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Example Candidate Responses (Standards Booklet)

Cambridge IGCSE

History

0470



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Cambridge IGCSE

History

Syllabus code 0470

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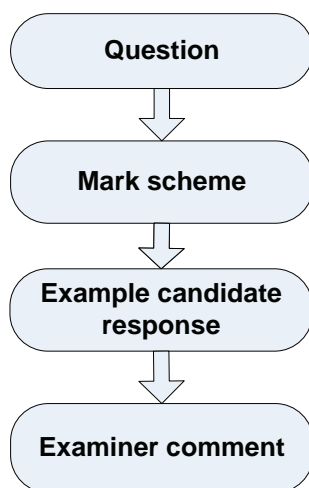
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INTRODUCTION

The main aim of this booklet is to exemplify standards for those teaching Cambridge IGCSE History (0470), and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

In this booklet a range of candidate responses has been chosen to exemplify higher, middle and lower grades. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for each paper of the subject has been adopted:



Each question is followed by an extract of the mark scheme used by Examiners. This, in turn, is followed by an example candidate response with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

Teachers are reminded that a full syllabus is available on www.cie.org.uk. Past papers, Principal Examiner Reports for Teachers and other teacher support materials are available on our Teacher Support website <http://teachers.cie.org.uk>

ASSESSMENT AT A GLANCE

Candidates must take Paper 1 and Paper 2 and **either** Paper 3 (coursework) **or** Paper 4 (Alternative to Coursework).

Paper 1	2 hours	Paper 2	2 hours
<p>Section A</p> <p>Candidates answer two questions on the Core Content (selected from the 19th century and 20th century Core topics – see Sections 4.1 and 4.2 of the 2010 syllabus).</p> <p>Section B</p> <p>Candidates answer one question on a Depth Study (selected from questions on all eight Depth Studies)</p> <p>For more details on the Depth Studies see Section 4.3 of the 2010 syllabus.</p>		<p>Candidates answer a series of questions on one Prescribed Topic.</p> <p>The Prescribed Topics include one 19th century topic and one 20th century topic, taken from the Core Content (see sections 4.1 and 4.2 of the 2010 syllabus).</p> <p>For the examination in 2010 the topics will be:</p> <p>19th century core: The American Civil War <i>(May/June and November examination)</i></p> <p>20th century core: The decline and collapse of Soviet control over Eastern Europe <i>(May/June examination)</i></p> <p style="text-align: center;">or</p> <p> German involvement in the Spanish Civil War <i>(November examination)</i></p>	
40% of total marks		33% of total marks	

Either:

or:

Paper 3	Paper 4	1 hour
<p>Coursework (Centre-based assessment)</p> <p>Candidates produce two pieces of Coursework based on one or two Depth Studies (or on Depth Studies devised by the Centre).</p> <p>For more details on the Coursework, see Sections 5 and 6 of the 2010 syllabus.</p>	<p>Alternative to Coursework</p> <p>Candidates answer one question on a Depth Study (from a choice of eight Depth Studies – one question will be set on each Depth Study).</p> <p>The questions will be source-based and structured into several parts.</p>	
Coursework totalling around 1500 words		
27% of total marks	27% of total marks	

PAPER 1

Section A (Core Content)

Question 5 (a)

What were Germany's territorial losses under the Treaty of Versailles?

[5 marks]

Mark scheme

Level 1 General answer

[1–2]

e.g. 'They lost land they had won previously.'
'They lost their colonies.'
'They lost industrial land.'

Level 2 Describes losses

[2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'The Saar was put under League of Nations control for 15 years.'
'Danzig was made a free city under the League of Nations.'
'The Polish Corridor split East Prussia from Germany.'
'Germany gave up West Prussia, Posen and Upper Silesia.'
'Alsace-Lorraine was returned to France.'
'Eupen, Moresnet and Malmedy were given to Belgium.'
'Memel was given to Lithuania.'
'Schleswig was given to Denmark.'
'Hultschin was given to Czechoslovakia.'
'Colonies in Africa were given to the victorious powers as mandates.'
'Estonia, Latvia and Lithuania became independent states.'

