



Cambridge IGCSE™ (9–1)

HISTORY

0977/01

Paper 1 Structured Questions

For examination from 2024

MARK SCHEME

Maximum Mark: 60

Specimen

This document has **50** pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptions.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptions in mind.

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.

Table A: 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

Table B: 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

Question	Answer	Marks
1(a)	<p>Describe the Hungarian Revolution of 1848–49.</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Kossuth demanded independence for Hungary. [1] • Kossuth declared Hungary an independent republic [1] in April 1849. [1] • Kossuth became president. [1] • The Croats invaded Magyar territory [1] supported by the Austrians. [1] • The Austrians asked the Russians to help defeat Kossuth's forces. [1] • Kossuth's forces could not resist the troops of Tsar Nicholas I. [1] 	4
1(b)	<p>Why were attempts to unify Germany in 1848–49 unsuccessful?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> • When the position of German Emperor was offered to Frederick William IV, he refused it because it had not been offered by his fellow heads of state. He said the offer had come from the gutter. This meant that there was no chance of Germany being unified as Frederick William IV was the only credible choice. <p>Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • The revolution in Prussia failed. • The liberals wanted to draft a constitution while the radicals wanted a law-making parliament. • Frederick William IV turned down the crown as German Emperor. • Austria was able to re-assert its influence. <p>Level 1: Writes about the topic but does not address the question. 1 mark</p> <ul style="list-style-type: none"> • Frederick William IV was the King of Prussia. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
1(c)	<p>‘The 1848 revolution brought little change to France.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> Although the revolution appeared to make significant political changes in the short term, Louis Napoleon became Emperor so power remained largely in the hands of one person. This meant that although many things had changed, in the most important aspect of all France was still governed by an absolute ruler so the demands for real political change were not met. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> The changes made were not very far-reaching in terms of providing benefits for the working class. The National Workshops which had provided work for the unemployed were closed as part of a reaction to the revolution. This closure was led by the French army and resulted in fighting in the streets where many workers were killed. As such, far from bringing change, people were still suffering. <p>OR</p> <ul style="list-style-type: none"> The revolution in France brought some changes. The revolutionaries overthrew the monarch. Louis Napoleon became President and then Emperor. Once he was in power he introduced sweeping social reforms. He set about improving Paris by clearing slums, building sewers and providing piped water. He improved education, the railways and farming; all of which were great improvements for France. <p>Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> All men over 21 were given the vote. Louis Napoleon was elected the President of the new Republic. He started building works to make France great again. National Workshops were closed down. 	10

Question	Answer	Marks
1(c)	<p>Level 1: Writes about the topic but does not address the question. 1 mark</p> <ul style="list-style-type: none"> Lots of people were killed in fighting in Paris. <p>Accept all valid responses.</p>	

Question	Answer	Marks
2(a)	<p>Describe political events in Rome in 1848–49.</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> Pope Pius passed reforms [1] such as introducing non-churchmen into his government. [1] Pius released political prisoners. [1] Pius issued his Allocution [1] saying he did not want to be the leader of an Italian confederation. [1] There was an uprising against the Pope. [1] Mazzini became part of the triumvirate ruling Rome. [1] A French army laid siege to Rome [1] with Garibaldi leading the resistance to the French. [1] 	4

Question	Answer	Marks
2(b)	<p>Why was Garibaldi important to Italian unification?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> • Garibaldi was very important because in 1860 he conquered Sicily and then went on to take Naples. His decision to hand over all these gains in the south of Italy to Piedmont was crucial to unification. Piedmont already ruled much of northern Italy and when Garibaldi handed over his conquests it meant much of Italy was now under the rule of the same monarch. It forced Piedmont to consider unifying the whole of Italy which it had not really aimed at before. By paving the way for this consideration, Garibaldi was therefore very important. <p>Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • Garibaldi's actions with the Thousand inspired many Italians to support unification. • Garibaldi's conquest of Sicily and Naples helped bring about Italian unification. • Garibaldi's exploits made him an international hero and this strengthened the cause of Italian unification. • Garibaldi's actions forced Cavour to consider Italian unification. • Garibaldi forced Cavour to act in the south. <p>Level 1: Writes about the topic but does not address the question. 1 mark</p> <ul style="list-style-type: none"> • Garibaldi led an expedition to Sicily. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
2(c)	<p>‘Foreign powers held back moves towards Italian unification.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> Foreign powers appeared to hold back the process of unification in the short term. For instance, Austria was important in defeating early attempts to unify Italy because it suited Austrian interests to do so. However, in the longer term, foreign intervention and foreign rule actually helped to motivate Garibaldi to drive out foreign influences and this prompted him to free Sicily and Naples from French influence. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> Austria held up unification. Austria dominated Italy until the late 1850s. It was in Austria’s interests to keep Italy divided and to keep control of its provinces in Italy. It received much of its tax income from its Italian lands and Italian independence might threaten the stability of the rest of the Austrian Empire. Therefore, when the Austrian army was in retreat in 1848, the Austrians sent reinforcements and Charles Albert was defeated at Custoza. Austria was determined to hold on to its Italian lands and keep Italy divided. <p>OR</p> <ul style="list-style-type: none"> Napoleon III was helpful to Italian unification. He made a secret agreement with Cavour to help drive Austria out of Lombardy. This was important as Piedmont was not strong enough on its own to defeat Austria. Once Austria was driven out of Lombardy it was given to Piedmont. By facilitating this course of action, Napoleon III was instrumental in bringing about Italian unification. <p>Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> Most countries wanted to keep the balance of power and this meant helping Austria to hold on to its power. Italy was valuable for Austrian income. Napoleon III made an agreement with Cavour. Garibaldi wanted to drive the French out of southern Italy. Napoleon helped Cavour defeat Austria. 	10

Question	Answer	Marks
2(c)	<p>Level 1: Writes about the topic but does not address the question. 1 mark</p> <ul style="list-style-type: none"> It was difficult for Italy to be unified as it was made up of different states. <p>Accept all valid responses.</p>	

Question	Answer	Marks
3(a)	<p>What were the terms of the 1850 Compromise?</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> California was admitted to the Union as a free state. [1] The slave trade was abolished in the District of Columbia. [1] Slavery could still exist in the District of Columbia. [1] The Territory of New Mexico was organised under the rule of popular sovereignty. [1] A harsher Fugitive Slave Act was introduced. [1] Texas gave up much of the western land which it had claimed [1] and received compensation of \$10 000 000 to pay off its national debt. [1] 	4

