. In 1917 Britain was near defeat because of the campaign. Britain was running out of food such as wheat and supplies for the war effort. It was thought that it only had enough supplies for a few months. This shows how successful the campaign was. **OR** • The campaign was a failure. This was mainly due to Britain making a lot of use of the convoy system. This is where many merchant ships crossed the Atlantic in groups, protected by warships. This protection made it more dangerous for the U-boats. Attacking a convoy was much more difficult than picking off isolated merchant ships that had no protection. The success of the Allied tactics led to tens of thousands of American troops being transported to Europe.		

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Question	Answer	Marks	Guidance
10(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Thousands of merchant ships were sunk. • By 1917 Britain was running out of supplies. • The use of the convoy system helped defeat the U–boats. • The use of better anti-submarine weapons like depth charges and aircraft patrols helped defeat the U–boats. • The campaign helped lead the USA to declare war on Germany. • Many U–boats were sunk. • By 1918 the U–boat campaign had been defeated and US troops were transported to Europe. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The U–boat campaign was where German submarines tried to sink merchant ships. It was an important part of the fighting in the First World War. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

Question	Answer	Marks	Guidance
	Depth Study B: Germany, 1918–45		
11(a)	**Describe Goebbels' role in the Nazi Party from 1924 to 1933.** **One mark for each relevant point.** Responses may include the following: • His role was to increase the popularity of the Nazis. • He became Gauleiter of Berlin. • He built the organisation of the Nazi Party. • He was in charge of Nazi propaganda. • He organised rallies and poster campaigns. (Extra mark for mentioning the Nuremberg rallies.) • He used radio and film to get Nazi propaganda across to the people. • He organised Nazi election campaigns. • He presented Hitler as a strong and effective leader. • In 1933 he became Minister of Public Enlightenment and Propaganda in the German government. • His propaganda won many Germans over to the Nazi cause.	**4**	A straightforward listing of methods (e.g. posters, radios, film) should be rewarded with one mark. If these are expanded (e.g. making cheap radios available) an additional mark can be awarded. Do not reward beyond the end of 1933.

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Question	Answer	Marks	Guidance
11(b)	**Why did the Munich Putsch have damaging consequences for the Nazi Party?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • It had damaging consequences because the attempt to overthrow the government was such a humiliating disaster. The Nazis marched on Berlin but made a complete mess of things. They failed to take control of key parts of the city and gave the authorities time to organise their defences in Munich. When the Nazis met the soldiers, sixteen Nazis were killed and the Nazis, including Hitler, fled. This made the Nazis look like a disorganised rabble who ran away from any serious fighting.	**6**	

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Question	Answer	Marks	Guidance
11(b)	**Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • The attempted coup failed. • The Nazi Party was humiliated. • They lost support because of their use of violence. • Sixteen Nazis were killed. • The Nazi Party was banned. • Hitler was found guilty of treason. • Hitler was sentenced to five years in prison. • Hitler was banned from public speaking. • The Nazi Party was not very active for a number of years. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The Munich Putsch was an attempt by the Hitler and the Nazis to overthrow the Bavarian government and then the German national government. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

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Question	Answer	Marks	Guidance
11(c)	**How important was the Reichstag Fire in Hitler's consolidation of power in the years 1933–34? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although other developments like the Enabling Act and the Night of the Long Knives were important, the Reichstag Fire was the key to Hitler's consolidation of power. This was because it enabled him to take extra powers to deal with opponents and it helped him win the election in March which enabled him to turn himself into a dictator. All this came from the Reichstag Fire. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
11(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • It was very important indeed because it gave Hitler the excuse to pass a law that stopped free speech and the freedom of the press and let Hitler put political opponents in prison without trial. This meant that he could get rid of any opposition such as the communists. This made his hold on power much stronger and helped him in the election in March 1933. **OR** • The Night of the Long Knives was more important in Hitler's consolidation of power. Röhm and the SA were a real threat to Hitler. Röhm wanted Hitler to follow more radical policies and also demanded that the SA take over control of the army. The SA was very powerful and Röhm could use it against Hitler. Hitler also needed the support of the Germany army. Hitler, therefore, had good reasons to assassinate Röhm. This made Hitler much safer in power.		