Example candidate response

5	
a)	Under the treaty of Versailles, the territory of ^{L2/2} Alsace Lorraine was given to ^{L2/2} France. The territory in ^{the} border with of ^P Poland and Germany was given to Poland, the ^{L2/4} Polish Corridor. Also Germany's Rhineland was demilitarised, and therefore was not given to France. The rest of Germany's ^{L2/5} colonies were given to Britain and France, so that Germany was left alone. Germany was also left with a very small army only to defend itself. ✓ L2/5

Examiner comment

This answer is fully focused on the demands of the question, displaying recalled factual knowledge relating to the terms of the Treaty of Versailles regarding territory removed from German control. Alsace-Lorraine is clearly identified as is the country (France) to which it was returned. The candidate makes clear other relevant losses, i.e. the Polish Corridor and Germany's overseas colonies. The fact that in the middle of the answer the candidate makes an irrelevant reference to the Rhineland does not detract from the overall merit of the answer.

Mark awarded = 5 out of 5

Example candidate response

(a) ~~Alsace~~, Alsace^{L1} / Lorraine, the Rhineland, the Polish^{L2/3} corridor, the colonies^{L1} and the ~~Rhineland~~.

L2/3

Examiner comment

Here the candidate recalls specific detail but that recall is limited to two German losses. Identification of more areas lost would have added to the marks achieved. Giving the Rhineland as a loss is a common mistake made by many candidates. The loss of its 'colonies' is vague.

Mark awarded = 3 out of 5

Example candidate response

5) a - The Germany's main territorial losses under the Treaty of Versailles, was all its colonies^{L1/L1}, Lorraine and Alsace^{L2/2}. Was forced to disarm; The majority of its territory was taken out of Germany to give it to another country.

L2/2

Examiner comment

In this response the candidate makes the general point that Germany lost its colonies and states clearly the specific loss of Alsace-Lorraine. The point made regarding disarmament was irrelevant and the response concludes with a statement lacking factual detail.

Mark awarded = 2 out of 5

Question 5 (b)

Why was Clemenceau dissatisfied with the Treaty of Versailles?

[7 marks]

Mark scheme

Level 1 General answer

[1]

e.g. 'He wanted a weaker Germany.'
'He wanted more severe punishments.'

Level 2 Identifies why

[2–4]

(One mark for each)

e.g. 'He did not get Germany split into many states.'
'He did not get the Rhine as the frontier.'
'He did not get immediate reparations.'
'He did not think France was getting sufficient reparations.'
'He had wanted very small German forces.'
'He failed to get the Saar permanently.'
'He knew the French public would be dissatisfied.'

Level 3 Explains why

[4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Clemenceau wanted Germany broken up into many small states. This would have made them weak and therefore not a threat to France in the future. This was not acceptable to Wilson and Lloyd George.'
'Clemenceau hoped to gain the Saarland permanently, but it was given to France for 15 years under a League of Nation's mandate.'
'Clemenceau had hoped, unsuccessfully, to gain the Rhineland for strategic and industrial reasons. He wanted the Rhine as the French-German border.'
'Clemenceau was unhappy with a German army of 100,000. He hoped for much less so that the French did not feel threatened.'
'Clemenceau was unhappy that reparations were not paid immediately to France, but referred to a commission which did not report until 1921. There was impatience because France had sustained enormous damage during the war in lives and property.'
'Clemenceau realised that the Treaty was not severe enough for the French public, who expected a treaty like the Treaty of Brest-Litovsk. Clemenceau realised his career and government were in danger. In a few months he and his government were out of office.'

Example candidate response

b) Clemenceau was dissatisfied with the Treaty of Versailles for the following possible reasons. Clemenceau felt that the Treaty was not harsh enough. He wanted Germany to pay for the cost of damage of the war. He felt that the amount of reparations was not enough and that it should have been more. Clemenceau was also dissatisfied at the fact that Germany's military and economic strength were not crippled enough to ensure the safety of France in the future. Clemenceau's aim was to weaken Germany to ensure French safety. The other reason for Clemenceau's dissatisfaction was the fact Germany was still allowed to have an army, though reduced in size. The ~~de~~ conflicting aims he encountered with the other peace makers, Lloyd George and Woodrow Wilson dissatisfied him. They (all three) could not come to terms on the punishment that should be given to Germany. Above all, he was not happy with the Treaty of Versailles because it was not as harsh as the one imposed by Germany on Prussia at the 1919 Brest-Litovsk. It was in fact much harsher than the Treaty of Versailles. If Clemenceau had been the one in charge of the peace settlement, it would have been harsher. The people in France blame him because they felt it could have been made harsher, based on the ^{long} suffering they endured at the hands of the Germans.