Question	Answer	Marks
3(b)	<p>Why was the South committed to slavery?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> With the invention of Eli Whitney’s cotton gin and the invention of textile machinery in Britain, there was a great demand for cotton. Growing cotton was labour-intensive and cotton growers in the South made use of slave labour. Cotton owners said that it would not be profitable if they had to pay their labour and it was this financial motivation that committed the South to slavery. <p>Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> The slaves were needed in the cotton plantations. Owners claimed they would not make a profit without slaves. Slavery was seen by some as a benevolent institution that kept slaves fed, clothed and occupied. Slaves were needed in tobacco plantations and general farming. Slaves acted as domestic servants. <p>Level 1: Writes about the topic but does not address the question. 1 mark</p> <ul style="list-style-type: none"> Slaves worked on plantations in the South. <p>Accept all valid responses.</p>	6
3(c)	<p>How beneficial to the South was reconstruction? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> Views on whether reconstruction was beneficial could be dependent on race. A white Southerner might consider reconstruction to be beneficial. Despite the indignity of being under military occupation, the penalties inflicted on the South were comparatively mild. A black Southerner might look at the situation differently. Although now free, ex-slaves were not treated equally, were subject to intimidation by the Ku Klux Klan and had to work as sharecroppers which meant they had little economic independence. 	10

Question	Answer	Marks
3(c)	<p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> • Johnson’s policy was one of reconciliation. The Southern states were allowed to elect legislatures and send senators and representatives to Washington. The Basic Reconstruction Act of 1867 allowed military governors to form governments by universal suffrage. By providing for democratic frameworks of government, reconstruction was an attempt to provide the opportunity of swift recovery following war. <p>OR</p> <ul style="list-style-type: none"> • Carpetbaggers and scalawags were able to take control of the state governments in the South and impose their wishes. They were often corrupt and spendthrift. Confederate leaders were disqualified from voting and old Confederate politicians could not stand for office. Since reconstruction prevented the old leaders from gaining control, while allowing for new corruption to creep in, reconstruction created new problems to deal with. <p>Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • Ex-slaves were now free. • Carpetbaggers took advantage. • White Southerners took the law into their own hands. • The Ku Klux Klan would not accept Black Americans as equal citizens. • Black people were discriminated against and were victims of racial prejudice. <p>Level 1: Writes about the topic but does not address the question. 1 mark</p> <ul style="list-style-type: none"> • Reconstruction was the policy introduced at the end of the Civil War to try and reunify North and South. <p>Accept all valid responses.</p>	

Question	Answer	Marks
4(a)	<p>What was the Alliance System?</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • It divided Europe into two power blocs [1] made up of the Triple Alliance and the Triple Entente. [1] • The Triple Alliance was between Germany, Austria and Italy. [1] • The Triple Entente was between Britain, France and Russia. [1] • Countries in an alliance promised to support each other if they were attacked. [1] • Many alliances contained secret clauses [1] which increased international tension and suspicion. [1] • It had the effect of spreading disputes to involve more countries. [1] 	4
4(b)	<p>Why was there a crisis over Bosnia and Herzegovina in 1908–9?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> • There was a crisis because gradually Austria had taken more and more control over Bosnia and Herzegovina. However, a new pro-Russian regime in Serbia also wanted to take them over. This meant that relations between Austria and Serbia grew worse. When Austria annexed the two territories in 1908, Serbia protested strongly and thought it would be supported by Russia. This protest encouraged tension and created a crisis. <p>Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • Austria annexed Bosnia and Herzegovina. • Russia and Austria met and Austria claimed that Russia had agreed to the annexation. • Serbia had claims over the two provinces as well. • Russia and Serbia protested when Austria annexed Bosnia and Herzegovina. • There was a possibility that Serbia would declare war on Austria in 1908. <p>Level 1: Writes about the topic but does not address the question. 1 mark</p> <ul style="list-style-type: none"> • The crisis began in October 1908. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
4(c)	<p>‘Germany was reluctant to go to war in 1914.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> It can be argued that Germany’s pursuit of Weltpolitik was likely to end in war and Germany deliberately pursued an aggressive policy. However, in the 1920s it became popular not to blame Germany for the First World War because Europe was trying to help reintegrate Germany into the League of Nations and European peace treaties. Despite some European powers trying to placate Germany, there is much evidence to suggest that Germany was behind Austria’s aggressive actions and these turned the July crisis into a war. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> Germany was reluctant to go to war. This can be seen by the fact that the decisive event for Germany was Russian mobilisation. At this stage Germany was not preparing for war. Russia was determined to use the crisis over the assassination to attack Austria. Germany was even trying to mediate between Austria and Serbia. Russian mobilisation changed everything and Germany had to mobilise because of the threat from Russia. In this way, Germany was dragged into war. <p>OR</p> <ul style="list-style-type: none"> Arguably Germany was not reluctant to go to war. It wanted to become a world power and knew that it would have to defeat Russia and France to achieve this. This can be seen by its Schlieffen Plan which it hoped would allow it to defeat France quickly before Russia could mobilise. When the Archduke’s assassination took place, Germany encouraged Austria to provoke Serbia into war. This gave Germany the excuse to launch the war. 	10

Question	Answer	Marks
4(c)	<p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • The Schlieffen Plan shows that Germany was keen on war. • Germany gave Austria the blank cheque and this shows it was keen on war. • Germany wanted to be a world power and was determined to defeat Russia and France. • Germany was forced into war by the Russian mobilisation. • Germany was dragged into war by Austria's actions. • Germany was reluctant to go to war because it was not sure what position Britain would take. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> • The event which sparked the war was the assassination of the Archduke in Sarajevo. <p>Accept all valid responses.</p>	

Question	Answer	Marks
5(a)	<p>What were Wilson's aims in establishing the League of Nations?</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Wilson wanted the League to keep the peace. [1] • Disputes between nations would be resolved by the League. [1] • Wilson wanted the League to improve living and working conditions. [1] • Wilson wanted the League to establish agencies to address humanitarian issues. [1] • Wilson intended the League to encourage disarmament. [1] • Wilson intended that all states would join. [1] 	4