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Question	Answer	Marks	Guidance
11(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • He was given emergency powers by President Hindenburg under the Reichstag Fire Decree. • It enabled him to ban free speech and lock up political opponents. • It enabled him to discredit and arrest political opponents. • It helped him do well in the March election. • The Enabling Act meant that Hitler could bypass the Reichstag. • He used the SA and the SS to intimidate opponents. • The Night of the Long Knives got rid of the threat from the SA. • Propaganda was widely used. • Hitler set up the Gestapo. • Trade unions were banned. • The German Labour Front was set up. • All political parties were banned. • A process of Nazification of all aspects of the German state began. • The Civil Service was purged. • The death of Hindenburg led to Hitler combining the posts of president and chancellor. • The army swore an oath of loyalty to Hitler. **Level 1 – Writes about the topic but does not address the question. 1** • The German parliament building was burned down in the Reichstag Fire. Accept all valid responses. **Level 0 – No creditable response. 0**		

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Question	Answer	Marks	Guidance
12(a)	**What was Germany's 'war economy'?** **One mark for each relevant point.** Responses may include the following: • The whole of the German economy was focused on the war effort. • Germany aimed for self-sufficiency (autarky). • The Four-Year Plan was introduced in 1936. • Workers were moved to war industries. • The production of weapons was increased. • Businesses that did not contribute to the war effort were shut down. • Slave labour and prisoners of war were used. • Wages were frozen. • Consumer spending was reduced. • Women were reintroduced into the workforce. • Rationing was introduced. • Albert Speer made it more efficient. • It eventually caused economic stagnation and collapse.	**4**	

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Question	Answer	Marks	Guidance
12(b)	**Why did some young Germans oppose the Nazis?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • Some of them, like the Edelweiss Pirates, opposed the Nazis because they hated the Hitler Youth and all it stood for. They disliked the discipline and military nature of the Hitler Youth where young Germans were indoctrinated into Nazi ideas and the boys were trained to be soldiers to fight in the war. The Pirates often attacked members of the Hitler Youth. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • They did not like their lives being controlled by the Nazis. • Those in the Swing Movement wanted freedom to listen to American music and dress as they liked. • The Edelweiss Pirates disliked the discipline of the Hitler Youth. • The White Rose disliked the beliefs of the Nazis, especially their antisemitism. **Level 1 – Writes about the topic but does not address the question. 1** Some young people in Germany were against the Nazis because they did not agree with their policies. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**	

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Question	Answer	Marks	Guidance
12(c)	**The Final Solution took place because of the impact of war.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • There were many reasons why the Final Solution took place and it is difficult to say that one was more important than another. Hitler's hatred of Jews and antisemitism in Germany were fundamental. The Final Solution would not have happened without them. However, they were not enough by themselves and the military successes in the East and the invasion of Russia provided an enormous impetus which helped bring it about. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
12(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The invasion of Russia was important. For the Nazis the invasion of Russia was about destroying the Jews and communists in Russia and winning land for 'living space'. At first the German advance into Russia was rapid. This meant that they took over land with many Jews living there. To deal with them, killing squads followed the German army and slaughtered the Jews they came across. They used mass shootings to kill them. They also slaughtered Slavs and Roma, and indeed anyone that the Nazis thought were inferior. The Nazis wanted this land as living space for Germans, and so the more land they won, the more people they had to murder. **OR** • The Final Solution could not have happened without the antisemitism of many people in Germany. There were many collaborators who helped the persecution and murder. This ranged from denouncing neighbours or work colleagues to actively taking part or just turning a blind eye to what was going on.		