Examiner comment

This answer gives a number of valid explanations as required by this type of question at this level, making it a good response. The candidate does not waste time on a general introduction but moves immediately into explanation, giving three valid explanations. There is always a variety of material from which the responses can be selected and used to advantage as this candidate shows. To gain the additional mark, the candidate could have developed issues relating to what Clemenceau wanted in relation to the Rhineland and the Saar.

Mark awarded = 6 out of 7

Example candidate response

b) Clemenceau wanted a harsh treaty, he thought the treaty of Versailles was being too good ^{L1/1} to Germany. Clemenceau wanted revenge on Germany for all the damaged caused in France in world war one. Because of this, Clemenceau wanted Germany to pay reparations. Also, Clemenceau wanted the Rhineland to be given to France, he wasn't happy when ~~they~~ ^{it was} declared ^{L3/4} demilitarised. Also, France after all the damaged suffered in the first world war wanted to avoid another war at all costs and therefore wanted Germany to suffer so it wouldn't be able to attack again.

L3/4 ✓

Examiner comment

This response initially lacks focus on the question, with the candidate writing about what Clemenceau wanted, rather than his dissatisfaction with the Treaty. The answer indicates that reparations would make Clemenceau happy but it fails to explain why the reparations as fixed did not meet Clemenceau's demands. A hint at explanation follows, regarding the demilitarisation of the Rhineland. Finally the answer ends with general description.

Mark awarded = 4 out of 7

Example candidate response

b) Clemenceau had witnessed Germany attack France twice in the Franco-Prussian war 1871 and World War One 1914 in less than 30 years. He wanted the Treaty of Versailles to be so harsh that Germany would be crippled and would never attack France again and he felt that the Treaty of Versailles was not harsh enough. Clemenceau wanted France to feel secure and this could only be achieved if Germany was weakened. Clemenceau also felt that the Rhineland should have been given to France and not only demilitarised. Clemenceau had also suggested that Germany be broken down into smaller states but however Wilson and Lloyd George opposed this. Clemenceau also felt that Germany's army and colonies should have been reduced to a very low level more than ~~was~~ what was in the Treaty of Versailles. France had been the "theatre" of the war. France and Belgium were destroyed, industries were bombed, mines were flooded and France lost over a million people. The French were obviously bitter and they put Clemenceau in power so that he could get them the harsh treaty they wanted. Clemenceau knew that the French would not be happy with the treaty as they obviously wanted it to be really harsh. He had promised them that the treaty would be harsh and this put him in political trouble.

L2-2

3

what
he
wantedterritories
and colonies

Mainly aim L2-3

Examiner comment

A classic example of a candidate concentrating on what Clemenceau wanted from the Treaty based on the impact of war on France, rather than reasons as to why he was unhappy with its terms. Towards the

middle of the response the demilitarisation of the Rhineland is mentioned as well but an explanation for dissatisfaction was not given. The theme of 'what he wanted' then continues to the end of the response.

Mark awarded = 3 out of 7

Question 5 (c)

'The Germans had genuine grounds for complaint about the Treaty of Versailles.' How far do you agree with this statement? Explain your answer. [8 marks]

Mark scheme

Level 1 Unsupported assertions [1]

e.g. 'It was fairer than it might have been.'
'It was not fair because it was too harsh.'

Level 2 Identifies reasons/describes terms [2–3]

e.g. 'It was not fair because it was dictated.'
'It was fair because Germany had agreed to an armistice agreement.'
'It was not fair because of the reparations.'
'It was not as harsh as the treaty imposed on Russia by Germany.'
'It did not weaken the German economy as much as the Germans implied.'
'It was too harsh on the ordinary German people.'
'Its armed forces were left too depleted.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Many thought the peacemakers did a reasonable job considering the demand for revenge from the public of the victors. The Treaty could have been as harsh as the German peace treaty with Russia at Brest-Litovsk.'
'The Treaty was not as harsh as Germany argued, especially its complaints that the terms would ruin the German economy. By 1925, the German steel production was twice that of Britain's production.'