Question	Answer	Marks
5(b)	<p>Why were the German people unhappy with the Treaty of Versailles?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> • The terms which meant a reduction in armaments brought a loss of pride and much resentment. This also contributed to a feeling of insecurity as the proposed size of the army was thought to be too small to defend against a possible French attack. The unease that the Germany people felt is therefore what made them unhappy with the Treaty. <p>Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • Germany was forced to sign the War Guilt Clause. • The reparation payments were thought to be far too high. • Germany was deprived of industrial areas such as the Saar. • Many Germans were now in foreign countries such as Poland. • They were not happy because they were forced to sign it. • They were unhappy that Germany was not allowed to unite with Austria. <p>Level 1: Writes about the topic but does not address the question. 1 mark</p> <ul style="list-style-type: none"> • The Treaty of Versailles was signed in June 1919. <p>Accept all valid responses.</p>	6
5(c)	<p>Who was more satisfied with the Treaty of Versailles: Clemenceau or Lloyd George? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> • Lloyd George was probably more satisfied than Clemenceau. He returned to Britain having secured a more moderate treaty, but at the same time keeping the British public happy because it appeared to them that Germany had been punished. On the other hand, Clemenceau failed to achieve what he wanted and failed to keep the French public happy because they were worried that their eastern border was not secure. They felt that Clemenceau had let them down and in 1920 he lost the presidential election because of this. 	10

Question	Answer	Marks
5(c)	<p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> • Clemenceau was pleased that Germany’s economic power and military capacity had been reduced. The army had been reduced to 100 000 men and conscription had been banned. This made Clemenceau happy because he had seen France invaded twice in his lifetime and he felt that a weakened Germany would therefore not be in a position to invade again. <p>OR</p> <ul style="list-style-type: none"> • Lloyd George was pleased that the reparations Germany had to pay were not as high as France wanted as this meant Germany was still able to trade with Britain. That meant that Britain’s economy would recover more quickly after the war which would enhance the political standing of Lloyd George and his party, especially after such a long period of conflict and economic difficulties. <p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • Clemenceau was pleased to get back Alsace-Lorraine. • Clemenceau was unhappy he had to abandon the idea of an independent Rhineland. • Clemenceau was unhappy that he could not split Germany into small states. • Lloyd George was pleased he had moderated Clemenceau’s approach to Germany. • Lloyd George was pleased to extend the British Empire. • Lloyd George was unhappy that German-speaking people were under the rule of other countries. <p>Level 1: Writes about the topic but does not address the question. 1 mark</p> <ul style="list-style-type: none"> • Germany was punished for starting the war and had to pay reparations. <p>Accept all valid responses.</p>	

Question	Answer	Marks
6(a)	<p>Describe the involvement of German armed forces in the Spanish Civil War.</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Hitler supported the Nationalists [1] from late July 1936. [1] • Transport planes were sent [1] so Franco could move his troops and equipment from Morocco to Spain. [1] • Hitler set up the Condor League. [1] • Hitler's troops tried out new tactics such as carpet bombing [1] of Guernica. [1] • Hitler used 'blitzkrieg' tactics [1] on Bilbao. [1] • Hitler sent naval supplies [1] including U-boats. [1] 	4
6(b)	<p>Why did Hitler take Germany out of the League of Nations in 1933?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> • When Hitler came to power, Germany had been in the League for six years. Germany was still not treated as an equal because no other country had disarmed to the extent that Germany had been forced to in the Treaty of Versailles. A Disarmament Conference was held, but this was soon after the Manchurian Crisis and almost no progress on disarmament was made. As a result, Hitler decided to leave the League because he stated that Germany was not being treated fairly. <p>Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • Hitler wanted to break with the Treaty of Versailles which had set up the League. • Germany was the only country to have disarmed and Hitler thought this was unfair. • Japan had already left the League with no repercussions. • Hitler wanted to rearm Germany and make it great again and the League might stand in his way. <p>Level 1: Writes about the topic but does not address the question. 1 mark</p> <ul style="list-style-type: none"> • The League of Nations was an international organisation and it was meant to preserve peace. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
6(c)	<p>‘The policy of appeasement played a greater part in the outbreak of war in 1939 than the Nazi–Soviet Pact.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more each side.</p> <ul style="list-style-type: none"> • Appeasement played a bigger part because the Pact may never have been drawn up if it had not been for the policy of appeasement. This encouraged Hitler to be more aggressive and Britain and France’s acquiescence to previous aggression over Czechoslovakia may have encouraged Hitler not to take their guarantee to Poland seriously. This encouraged him to make the pact with Stalin which led to Germany’s invasion of Poland. The Pact provided the short-term trigger for the war but the policy of appeasement was partly responsible for the Pact. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> • The fact that Britain and France did not stop Hitler from remilitarising the Rhineland encouraged Hitler to continue building up his forces beyond the Versailles limit and also to start demanding more territory such as Austria. Each step taken by Hitler, without action by Britain and France, gave him confidence that they would not intervene over Czechoslovakia and Poland. By inspiring such confidence, appeasement encouraged war. <p>OR</p> <ul style="list-style-type: none"> • The Nazi–Soviet Pact was bound to lead to war because some of the secret clauses meant that Poland would be taken over by Hitler and Stalin. Britain had warned Hitler that if he invaded Poland, Britain would declare war. Not only did the secret clauses promote the chance of war, but the public agreement between Germany and the Soviet Union also created significant tension between them and Britain which would make a conflict more likely. 	10

Question	Answer	Marks
6(c)	<p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • Appeasement encouraged Hitler to make further demands for territory. • Appeasement allowed Hitler to think that Britain and France would not defend Poland. • The Pact meant Hitler could fight on one front. • The division of Poland in the Pact meant Britain would declare war. • Stalin signed the Pact because he thought Britain and France would not stand up to Hitler. <p>Level 1: Writes about the topic but does not address the question. 1 mark</p> <ul style="list-style-type: none"> • War broke out in 1939 when Hitler invaded Poland. <p>Accept all valid responses.</p>	

Question	Answer	Marks
7(a)	<p>What was the Berlin Airlift?</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • It was a reaction to Stalin's blockade. [1] • Supplies were dropped by plane into West Berlin. [1] • 27 500 trips to Berlin [1] supplied 2 million tons of food and fuel. [1] • It took place in 1948–49. [1] • It lasted for 11 months. [1] • The airlift enabled the Allies to keep control of their sectors of Berlin. [1] 	4