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Question	Answer	Marks	Guidance
12(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • It took place because of the invasion of Russia. • It took place because of the invasion of Poland. • Collaborators in Germany and the occupied countries. • The failure to carry out the Madagascar Plan. • The Wannsee Conference of 1942. • The Nazis wanted 'living space' for Germany to expand into. • It was because of Hitler's beliefs about the Jews. • Jews were blamed for the defeat in WW1 and the Treaty of Versailles. • Beliefs about non-Aryans and inferior races. • Antisemitism was prevalent in Germany at the time. • There had been increasing persecution of the Jews in Germany from 1933 onwards. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The Final Solution was the Nazi plan to wipe out the Jews in Europe. Six million Jews were slaughtered by the Nazis. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

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Question	Answer	Marks	Guidance
	Depth Study C: Russia, 1905–41		
13(a)	**Describe the Bolshevik takeover in Petrograd in November 1917.** **One mark for each relevant point.** Responses may include the following: • Lenin oversaw the takeover of power. • Lenin chose the timing of the takeover. • The military planning was led by Trotsky. • The Military Revolutionary Committee was formed. • The Kronstadt sailors supported the Bolsheviks. • Kerensky ordered the arrest of Bolshevik leaders. • The 'Aurora' fired the starting signal. • The Red Guards attacked the Winter Palace. • The Red Guards defeated the Women's Death Battalion. • Bolsheviks occupied key points such as bridges and railway stations. • The majority of the troops remained in their barracks and did little to stop the Bolsheviks. • Members of the Provisional Government were arrested. • There was little violence and killing. • Lenin issued the Decree on Land and the Decree on Peace.	**4**	Maximum of 2 marks for places occupied

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Question	Answer	Marks	Guidance
13(b)	**Why did the Provisional Government fail?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • The Provisional Government failed because it supported Russia continuing in the First World War. This was a big mistake. The casualty figures were very high and the war was becoming very unpopular. It was causing enormous economic hardships for the people. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • It failed to alleviate wartime suffering. • It failed to introduce land reforms. • Shortages of food and prices rising fast. • It continued fighting in the First World War. • The June Offensive was a failure. • It was not elected which gave it no authority. • The Provisional Government was only temporary. • It had to share power with the Petrograd Soviet. • The Bolsheviks were armed to deal with the Kornilov Revolt. • Bolsheviks were released from prison. • Lenin's promise of peace, land and bread.	**6**	

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Question	Answer	Marks	Guidance
13(b)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • The Provisional Government was in power from March to October 1917. Its job was to organise elections for a Constituent Assembly. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		
13(c)	**'Trotsky was the main reason why the Bolsheviks won the Civil War.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although Trotsky was very important in organising the war effort of the Bolsheviks and turning the Red Army into a fighting force, the Whites had many strengths and could have won if they had not made so many mistakes. In particular, their inability to coordinate their efforts doomed them to failure as they could be picked off one by one. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
13(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • Trotsky made the Red Army into a tough fighting force that was very effective. He did this by harsh discipline which ensured he controlled the army and soldiers did what he wanted. Officers were executed if they were guilty of cowardice or treachery. He also produced lots of effective propaganda to win loyalty. **OR** • The main reason why the Bolsheviks won the Civil War was the divisions between the different groups in the White forces. The leaders of these different groups competed between themselves for control. They failed to coordinate their movements and attacks. This meant that the Red Army could deal with them one by one. **Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • He created the Red Army. • He introduced harsh discipline into the Red Army. • He used commissars to win the loyalty of the soldiers. • He visited the troops to inspire loyalty. • War communism helped the Bolsheviks win. • Lenin used terror to enforce internal discipline. • The Whites lost support because of their brutality. • The Whites were divided between Tsarists, Mensheviks and other groups. • Foreign support for the Whites ended after the First World War.		

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Question	Answer	Marks	Guidance
13(c)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • The Civil War was won by the Bolsheviks. This meant that they would rule Russia and that it would be communist. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

Question	Answer	Marks	Guidance
14(a)	**Describe Stalin's treatment of the different nationalities within the Soviet Union.** **One mark for each relevant point.** Responses may include the following: • At first different languages and cultures were supported. • Ethnic groups like Crimean Tartars were deported to areas like Central Asia. • Stalin was suspicious of them not being loyal. • Stalin introduced Russification – forcing the Russian language on different nationalities. • After they had been deported, they were treated as second class citizens with few rights. • Many Cossacks were slaughtered.	**4**	Maximum of 2 marks for groups which suffered discrimination (e.g. Ukrainians, Koreans, Crimean Tartars, Chechens, Poles).