'The harshness of the reparations made it extremely difficult for Germany to recover economically and, because of the resentment caused by this, made future war likely.'

'Germany felt they had been left vulnerable to future attacks by the drastic reduction in the armed forces.'

'It was harsh on the ordinary German people whose standard of living suffered because of the reparations. The punishment should have been reserved for the rulers of Germany at the out break of war.'

'The German view was that it was not fair because they had not been in the talks and therefore considered it a 'diktat'.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

Example candidate response

c) The Germans had genuine grounds for complaint about the Treaty of Versailles because firstly they were not invited in the peace talks, to reject but they were only given to sign the Treaty.

They were had genuine grounds for complaint because the peace treaty was too harshly, and they were ordered to pay the reparation which for the damage which to high ^{while} and it they ^{had} were also affected in war and it's were already starving.

They were also had genuine grounds to complaint about the treaty because the ^{war, quite} ~~treaty~~ ^{cause} was fixing the blame only to the Germans while it was support to be shared. The Germans were ordered to reduce its army to a minimum that can not afford to keep peace in Germany. ^{13/4}

However as much as the Germans had no genuine grounds for complaint about the treaty of Versailles because because the cause of it were them. It was the Germans who start competing with Britain in building ~~new~~ same navy. ^{14/5}

The Germans had no ~~genuine~~ genuine grounds for complaint because it was Germany who start to cross over a net neutral country ^{14/6} Belgium which actually to lead to Britain to enter the war.

It also had no ~~genu~~ genuine grounds for complaint because it was Germany who starts to reject the Wilson's 14 points in ^{14/7} 1918 which when the victory was on their side. ^{14/7}

Examiner comment

This type of question is expecting the candidate to both support and challenge the hypothesis in the question. Although there is an imbalance to the candidate's argument, there is a genuine attempt to offer both support and challenge to the question. More might have been made of the early points which only border on explanation. However, the next section of the answer presents clear explanation as to why the Germans might have genuine grounds for complaint. Here, the point of complaint is made quite clear, and the reasons for this complaint then explained. In the final section of the answer the candidate explains reasons as to why the Germans could have little complaint. The explanations throughout this answer are clear and concise. Further development of explanation in relation to grounds for complaint, together with an evaluative judgement, would have ensured full marks.

Mark awarded = 7 out of 8

Example candidate response

c First off the Treaty of Versailles was a very harsh ^{h1/1} treaty to German especially, for the fact that it was a dictat and the Germans were not allowed in the say ^{h2/12} it was not fair at all. The fact that they took away its industrial territories was very cruel. Because when Saar and Rhineland was taken, the Germans fell economically. Also as they were blamed for the ^{h3/13} cause of the war when they shifted the blame. This was the war guilt clause. Also for the fact that Germany had to pay reparations for the damages of the war, it was not fair. It was a lot of money for no evidence, which made it worse when their ^{h3/14} industrial areas were taken. They were to be disarmed. Its army was to decrease very much, all its battleships and equipment were to be decreased; damaged, they were not allowed in the League of Nations. which was not fair still. Alsace-Lorraine was given back to French, they were charged as war criminals which was not fair. It seemed like everyone was blaming them for this or that even when they weren't wrong. ✓

So I would say that I agree with the statement that says that the Germans had genuine grounds for complaint about the Treaty of Versailles as it left German with nothing at all. The shame and humiliation were part of the Treaty of Versailles as well. ✓ ^{h3/14}

Examiner comment

This candidate shows a good awareness of the main areas of Germany's dissatisfaction with the Treaty of Versailles but in the majority of instances the description of the dissatisfaction is not turned into explanation. Only on one occasion is description developed into explanation. There is nothing in the answer to indicate any argument in relation to the hypothesis as nothing is mentioned as to why the Treaty might actually be fair.

Mark awarded = 4 out of 8

Example candidate response

(c) To the greater extent the Germans had genuine grounds for complaint about the Treaty of Versailles because was forced to accept the war guilty. Germany had to pay the reparation and the amount figer £66million which was too much because Germany was in the war on that time^{h1/3}. Conscripti on was banned Germany had to^{be} only hundred thousand men (100 00) which was too small for the country size of Germany. Germany had to build^{h2} only six battle ship and he losses many territories and all colonies in the oversea.