Question	Answer	Marks
7(b)	<p>Why was it harder for the Allies to reach agreement at Potsdam than it had been at Yalta?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> • By the time of the Potsdam Conference, Soviet troops had taken over Eastern Europe. The troops stayed there and it was quite clear that Stalin wanted these areas to become communist like Poland, where he had already established a communist government. This made relations difficult at Potsdam as US President Truman did not accept that the USSR had a right to set up pro-Soviet governments there. With such difficult relations it was therefore much harder to reach agreement. <p>Level 2: Identifies reasons. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • Truman had replaced Roosevelt. • By July 1945, Soviet troops had taken over eastern Europe. • There were disagreements over how to treat a defeated Germany. • Stalin had not allowed free elections in Poland as agreed at Yalta. • The US had developed an atomic bomb. <p>Level 1: Writes about the topic but does not address the question. 1 mark</p> <ul style="list-style-type: none"> • The Allies agreed to put Nazi war criminals on trial. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
7(c)	<p>Who was more to blame for the Cold War, the US or the USSR? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> In some ways it can be argued that both sides were equally to blame. They emerged from the Second World War as the two most powerful countries in the world. However, they had different ideologies and both the US and USSR believed that their own ideology was ‘right’. This meant they were inclined to be suspicious of each other’s motives and this led to increased tension between them. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> The US was to blame. Truman’s attitude towards Stalin was unhelpful and he made it clear he did not trust Stalin. The Truman Doctrine and Marshall Plan were introduced to stop the spread of communism and this only drove the wedge between the US and the USSR deeper. Stalin accused the US of ‘dollar diplomacy’ and of trying to use Europe for its own economic gain. <p>OR</p> <ul style="list-style-type: none"> Soviet actions in Eastern Europe were a major reason for the Cold War. Stalin took over states such as Hungary, Czechoslovakia, Poland and Romania. All these states had communist government imposed on them through rigged elections. Although Stalin claimed he was trying to build up a buffer zone to defend the USSR against attack from the West, the US saw this as expansionism. <p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> Stalin imposed Soviet control on Eastern Europe. Truman introduced the Truman Doctrine. Stalin wanted a buffer zone between the USSR and the West. Truman accused Stalin of expansionism. Stalin accused Truman of ‘dollar diplomacy’. 	10

Question	Answer	Marks
7(c)	<p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> The Cold War was a state of conflict without physical aggression. <p>Accept all valid responses.</p>	

Question	Answer	Marks
8(a)	<p>Describe Soviet control over Hungary before the 1956 uprising.</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> There was press censorship. [1] There was no freedom of expression. [1] Soviet control of education taught a communist version of history. [1] Soviet troops were stationed in Hungary. [1] Cardinal Mindszenty was imprisoned. [1] Any opposition to Soviet control was dealt with by the secret police. [1] 	4
8(b)	<p>Why was Solidarity successful?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> Solidarity had the support of the Catholic Church. Elsewhere in Eastern Europe, communist governments had tried to crush the Christian churches. In Poland, however, the strength of the Catholic religion meant that the government dared not confront the Church for fear of upsetting the people and this allowed Solidarity to thrive. <p>Level 2: Identifies reasons. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> Solidarity was strongest in industries that were the most important to the government. It was successful because of the charismatic appeal of Lech Wałęsa. Wałęsa was careful to avoid provoking a dispute which would bring in the Soviet Union. Solidarity was very popular, with half of all workers belonging to it. Solidarity gained international support, especially in the West. It showed there were organisations capable of resisting a communist government. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> Solidarity began in the shipyards of Poland. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
8(c)	<p>‘The Berlin Wall was more of an advantage to the Western allies than to the Soviet Union.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> In the short term the Wall was more advantageous to the Soviet Union. It prevented skilled workers from leaving East Germany and was a show of strength from the communist government. However, in the long term it benefited the West as it showed that the Soviet system was flawed and unpopular. In this sense the Wall became a very prominent symbol of communist repression. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> The West used the Berlin Wall for propaganda purposes, asking why, if communism was such an ideal system, it was necessary to cage people in East Berlin. In the context of the Cold War, this was positive propaganda for the capitalist system of the West. <p>OR</p> <ul style="list-style-type: none"> Those who were defecting from East Berlin to West Berlin were very often highly skilled workers or well-qualified managers. The communist government could not afford to lose these high-quality people and therefore built the Wall. By making it harder to leave, the USSR therefore retained more skilled people. <p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> The Wall kept skilled workers in East Berlin. It stopped people fleeing from East Germany to the West via West Berlin. The West used the Wall as a propaganda issue. The West suggested communism did not work if people wanted to leave. The Wall prevented western spies entering East Germany. 	10

Question	Answer	Marks
8(c)	<p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> The Berlin Wall was built in August 1961. <p>Accept all valid responses.</p>	

Question	Answer	Marks
9(a)	<p>What was Indian Expeditionary Force A?</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> It was made up of troops from the Indian army. [1] It consisted of two infantry divisions [1] and two cavalry brigades. [1] It arrived in France in September 1914. [1] It was deployed because of the retreat of British forces at Mons. [1] In 1915, it was withdrawn to Mesopotamia. [1] The force was commanded by General Sir James Willcocks. [1] 	4
9(b)	<p>Why was the East Africa campaign challenging for the Indian forces involved?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> The campaign was challenging because of the great distances covered in the battles. Communication was difficult and supplies were often delayed. This meant there was often a lack of access to clean water and food and this enabled diseases such as malaria and Blackwater fever to spread more easily. With the spread of such disease, conditions in the East African campaign were therefore very challenging. <p>Level 2: Identifies reasons. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> The troops had had very little training before they left India but had to fight as soon as they arrived. Many soldiers suffered with diseases such as malaria. Communications were difficult. There were attacks by wild animals. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> The Indian forces fought in Tanganyika. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
9(c)	<p>‘The most important contribution of Canadian troops to the war effort was in the Allied offensive of 1918.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> The Canadian victory at Vimy was the most important contribution because, although Canadian troops were involved in many other areas of the Western Front, this was a major military victory capturing an objective which the Allies had tried and failed to achieve. It was considered a very important achievement for Canada too as men from all parts of the country fought together. The capture of the ridge was a great source of national pride. This was more important than their involvement in the 1918 offensive where they played an important but less significant role. Vimy was their own success and showed how strong and determined they were. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> There were many important contributions made by Canadian troops. They were involved in many of the main battles of the war and gained a reputation for great bravery. In March 1918 cavalry and motorised machine gun units of the Canadian Corps helped hold the line at Amiens, when the Germans launched their last big offensive. They played an important part in the Battle which would eventually lead to the defeat of Germany. <p>OR</p> <ul style="list-style-type: none"> The capture of Vimy Ridge was very important. It was a heavily fortified ridge which was seven kilometres long and which gave the German army a commanding view of the Allied lines. It had withstood all attacks for two years and thousands of French soldiers had been killed trying to capture it. This was also the first time the four Canadian divisions had worked together. They stormed the ridge and overran the Germans all along the front, taking away an advantage that the Germans had previously enjoyed. 	10