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Question	Answer	Marks	Guidance
14(b)	**Why did Stalin introduce collectivisation?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • He introduced collectivisation to increase the amount of food being produced. Stalin wanted to make Russia a great industrial state but for this to happen he needed to feed the factory workers. Russian farming was out of date and inefficient. Through collectivisation Stalin thought that he could introduce modern machinery and methods to feed the industrial workers and even have a surplus to sell abroad. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • He did this to modernise Soviet farming. • He wanted to increase the amount of food being produced. • He wanted to increase state control over the countryside. • Stalin wanted to break the power of the kulaks. • He wanted to export food to get foreign currency. • He wanted to introduce modern machinery and methods. • He wanted to end the New Economic Policy (NEP).	**6**	

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Question	Answer	Marks	Guidance
14(b)	**Level 1 –Writes about the topic but does not address the question. 1 mark** • Collectivisation was the creating of huge farms. The problem was that this policy caused famines and deaths. **Level 0 – No creditable response. 0 marks**		
14(c)	**'The Russian people benefited from Stalin's industrial policies.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although the USSR as a whole benefited from Stalin's industrial policies by being turned into a modern industrial state that could begin to rival other countries, it is difficult to say that the individual workers benefited because their working conditions were so harsh and their pay was not going up. The one exception to this was women who had a lot more freedom to work and earn money. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	Do not accept collectivisation in answers to this question.

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Question	Answer	Marks	Guidance
14(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • One big benefit was for women. Far more women entered the labour force and this helped them improve their standard of living. An important advance was more women getting professional jobs like engineers and doctors. Creches were provided so that they could have children as well as work. They were also given paid holidays. By the end of the 1930s nearly half the workforce were women. **OR** • Stalin's policies did not benefit all workers. Workers were driven hard to meet tough targets. Discipline at work was often harsh if they did not meet the targets. They could be fined, lose their jobs or even be arrested. Another problem was that in the 1930s wages actually fell. So, workers had to work harder for less money.		

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Question	Answer	Marks	Guidance
14(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • More jobs were created and there was little unemployment. • Some workers in urban areas had a higher standard of living. • Women were given more opportunities to work. • Free healthcare and education were provided for workers. • There were more opportunities to become engineers and doctors. • Women could enter the professions. • Workers faced strict discipline and harsh punishments. • Working conditions were often poor. • The wages of workers actually went down. • Living conditions were overcrowded. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Stalin introduced new industrial policies through his Five-Year Plans. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

Question	Answer	Marks	Guidance
	Depth Study D: The United States, 1919–41		
15(a)	**Describe changes to the lives of some American women in the 1920s.** **One mark for each relevant point.** Responses may include the following: • Women got the vote. • Housework was made easier by fridges and vacuum cleaners. • There were more jobs in offices and factories for women. • They had more social freedoms like drinking and/or smoking in public. • Flappers wore new fashions and had more freedom. • Women were able to go out without a chaperone, for example to the cinema.	**4**	Do not reward standalone statements such as 'women had more freedom'. One mark only for domestic appliances (even if several are included). Drinking and smoking must be 'in public' unless used as supporting detail for another change in women's lives, e.g. flappers.

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Question	Answer	Marks	Guidance
15(b)	**Why did people join the Ku Klux Klan (KKK) in the 1920s?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • People joined the KKK because they disliked the changes that were taking place in American society. They thought that it was becoming immoral through new ideas and trends. They also believed that the American way of life was being destroyed by too many immigrants entering the country. They thought they were taking jobs away from Americans and would pollute the 'racial purity' of the American people. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • They joined because they believed that white people were superior. • They joined to oppose immigration. • They joined to protect what they saw as the 'American way of life'. • They joined because they disliked Catholics. • They hated African Americans. • They joined because they thought American society was becoming immoral.	**6**	Do not credit above L1 descriptions of what the KKK did, e.g. parades, intimidation, lynchings.