How ever Germany did a bad thing by encouraging other countries to invade like Austria invade Serbia in 1933. Germany also treaty France harshly in the treaty of Best-Lost, this was like Germany had^{France} surrendered and pay the reparations

In conclusion:

One can say as a conclusion the amount figer £66million which Germany had to pay as reparation was too much people were starving to the thus Germans had genuine grounds for complaint about the Treaty.

h1/3
h2/3

Examiner comment

Within the answer the candidate identifies three reasons as to why Germany might have genuine grounds for complaint about the terms of the Treaty of Versailles but each one remains unexplained and therefore limited in the marks achievable. Should this candidate have realised their error and developed each of the identifications into explanation, a mark in the higher level range for a one-sided answer would have been achieved. Part of the answer is inaccurate but this inaccuracy does not detract from the mark awarded.

Mark awarded = 3 out of 8

Section B (Depth Studies)

Question 9 (a)

How was Hitler affected by the Munich Putsch?

[5 marks]

Mark scheme

Level 1 General answer [1–2]

e.g. 'Hitler changed his tactics'
'He looked for a different approach.'

Level 2 Describes impact [2–5]

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'Hitler realised whilst in prison that the Nazis would not be able to change power by force.'
'The failure of the Putsch made Hitler realise that the Nazis would have to work within the democratic system and get themselves elected.'
'He began to build the Nazi Party to make it acceptable to the electorate.'
'He described the changes in his book 'Mein Kampf.'

Example candidate response

9. Hitler was affected ^{L1/1} positively to a greater extent in the Munich Putsch. He gained the sympathy ^{L2/2} of the right wing. He gave the Nazis a high ^{L2/3} profile as his every word was publicized in the papers, he got a light sentence ^{L2/4} and the old war hero Ludendorff was let off completely, he during the nine months in the comfortable castle he wrote and published a book with ~~their~~ Nazi views ^{L2/5} "Mein Kampf".

it was here in prison where Hitler decided that he would not take over by force but through the Weimar constitution and he would crush it once he gained power, he gained the support of businessmen who would finance him. L2/5

Examiner comment

In this answer the candidate recalls a number of relevant points regarding Hitler and the Munich Putsch. In covering all the main points it does not become overly long. The candidate is well aware of the impact on Hitler but also how Hitler turned it to his advantage. This answer demonstrates strong recall of factual knowledge.

Mark awarded = 5 out of 5

Example candidate response

(2) Hitler in the Munich Putsch realized he had no support from the people and had to reach to power through democracy. ^{L2-2} He and other Nazi leaders as Rudeudorf were arrested ³ and charged for high treason. L2-3

Examiner comment

The answer recognises that Hitler changed his policy and that the leaders were arrested and charged with 'high treason'. The recall of relevant factual knowledge is limited and could have included going to prison and the writing of 'Mein Kampf' as well as more detail regarding the change in policy and approach.

Mark awarded = 3 out of 5

Example candidate response

a) First and foremost the Munich Putsch was when Hitler walked in on a meeting being held in the Reichstag holding a revolver announcing that he was taking over the government and the second day when he was heading towards the Reichstag, troops were sent to stop Hitler and his followers where he got caught. which is one of the effects, he was trialled and sentenced to prison for five years, this made the Nazis up popular with the people and obviously this meant that if he wanted to gain their support, he would have to do a lot of propaganda to win their attention. ✓

62/2

Examiner comment

The answer demonstrates a lack of clear, relevant factual information focusing on the question. The majority of the answer contains vague generalities about the actual Putsch and it is only towards the end that any relevant recall appears.

Mark awarded = 2 out of 5

Question 9 (b)

Why did events from 1930 to 1932 result in Hitler becoming Chancellor?

[7 marks]

Mark scheme

Level 1 General answer

[1]

e.g. 'Because he gained support.'

Level 2 Identifies why

[2-4]

(One mark for each)

e.g. 'Germany was hit by Depression.'

'The election results began to favour the Nazi Party.'

'Those appointed chancellor failed to gain support in the Reichstag.'

'Papen was mistaken about Hitler.'