Question	Answer	Marks
9(c)	<p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • Canadian troops fought in the Battle of the Somme. • They were involved in many of the battles on the Western Front. • They played an important role in defeating the final German offensive at Amiens. • They gained a reputation for great bravery. • In April 1917 the Canadian forces captured Vimy Ridge. • Vimy Ridge had withstood attacks for two years. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> • Canadian troops fought in many battles. <p>Accept all valid responses.</p>	

Question	Answer	Marks
10(a)	<p>What were the terms of the Treaty of Brest-Litovsk?</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Russia lost a quarter of its population. [1] • Russia lost a quarter of its industry. [1] • Russia lost 90 per cent of its coal mines. [1] • Russia lost a third of a million square miles of land. [1] • Russia had to return to the Ottoman Empire all Turkish lands [1] gained in the Russo–Turkish War. [1] • Russia had to pay a fine [1] of 300 million gold roubles. [1] 	4

Question	Answer	Marks
10(b)	<p>Why did Russia leave the war in 1918?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <p>The Russian army had suffered some huge losses in battles. This sapped morale and led to mutinies and desertion. Even when an offensive went well under Brusilov, it soon finished in defeat with half a million casualties. By 1918, Russian forces had suffered enough with poor leadership, lacking food and weapons, and with heavy casualties. Given all these challenges, ending the war was very attractive for Russia.</p> <p>Level 2: Identifies reasons. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • There were numerous mutinies and mass desertions. • The Russian forces were short of essential supplies including food and weapons. • The Bolsheviks had no intention of continuing the war against Germany. • The Russians had suffered numerous heavy defeats. • The Russians had suffered significant casualties. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> • The Russian army was defeated at Tannenberg in 1914. <p>Accept all valid responses.</p>	6
10(c)	<p>‘The main reason for British men joining the armed forces was patriotism.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> • At the start of the war, men may have joined up for patriotic reasons, or they may have thought that the war would be exciting and over by Christmas. However, whatever their reasons, by 1916 it was clear it would not be a short war, the casualty lists were very long and there were not enough volunteers to replace those who had been killed or injured. The government was forced to introduce conscription as it could not rely on volunteers to fill the ranks. This meant that the main reason men joined the armed forces for the rest of the war was that they had no choice. 	10

Question	Answer	Marks
10(c)	<p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> • Most British soldiers signed up for King and Country. When the army called for volunteers in the first two years, hundreds of thousands signed up. Whatever the horrors of war, most believed they were there to do a job for their country and that the job was worth doing well. Many signed up as groups of friends and these ‘Pals Battalions’ were representative of a strong sense of patriotism. <p>OR</p> <ul style="list-style-type: none"> • Many men had failed to find employment for long periods of time before the war. This was an opportunity to earn regular money and send it back to their families. In the army they were taught skills which could be used in employment after the war. Joining up therefore offered many material benefits. <p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • It gave the unemployed a paid job. • Some men wanted excitement. • Many joined because their friends joined and helped form the ‘Pals Battalions’. • Conscription meant you had to join. • Some men were influenced by patriotic propaganda. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> • Many men volunteered to join the armed forces in 1914. <p>Accept all valid responses.</p>	

Question	Answer	Marks
11(a)	<p>What were concentration camps?</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • They were large-scale prisons. [1] • Critics of the Nazi regime were sent there. [1] • Jews, Socialists, Communists, trade unionists and members of dissenting churches became inmates. [1 mark for any relevant group, max. 2 marks] • Dachau was the first purpose-built camp. [1] • They were run by SS Death's Head units. [1] • Prisoners were forced to do hard labour. [1] 	4
11(b)	<p>Why did Kristallnacht (Night of Broken Glass) occur?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> • Although Kristallnacht was influenced by the murder of a German diplomat by a Jew, it was part of a sustained and relentless plan to persecute Jews. Every year since 1933, except Olympic Year, had seen legislation or directives against Jews, such as the Nuremberg Laws. In 1938, there was a serious increase in anti-Jewish policies, such as Jewish children being excluded from German schools and universities. This persecution culminated in Kristallnacht in November 1938. <p>Level 2: Identifies reasons. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • It was caused by the murder of a German diplomat in Paris by a Jew. • It was to satisfy calls for more extreme measures against Jews. • It was an anti-Jewish protest organised by Goebbels. • It was a way of destroying Jewish businesses and synagogues. • It was an excuse to murder and imprison Jews. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> • Jewish homes, businesses and synagogues were destroyed. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
11(c)	<p>Which was the more important method for the Nazis in maintaining control over the German people: education or the use of the radio? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> The use of the radio was probably more important because it had an immediate impact on a larger proportion of the population. Most people, regardless of age, gender or social status, listened to the radio every day. Education was important to the Nazis for the future of Germany. Young people were drilled in the ideology of the state so that they would grow up fully supporting the Nazis. However, it would take many years for all Germans to have been through the education system and so the influence of propaganda through the radio had a more immediate effect. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> Nazi education policy was designed to create ideal citizens for the future who would be unquestioningly loyal to the regime. There was a great emphasis on physical fitness and boys were taught to become future soldiers and girls to become mothers. Lessons were changed so that they reflected Nazi ideas. For instance, biology lessons were altered to reflect Nazi views about race. By making these changes, the Nazis were effectively establishing long term control. <p>OR</p> <ul style="list-style-type: none"> The Nazis used the radio to make sure every German listened to their ideas. Programmes were censored so that anti-Nazi views were not aired and Nazi views became the norm. Cheap radios were made available and were also placed in cafés and workplaces so that everyone, even those without a radio at home, could hear announcements and Hitler’s speeches and as such control became more widespread. <p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> Cheap radios were made available. Education was changed so that Nazi ideas were taught in every lesson. Physical training was important for boys. Cafés had radios so that everyone could listen to Hitler’s speeches. 	10

Question	Answer	Marks
11(c)	<p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> The Nazis used a lot of propaganda to influence people in Germany. <p>Accept all valid responses.</p>	

Question	Answer	Marks
12(a)	<p>What was the Four-Year Plan?</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> Goering oversaw the plan. [1] It aimed to make the German forces ready for war. [1] Priority was given to rearmament. [1] Germany was to become self-sufficient (autarky) [1] in food and industrial production. [1] The government set targets for industry. [1] Prices and wages were controlled. [1] 	4