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Question	Answer	Marks	Guidance
15(b)	**Level 1 –Writes about the topic but does not address the question. 1 mark** • The KKK wore white cloaks and carried burning crosses. They held mass parades. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		
15(c)	**How far was Prohibition a failure? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although Prohibition did lead to less consumption of alcohol and better health for many people, its implementation had not really been supported by the American public, many of whom broke the law to keep on drinking. It also led to an increase in crime. Roosevelt's move to repeal it in 1933 was very popular. Overall, it was a failure. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
15(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • Prohibition was a complete failure. In fact, it was a disaster. Criminal gangs took over the production and supply of alcohol with many of the public going along with it. The gangs fought with each other. For example, Al Capone had an empire of crime including bootlegging, bribery and protection rackets and was involved in violence like the St Valentine's Day Massacre. Prohibition led to an upsurge in crime and violence, and the drinking did not stop. **OR** • Prohibition did lead to a fall in drinking alcohol, as much as a 70% fall. There was also less drunkenness and fewer people arrested for getting drunk. This led to better health with fewer people suffering from cirrhosis. There was an overall improvement in public health. Another success was that the campaign for it gave some women political skills and confidence which led more women to get involved in politics.		

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Question	Answer	Marks	Guidance
15(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Prohibition agents were easily bribed. • It led to more organised crime and the growth of gangs. • There was an increase in violence. • Alcohol continued to be supplied and was drunk. • Many Americans did not like the restriction on their personal freedom. • Ordinary people were quite willing to break the law and use speakeasies. • Some Americans made their own alcohol (moonshine). • The consumption of alcohol did go down. • There was less drunkenness. • Public health improved with fewer suffering from complaints such as cirrhosis. • The debate over Prohibition led to more attention being paid to women's views. • Women gained important skills while in the temperance movement. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Prohibition was an attempt to ban producing, supplying and selling alcoholic drinks. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

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Question	Answer	Marks	Guidance
16(a)	**Describe the weaknesses of the US economy by 1929.** **One mark for each relevant point.** Responses may include the following: • A lot of people were in debt. • There was overproduction in farming. • Farmers were going bankrupt. • The banking system was not regulated enough. • Banks were lending too much money. • Industry was making more goods than people could buy. • Traditional industries like coal mining were struggling because electricity was taking over. • There was a massive inequality of wealth. • There was much unrest among workers. • Protective tariffs caused problems with international trade. • Buying on credit led to speculation. • Buying on the margin led to financial instability.	**4**	

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Question	Answer	Marks	Guidance
16(b)	**Why was the banking crisis so important?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • It was important because banks were failing. People lost confidence because of the depression and tried to withdraw all their money. The banks did not have enough money readily at hand and so had to close. This led to less money around which caused businesses to fail and unemployment. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • People lost confidence in banks. • It led to a big decrease in the availability of credit. • The money contraction deepened the depression. • People tried to get their money out of the banks. • Banks failed and could not lend money. • The lack of money caused unemployment as a result of business closures. • The crisis led to a drop in industrial production and prices.	**6**	

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Question	Answer	Marks	Guidance
16(b)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • The banking crisis had to be dealt with by the US government in the Emergency Banking Act. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		
16(c)	**'Roosevelt won the1932 election because of the nature of his campaign.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. Roosevelt did conduct a very effective campaign in the election. However, it is difficult to see how he could have lost the election. This is because of the dreadful state of the country with mass employment and many people's lives ruined. On top of this, there was Hoover's failure to deal with the hardship and all the problems facing the country. Even if Roosevelt had run an ordinary campaign, he would still have won. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
16(c)	**Level 3 – Explains one side. 4–6** One Level 3 mark for each explanation. • Roosevelt ran a much better campaign than Hoover. He was cheerful and optimistic, making himself visible to the public and making lots of speeches to the people of America. His campaign gave people hope. He was energetic and positive. Even the fact that he used a wheelchair helped him because it showed someone who was fighting hardship and problems. **OR** • The reason Roosevelt won was because Hoover had done little to help people in hardship in the depression. This made it look as if he did not care about the people who were suffering and this was made worse by his handling of the Bonus Marchers. When he made promises, people no longer believed him because he had done so little to help people. His argument, that government intervention was not the solution and that rugged individualism was, did not win voters over to him		