Level 3 Explains why

[4-7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'By 1930, the old hostility to the Weimar Republic had resurfaced. With the Depression and the death of Stresemann, Germany had once again sunk into economic depression. People began to turn to those parties that offered a radical solution to the problems – the Nazis and the Communists.'

'The government coalition led by Muller could not agree on how to deal with the effects of the Depression and in 1930 he resigned, to be succeeded by Brüning. He did not have a majority and had to rely on Hindenburg. This resulted in fewer meetings of the Reichstag and Hindenburg issuing over a hundred presidential decrees.'

'During this time, Hitler exploited the government's problems by holding huge rallies and promises to restore the economy. In the elections of September 1930 the Nazis won 107 seats and in July 1932 they won 230 seats.'

'In the Presidential elections of March 1932, Hitler challenged Hindenburg and his position was strengthened by winning 13.4 million votes.'

'On the advice of von Schleicher, Brüning was sacked as he failed to deal with the economic problems. He was replaced by von Papen. In July 1932 elections, he hoped to strengthen his position in the Reichstag but the Nazis became the largest single party with 230 seats. Hitler refused to co-operate with von Papen.'

'Hitler suffered a setback in Nov 1932 as they only secured 196 seats. Even so, there was a fear of Communist uprisings if von Papen remained in office. Von Schleicher was made chancellor but failed to win the support of the Reichstag. Von Papen refused to return but thought that if Hitler was appointed, they would be able to control him by packing the cabinet with conservative allies.'

Example candidate response

b) In the 1930's there was ~~the~~ an American depression caused by the wall street crash, they called in back loans they had ~~bro~~ borrowed ~~the~~ to Germany. without this money German factories had to shut down, many lost their jobs. People turned to extremist parties like the Nazi that offered them solutions. Hitler was gaining power and support through ~~h~~ this economic collapse. Also the Chancellor of Germany Muller who was from the Social democratic party had a coalition and couldn't bring it to ~~agree~~ agree. He resigned and was replaced by Chancellor Brüning who relied a lot on President Hindenburg

He was also replaced by Von Papen¹³. This Chancellor was also forced to resign and was replaced by a new Chancellor. Von Papen wanted to seek revenge by influencing President Hindenburg to assign Hitler as Chancellor. They thought they would manipulate Hitler¹³ but ^{he} he wasn't a man to be manipulated.

Examiner comment

This candidate shows some understanding of a difficult period of German history. The answer takes as an issue the coming to power of an extremist party on the strength of offering a solution to the Depression. It links this to the difficulties faced by different Chancellors and their demise with, finally, the reluctance to appoint Hitler. The final important point made was the thought that once in position Hitler could be controlled. Greater development of the changes, with perhaps the mention of Von Schleicher and clearer links to the Reichstag, would have resulted in full marks.

Mark awarded = 6 out of 7

Example candidate response

b) The way in which Hitler became the Chancellor was a plan between him and another man that was the former Chancellor. So it starts with Paul Von Hindenburg being the president and Hitler gets out of prison after nine ~~years~~ ^{months}. He starts to revive his party and little by little he is getting supporters. Paul Von Hindenburg chose a Chancellor, but he was very unpopular and in the first elections, he did not have a majority and so Hindenburg supported him, during this time the Nazi party also did not have the overall majority. In the second elections, he still did not get overall majority ^{but} and neither did Hitler but at least it was higher than that ¹².

of the other guy. So the General convinced Hindenburg to put him as Chancellor instead and Hindenburg agreed, in those elections, the General failed to get a majority and Hindenburg refused to support him and so he went away and instead ~~he~~ ^{he} wanted the former chancellor back, who now made a plan with Hitler, so he convinced Hindenburg to appoint Hitler as Chancellor saying that there wouldn't be many Nazis in the Reichstag, they could use him and that if he didn't, it would spark a war. So Hindenburg agreed to this. That's how Hitler became the Chancellor.

Otherwise Hindenburg was willing to keep the same guy over and over, but because of the former chancellor otherwise Hindenburg found Hitler as a rif-raf.



handwritten notes: *handwritten notes*

Examiner comment

The answer starts with scene setting material, leading to the Nazi Party being attractive and gaining support in the Reichstag elections and onto the shock of losing support. This is mainly descriptive, failing to link to the question to explain why it helped Hitler to become Chancellor. The final part of the answer focuses more directly on the question, showing sound awareness of what happened but still remaining mainly descriptive.