Question	Answer	Marks
12(b)	<p>Why were some women unhappy with life under the Nazi regime?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> • During the Weimar years, women had been encouraged to become fully educated and take up fulfilling careers. Now many women doctors, civil servants, lawyers and teachers were forced to leave their jobs and stay at home with their families. Many resented this as a restriction on their freedom and a waste of years of training. Since these regressive steps took place under the Nazis, women were therefore much less content under their regime. <p>Level 2: Identifies reasons. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • The Nazi regime was male-dominated. • It was expected that the woman’s job was to raise children and run the household. • Discrimination against women applicants for jobs was encouraged. • Schoolgirls were discouraged from going into higher education. • Women were deprived of the vote. • In the late 1930s, the Nazis needed women to work. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> • In Nazi society the ideal woman stayed at home, had lots of children and wore traditional clothes. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
12(c)	<p>‘The standard of living in Germany improved under the Nazis.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> At first sight it appears that the standard of living did not improve because Germans experienced falling wages, higher prices and longer working hours. This situation was completely changed by the fact that there was virtually full employment and this meant that the average standard of living went up. Also, the collapse of the German economy in 1929 was fresh in peoples’ minds and life in the Nazi state must have seemed prosperous by comparison. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> The major improvement for workers came with the introduction of public works schemes and rearmament which meant there was almost full employment in Germany. Those in work had the benefit of the ‘Strength Through Joy’ organisation which acted as a tourism operator and helped people to enjoy their free time by arranging holidays. This had not been widely available before. <p>OR</p> <ul style="list-style-type: none"> There were problems in the economy and sometimes there were food shortages, especially in products which were imported. Prices rose and working hours were longer. Women and Jews were forced out of their jobs and were not counted in unemployment statistics. For these people in particular, their standard of living definitely declined. <p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> There were huge improvements in employment. There were benefits in the ‘Strength Through Joy’ organisation. Farmers enjoyed price guarantees. There were price rises. Working hours were longer. Some groups were forced out of work. 	10

Question	Answer	Marks
12(c)	<p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> Many Germans were better off under the Nazis. <p>Accept all valid responses.</p>	

Question	Answer	Marks
13(a)	<p>What part did religion play in the Tsarist autocracy?</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> Much of the population belonged to the official Orthodox Church. [1] The Orthodox Church was closely linked to the Tsar. [1] The Church supported the way the Tsar ruled. [1] The Church taught that the Tsar was the head of the country [1] and head of the Church. [1] The Tsar was considered God's chosen representative on earth. [1] The Church taught that it was a sin to oppose the will of the Tsar. [1] 	4

Question	Answer	Marks
13(b)	<p>Why was there continuing discontent with Tsarist rule after the 1905 Revolution and up to the outbreak of war in 1914?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> • Tsar Nicholas II dismissed early the first two Dumas when concessions were demanded by members. He often dismissed the elected ministers as he did not agree with what they wanted. The third and fourth Dumas lasted longer but they had no power to make the Tsar change his policies. The limited impact of the Dumas meant Russia was heading back towards its undemocratic past. Since there appeared to be little change after 1905, discontent continued. <p>Level 2: Identifies reasons. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • The Dumas achieved very little. • Nicholas II introduced the Fundamental Laws. • Opponents were exiled, imprisoned or hanged with ‘Stolypin’s neckties’. • The Okhrana’s powers were increased. • The influence of Rasputin was considered corrosive. • Conditions for workers in the towns and cities did not improve. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> • There were strikes over bad working conditions. <p>Accept all valid responses.</p>	6
13(c)	<p>How important was the First World War in the downfall of Tsar Nicholas II? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> • The First World War was the most important cause of the downfall of Tsar Nicholas II as it underpinned all of the problems facing Russia in 1917. Although there had been discontent in Russia and opposition to the regime before the First World War, the war made the problems facing Russia much more severe. Issues such as food shortages, military defeats and incompetent government culminated in mass discontent, desertion and calls for radical change, all of which triggered the demise of tsarism. 	10

Question	Answer	Marks
13(c)	<p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> • In 1915, Nicholas II assumed command of the army on the Eastern Front. This linked the Tsar to the country’s military failures and massive casualties. The effects of the war left the Russian people starving, demoralised by the casualties and angry at the government for forced grain requisition and shortages. The war revealed the failings in the Tsar’s leadership. <p>OR</p> <ul style="list-style-type: none"> • The Tsarina was unpopular because she was German and when she took responsibility for domestic policy she became increasingly unpopular. Rasputin was equally disliked because of his private conduct and yet he served as her adviser. Since the Tsarina did not enjoy popularity and relied on poor advice, ministers were dismissed in rapid succession and effective government collapsed, weakening the Tsar’s position. <p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • The Tsar assumed responsibility for leading the army. • There were mutinies and desertions. • There were food shortages and high prices. • The Tsarina was left to run the country. • Rasputin influenced the Tsarina. • The government was very unstable. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> • There were lots of problems in Russia which were made worse by the war. <p>Accept all valid responses.</p>	

Question	Answer	Marks
14(a)	<p>What was the ‘cult of Stalin’?</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • It was propaganda. [1] • Portraits / photographs / statues celebrating Stalin’s image were everywhere. [1] • Regular processions praising Stalin were held in towns. [1] • Stalin was made out to be a super-being / almost God-like. [1] • Children were taught that Stalin was the wisest man of the age. [1] • History books were rewritten to present Stalin as a hero. [1] 	4
14(b)	<p>Why was the Great Purge disastrous for the Soviet Union?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> • In 1937–38 the Red Army was purged: three out of five marshals were purged; 14 out of 16 army commanders and 37 000 officers were either shot or imprisoned. As a result, when Hitler invaded in 1941, one of the key problems of the Red Army was a lack of good quality, experienced officers. Without this experience the German army was able to press deep into Russia with disastrous effects for Russia. <p>Level 2: Identifies reasons. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • They removed experienced officers from the Red Army. • The navy lost every one of its admirals. • Much experience was lost in industry with the loss of many engineers. • Many talented lecturers were lost in the universities. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> • In the Purges people were arrested in the middle of the night and taken away by the secret police. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
14(c)	<p>‘It was Stalin’s use of his position within the Communist Party that ensured his success in the struggle for power after Lenin’s death.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> The most important factor in Stalin’s victory in the struggle for power was not his position within the party but the fact that Lenin’s last testament was kept secret. This recommended that Stalin should be removed as General Secretary and, had this been published, Stalin would have lost his power within the Communist Party. His ability to exercise his power within the party was therefore dependent on this factor which means it was more important. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> Stalin was extremely clever in using his power within the Communist Party. He took on many boring but important jobs such as Commissar for Nationalities and General Secretary. He used these positions to put his own supporters into important posts and even to transfer supporters of his opponents to remote postings. In controlling posts, Stalin was able to ensure he had significant support when he faced challenges or wanted to defeat an opponent. <p>OR</p> <ul style="list-style-type: none"> Trotsky wanted world revolution, putting all his efforts into supporting the working classes in other countries to stage their own revolutions. Stalin argued for socialism in one country, suggesting that Russia should focus on cementing its own revolution to show what a model communist country would look like. By emphasising the importance of Russia over other countries, Stalin became more popular than Trotsky and was able to strengthen his position. 	10