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Question	Answer	Marks	Guidance
16(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Roosevelt's campaign was positive and gave people hope. • Roosevelt promised a 'New Deal' with jobs and welfare help. • Roosevelt's promise of the 'Three Rs' – relief, recovery and reform. • Roosevelt showed people that he cared about them. • Roosevelt travelled around the country. • Roosevelt was a highly effective speaker and made successful use of the radio. • Roosevelt responded to voters' wishes for change and bold leadership. • Roosevelt promised to end Prohibition. • The fact that he had dealt with adversity (polio) impressed many Americans who were now dealing with their own hardships. • Hoover was blamed for the depression. • Hoover did little to help people in the depression. • Hoover had the Bonus Marchers' Hooverville destroyed. • The Hoovervilles clearly associated Hoover with the Depression. • Hoover quickly became known as the 'do-nothing president'.		

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Question	Answer	Marks	Guidance
16(c)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • The election of 1932 was won by Roosevelt and he became President of the USA. He had a tough job because the USA was in a terrible state at the time. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

Question	Answer	Marks	Guidance
	Depth Study E: The Second World War in Europe and the Asia-Pacific, 1939 – c.1945		
17(a)	**Describe the methods used by Japan to attack Pearl Harbor.** **One mark for each relevant point.** Responses may include the following: • Midget submarines were used to attack the ships. • Aircraft carriers were used to launch aircraft at Pearl Harbor. • Torpedo planes and dive bombers were used. • The powerful battleships were the main target. • Airstrips and storage areas were also attacked. • Surprise was used with complete radio silence.	**4**	

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Question	Answer	Marks	Guidance
17(b)	**Why did Japan attack Pearl Harbor?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • Japan attacked Pearl Harbor to destroy the US fleet. The reason for this was that Japan wanted to build an empire in the Pacific and Asia. The USA and its large fleet at Pearl Harbor was an obstacle to this and so the Japanese thought that by destroying US power in the area Japan would be able to go ahead and expand. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • To destroy the US fleet in the Pacific. • To allow it to expand in the Pacific and Southeast Asia. • To allow it to invade countries that had oil. • The US had imposed sanctions on Japan. • The US was in the way of Japanese expansion. • To achieve a quick victory over the US. **Level 1 –Writes about the topic but does not address the question. 1 mark** • The attack on Pearl Harbor was devastating. It angered the USA and had lots of consequences. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**	

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Question	Answer	Marks	Guidance
17(c)	**'Singapore fell because of the speed with which the Japanese advanced through the Malayan jungle.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far' 10 marks** One explanation or more on each side. • The Allied troops had expected an attack from the sea and were caught by surprise by a land attack and by the speed of the Japanese. However, the troops in Singapore were so badly trained and equipped and their morale was so low that Singapore would have probably fallen anyway. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
17(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The main reason for the fall of Singapore was that the British were expecting an attack by sea. As a result, the defences of Singapore were designed for seaborne attacks. However, the Japanese attacked through the Malayan jungle and caught the forces in Singapore unprepared. They used bikes to travel through the Malayan jungle at incredible speed which caught the Allies by surprise. They had thought it was virtually impossible to get through the jungle. When the Japanese reached Singapore it caught the Allies by surprise. They were not ready for such an attack over land. **OR** • The Allied troops in Singapore were in a desperate situation and were not capable of defending Singapore. Many were not properly trained and were inexperienced. They were not armed as well as the Japanese. Their water supply had been badly damaged and so they were short of water and they were running out of food. On top of this they had little food or petrol. The Japanese bombed Singapore and the Allies had very few planes to counter this. It was not surprising that the Allied troops were unable to defend Singapore.		

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Question	Answer	Marks	Guidance
17(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The Allied troops were demoralised. • The British had little food, water and ammunition. • There was little air support for the troops in Singapore. • The Japanese had a better air force. • British leadership was weak and underestimated the Japanese. • The Japanese used bikes to advance through the jungle quickly. • The Allies had thought it was impossible to attack through the jungle. • The Allies were not expecting an overland attack. • Singapore's defences were for a seaborne attack. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The fall of Singapore was a disaster for the Allies because it was their stronghold in Southeast Asia. Tens of thousands of Allied troops were taken as prisoners of war. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

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Question	Answer	Marks	Guidance
18(a)	**Describe the uprising in Warsaw against the Nazis in 1944.** **One mark for each relevant point.** Responses may include the following: • It was led by the Polish Home Army. • Its aim was to free Warsaw from Nazi control before the Soviets arrived. • The Poles were outnumbered and poorly armed. • Many Polish civilians supported the uprising. • The Germans used heavy artillery and bombing from the air. • Civilians were massacred. • Many Poles were taken to concentration camps. • Warsaw was reduced to ruins. • The Soviets refused to support the uprising.	**4**	

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Question	Answer	Marks	Guidance
18(b)	**Why did the Holocaust largely take place in Poland?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • In 1939 Germany invaded Poland. This meant that over one and a half million more Jews were under German control. In fact, Poland had the largest Jewish community in Europe. The Nazis decided to build their extermination camps near to the people it intended to destroy. This enabled the Nazis to carry out mass murder on a large scale without having to transport many victims over long distances.	**6**	

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Question	Answer	Marks	Guidance
18(b)	**Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • In 1939 Germany invaded Poland. • There were many Jews living in Poland. • Poland was surrounded by countries with large Jewish populations. • Jews could be transported to Poland quickly. • Many of the extermination camps were situated in remote parts of Poland. • Having the extermination camps in Poland enabled the Nazis to hide what was going on from the German people. • There were many Polish military barracks that could be used as camps. • The Germans had control and could do what they wanted in Poland. **Level 1 –Writes about the topic but does not address the question. 1 mark** • Many extermination camps were built in Poland such as Auschwitz and Treblinka. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

Question	Answer	Marks	Guidance
18(c)	**How far did German bombing of British cities achieve its aims? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although the bombing did a lot of damage to British cities, destroying homes and factories, it was not a success. This was because most industries and ports recovered quickly and were soon operating again. Nor did the bombing achieve its main aim – to destroy the morale of the British people. In fact, it had the opposite effect and people were determined to go on until Germany had been defeated. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**10**	

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Question	Answer	Marks	Guidance
18(c)	**Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The aim of the German bombing was to break the morale of the British people so that they would put pressure on the government to ask for peace with Germany. This did not work and instead people supported each other and a Blitz spirit developed where people were determined not to be defeated by the Germans. Deaths were limited by evacuating children and ways of coping with the bombing developed with the work of the ARP and the Home Guard. Anti-aircraft guns were improved as was radar. **OR** • Many major cities and industries were bombed and tens of thousands of civilians were killed. Cities like London, Bristol and Plymouth were badly damaged and the whole of the centre of Coventry was destroyed. People's homes were destroyed and there was damage to ports and industries. There was some reduction in the production of armaments, with cities like Birmingham taking months to recover and resume production.		

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Question	Answer	Marks	Guidance
18(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • It led to the development of the Blitz spirit. • Industrial output actually went up. • Ports continued to operate. • Ways of coping with the bombing improved. • Some industries were dispersed to new locations. • Tens of thousands of civilians were killed. • People's homes were destroyed. • Some cities such as Coventry were badly damaged. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The bombing of British cities was very heavy especially during the Blitz in 1940 to 1941. Cities like London and Belfast were bombed. Accept all valid responses. **Level 0 – No creditable response. 0 marks**		

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