Question	Answer	Marks
14(c)	<p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • Lenin’s Testament, which criticised Stalin, was not published. • Trotsky wanted world revolution. • Trotsky underestimated Stalin. • Stalin appeared as the chief mourner at Lenin’s funeral. • Stalin argued for Socialism in one country, which was popular. • Stalin used his position of General Secretary of the Party. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> • Stalin was cleverer than his opponents. <p>Accept all valid responses.</p>	

Question	Answer	Marks
15(a)	<p>What policies did Republican governments follow in the 1920s to encourage industrial growth?</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Republicans believed in laissez-faire. [1] • The job of government was to leave the businessman alone to do his job. [1] • The Republicans applied import tariffs [1] such as the Fordney-McCumber tariff. [1] • Their policies encouraged consumption of American products. [1] • The Republicans kept taxes low. [1] • The Republicans encouraged consumerism. [1] 	4

Question	Answer	Marks
15(b)	<p>Why was the development of assembly-line production important for the growth of the economy?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> • Henry Ford’s moving assembly line revolutionised car production. By 1927, a Model T was coming off the line every ten seconds. This created thousands of well-paid jobs. It also kept workers in other industries in employment. Glass, steel, leather and rubber were all required to build the new vehicles. It stimulated growth in the oil industry and in road building which were both very significant in helping the economy to grow. <p>Level 2: Identifies reasons. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • It created employment. • It produced cheaper goods. • It improved people’s standard of living. • The assembly line in car production stimulated other industries. • Washing machines, fridges and radios became affordable. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> • The Model T Ford was produced on the assembly line. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
15(c)	<p>‘The lives of Americans improved in the boom years.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> There was a rural–urban divide in the US and life improved more for those in urban areas. Cars, employment opportunities for women, flappers and the construction of skyscrapers which were all visible signs of the boom were only noticeable in urban areas. Almost 50 per cent of the population lived in rural areas. Employment was often in traditional industries or agriculture which was lower paid, women fulfilled more traditional roles and new forms of fashion and pastimes were not in evidence to the same extent as in the towns. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> The lives of many Americans improved in the boom years because there were high levels of employment and wages increased. This meant people were able to buy new consumer goods and enjoy more leisure time. There were also more opportunities for women which gave them greater freedom. In being able to enjoy these things, Americans’ lives improved because before the boom there simply was not the surplus income or willingness to offer new opportunities. <p>OR</p> <ul style="list-style-type: none"> Many groups did not share the prosperity because of a lack of employment, low wages or discrimination. Many Black Americans worked as sharecroppers, but with the slump in agriculture most were laid off. Many went north to find work, but most got low paid jobs and poor housing. The challenges faced in the countryside and by Black Americans in particular clearly show how things did not improve for all people. 	10

Question	Answer	Marks
15(c)	<p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • The cost of living fell during the 1920s. • Many more women were employed in the 1920s. • 60 per cent lived below the poverty line. • Many Black Americans were unemployed or on low pay. • Indigenous Americans experienced prejudice and discrimination. • New immigrants suffered unemployment, low pay and discrimination. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> • The boom years were good for some Americans. <p>Accept all valid responses.</p>	

Question	Answer	Marks
16(a)	<p>Describe the work of the Civilian Conservation Corps (CCC).</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • It was aimed at unemployed young men. [1] • It provided unskilled manual labour jobs. [1] • The workers could sign on for six months [1] but this could be extended. [1] • The workers were paid \$30 a month [1] but \$25 had to be sent to their families. [1] • Most of the work was done on projects in national parks. [1] • The workers built a network of roadways in remote areas. [1] 	4

Question	Answer	Marks
16(b)	<p>Why was there a Second New Deal?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> • The Second New Deal was introduced to produce a fairer and more caring society and these measures were more long term. This meant legislation such as the Social Security Act, which provided old age pensions and unemployment benefits based on an insurance scheme funded by taxes levied on workers and employers. In this sense, the Second New Deal was intended to help Americans in the long term. <p>Level 2: Identifies reasons. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> • Recovery was slower than in Europe. • Roosevelt had been criticised for not doing enough. • Roosevelt wanted to create a fairer society. • Unemployment was stubbornly high. • Roosevelt felt he still needed to do more for poor farmers. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> • The Second New Deal contained the Social Security Act. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
16(c)	<p>‘Republican opposition was a greater threat to the New Deal than the Supreme Court.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> Republican opposition to the New Deal had existed from the very beginning. It was annoying for Roosevelt but it did not have the power to destroy legislation. The New Deal continued despite this opposition. It could be argued that the Supreme Court was a bigger threat to the New Deal as it had the power to veto New Deal legislation and this had the potential to undermine it completely. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> There was a threat from the Republicans because they considered the New Deal to be undermining the core values of the United States. They believed in minimal government intervention, low taxation, low government expenditure, self-help and individual responsibility. They thought Roosevelt was acting like a dictator. By raising objections to Roosevelt on these grounds, the Republicans sought to undermine the President’s public support. <p>OR</p> <ul style="list-style-type: none"> The Supreme Court during the 1930s was made up of nine judges who were old, conservative and Republican. They had a natural dislike for the New Deal and declared both the NRA and AAA unconstitutional. Since the Supreme Court could undo much of what the President did, Roosevelt was unable to achieve some of his key policy aims. <p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> The Supreme Court was made up of judges with Republican sympathies. The Court declared parts of the New Deal unconstitutional. Roosevelt failed to pack the Supreme Court with his own supporters. Republicans thought Roosevelt was too powerful. The Supreme Court thought that parts of the New Deal were like Stalin’s economic policies. 	10

Question	Answer	Marks
16(c)	<p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> Many people did not like aspects of the New Deal. <p>Accept all valid responses.</p>	

Question	Answer	Marks
17(a)	<p>What was meant by the term ‘blitzkrieg’ (lightning war)?</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> It was the method of attack used by Germany. [1] The air force bombed key objectives. [1] The attack was carried out using tanks [1] and motorised infantry. [1] This method was used against Poland / Russia. [1] Radio communications were important to success. [1] The speed of the attack took the enemy by surprise. [1] 	4
17(b)	<p>Why did Hitler launch an attack against the Soviet Union in 1941?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> Hitler launched his attack in 1941 because he was convinced he could win. He had already won great victories in Europe and thought the ill-prepared Soviet troops would not put up much resistance. The poor performance of the Soviet army against Finland in 1939–40 suggested that the Soviet Union could be easily defeated. Hitler and his generals thought they could defeat the Soviet Union in eight weeks and therefore, encouraged by this possibility, the attack was launched. <p>Level 2: Identifies reasons. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> Hitler had always intended to destroy the Soviet Union. Hitler hated communism. Hitler wanted to pursue his policy of ‘Lebensraum’. Hitler was confident the Soviet Union would be easily defeated. Hitler wanted to capture the oil supplies in the southern parts of the USSR. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> The attack started on 22 June 1941 and involved over 3 million German and Axis troops. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
17(c)	<p>‘The winter was responsible for Germany’s defeat in the Soviet Union.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> The winter was certainly a turning point in Hitler’s campaign against the Soviet Union as it caused his rapid advance to grind to a halt. This gave the Soviet Union valuable time to recover and regain strength. However, the winter deprived Hitler of a quick victory rather than losing him the entire war. Mistakes were made by Hitler and these were probably more important in the long run. For instance, attacking Stalingrad was very costly and once the Soviet Union had resisted this attack it became clear Hitler would lose. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> The winter was important as it slowed down the German advance. The Germans were so convinced they would defeat the Soviet Union that they were not prepared for winter fighting. Their tanks froze and many soldiers were killed by the cold. By slowing down the German advance the winter gave the Soviet Union more time to organise its own troops and successfully defeat the weakened German forces. <p>OR</p> <ul style="list-style-type: none"> The ‘scorched earth’ policy employed by the Soviet Union slowed down the German attack. Railway lines were destroyed and this meant the German forces lost valuable time rebuilding railway tracks to transport their equipment. Without this aid, the German military struggled to resupply its troops giving the Soviet Union an advantage which they were able to exploit successfully. <p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> The Battle for Stalingrad was key to the defeat of Germany. Hitler made strategic mistakes. The German troops expected to win and only had summer uniforms. Hitler failed to capture Moscow. German tanks got stuck in the snow. The Soviet Union moved its armaments factories beyond the Ural Mountains. 	10

Question	Answer	Marks
17(c)	<p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> The winter in the Soviet Union was very harsh and it snowed a lot. <p>Accept all valid responses.</p>	

Question	Answer	Marks
18(a)	<p>What was the Blitz, 1940–41?</p> <p>One mark for each relevant point.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> It was a bombing campaign [1] by Nazi Germany against Britain. [1] It began in September 1940. [1] It lasted for eight months. [1] Bombs were dropped on London [1] for 57 consecutive nights. [1] British ports were attacked [1] such as Swansea / Southampton / Glasgow / Liverpool. [1] Over 40 000 civilians were killed during the Blitz. [1] 	4
18(b)	<p>Why did the Allies bomb German cities in 1943–45?</p> <p>Level 4: Explains two reasons. 6 marks</p> <p>Level 3: Explains one reason. 4–5 marks</p> <p>Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.</p> <ul style="list-style-type: none"> The raids were intended to destroy the morale of the German civilians. It was thought that if civilians were bombed and their homes destroyed, they would stop supporting the war effort in Germany and this would put pressure on the Nazi government to end the war. The possibility of ending the war was very attractive and therefore the Allies decided to bomb German cities after 1943. <p>Level 2: Identifies reasons. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none"> It was done to destroy German morale. Raids were carried out to target key points of infrastructure such as railways. The raids were intended to destroy Germany's ability to wage war. The raids were intended to put pressure on the German government to end the war. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none"> Bombs were dropped in such high numbers that they caused firestorms. <p>Accept all valid responses.</p>	6

Question	Answer	Marks
18(c)	<p>How far do you agree that the evacuation of children was the most important measure taken in Britain to protect civilians from bombing raids? Explain your answer.</p> <p>Level 5: Explains both sides and supports a valid judgement on ‘how far’. 10 marks</p> <p>One explanation or more on each side.</p> <ul style="list-style-type: none"> Evacuation was an important propaganda exercise but was not the most important measure. The first few months of the war were known as the ‘phoney war’ as there were no bombing raids. Many families were unhappy at being separated and so, given that no bombs were falling, many people brought their children home. Therefore evacuation was a short-term measure for some people. Once these children were back in the cities, what mattered most was protecting the people in these cities, particularly London. When the air raid sirens sounded, the ARP (Air Raid Precautions) wardens would help people to safety in the nearest shelter. This saved the lives of thousands of people, not just children, and therefore was most important. <p>Level 4: Explains both sides. 7–9 marks</p> <p>For candidates to be awarded this level they must have one explanation on each side.</p> <p>Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.</p> <p>Level 3: Explains one side. 4–6 marks</p> <p>One Level 3 mark for each explanation.</p> <ul style="list-style-type: none"> Evacuation was important because over 1.5 million vulnerable people, including school children, mothers with small babies and the infirm were sent to the countryside where it was thought they would be safe from German bombing raids. The evacuation started on 1 September, before Britain had declared war on Germany and took a huge amount of organisation. It was an important measure because it showed how seriously the government was taking war. By evacuating the children, the government ensured that the more vulnerable members of society were protected. <p>OR</p> <ul style="list-style-type: none"> The appointment of air raid wardens was the most important precaution. Each ARP post covered a specific area and was divided into sectors. When the air raid sirens sounded, the wardens would help people into the nearest shelter and then tour their sector, at considerable risk from bombs, shrapnel and falling masonry. They would also check regularly on those in the air raid shelters. In the aftermath of a raid, ARP wardens would often be first on the scene, carrying out first aid if there were minor casualties, putting out any small fires and helping to organise the emergency response. In fulfilling these roles the appointment of ARP wardens provided a visual sign that the government was taking the protection of civilians seriously. 	10

Question	Answer	Marks
18(c)	<p>Level 2: Identifies valid points; addresses the question but does not explain. 2–3 marks</p> <p>One Level 2 mark for each identification/description.</p> <ul style="list-style-type: none">• Children were evacuated to the countryside.• There was a blackout.• Air Raid Precautions wardens were appointed.• People dug air raid shelters in their gardens.• Underground stations were opened so that people could shelter far below the streets.• People were issued with gas masks. <p>Level 1: Describes the topic. 1 mark</p> <ul style="list-style-type: none">• The government took a lot of measures to try to make sure people were safe during wartime. <p>Accept all valid responses.</p>	