Mark awarded = 5 out of 7

Example candidate response

b) In the period of 1930s the Weimer Republic was very weak. The Weimer could not help the Germans anymore that so Hitler took an advantage of that because people started to support him.

Also, the great depression left Germany crippled, there was huge unemployment and a lot of people were suffering. Hitler then gave the people food to eat and gave them shelter which the people were desperately in need of. Also Hitler gave jobs to many men to be soldiers. This attracted a lot of people to the Nazi party.

In the period of 1930s the Nazi abandoned their use of force and violence but use the democratic rights. The Nazi won the majority seats in the following elections and Hitler forced them to appoint him as Chancellor.

Examiner comment

This answer concentrates more on the period in general rather than specifically on the period of time covered by the question. This approach results in an answer that offers two weak pieces of identification but never moves beyond this descriptive mode into explanation. Take the first piece of identification made by the candidate who states, 'the great depression left Germany crippled, there was huge unemployment'. What the candidate needed to do was to ask 'Why did this result in Hitler becoming Chancellor?' This move into explanatory mode is crucial for higher marks to be achieved.

Mark awarded = 3 out of 7

Question 9 (c)

'The most important reason for Hitler being able to strengthen his control of Germany between 1933 and 1934 was the Reichstag Fire.' How far do you agree with this statement? Explain your answer. (8 marks)

Mark scheme

Level 1 Unsupported assertions

[1]

e.g. 'During this time Hitler removed all opposition.'
'The SS were very powerful.'

Level 2 Identifies issues

[2–3]

e.g. 'The Reichstag Fire was blamed on the Communists.'
'The Night of the Long Knives removed opposition.'
'Hitler banned political opponents and newspapers.'
'Hitler passed the Enabling Law.'

Level 3 Explains agreement OR disagreement

[3–5]

e.g. 'In February 1933, the Reichstag building was destroyed by fire and Hitler used the fire to intensify anti-communist hysteria.'
'Hindenburg passed an emergency decree allowing Hitler to arrest communist leaders and preventing the Nazis' political opponents from holding public meetings.'
'In the Reichstag elections, the Nazis won 288 seats and in addition he banned the communist deputies. This gave Hitler enough votes to pass the Enabling Law, which gave Hitler power to make laws without referring to the Reichstag.'

'The SA had become a major problem. Rohm, leader of the SA, had left wing views which would offend businessmen, the very people Hitler wanted to work with. Rohm also wanted to merge the SA into the German army and for him to have control. Hitler feared this would lose him the army's support.'

'In June 1934, Hitler ordered the SS to arrest the leaders of the SA. Rohm was killed as was von Schleicher.'

'The Enabling Act made Hitler dictator over Germany and in July 1934 he banned all other political parties.'

'In Aug 1934 Hindenburg died. His death allowed Hitler to declare himself Fuhrer. The army was to swear an oath of loyalty to Hitler. He had achieved total power.'

Level 4 Explains agreement AND disagreement

[5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far'

[7–8]

Example candidate response

c) I do agree with the statement that the most important reason for Hitler being able to strengthen his control of Germany between 1933 and 1934 was the Reichstag fire. After Hitler had been appointed prime minister his greatest threat was Communism. On the night of February 27 the Reichstag building caught fire and Hitler used this as an excuse to because a communist DeLubbe was found next to the building.

However, there were other reasons for Hitler being able to strengthen his control of Germany. The night of the long knives was another reason. The SS complained to Hitler that the SA was a threat to the army. Hitler knew it was dangerous to upset the army leaders so he ordered the SS to arrest and kill the Rohm and his men. Hitler justified this act that Ernest Rohm and his men were planning to overthrow the government. President Hindenburg praised Hitler for his courage.

Also the Enabling act which allowed Hitler to rule by decree and to pass laws without consulting the parliament and without the authority of the president for four years to also strengthen Hitler's control of Germany. Hitler used this act to pass laws which limited the democratic rights of the German people. For example Hitler banned all parties in Germany except for the Nazi party. So a lot of Germans were in the Nazi party.

All in all, I think the most important reason for Hitler being able to strengthen his control of Germany was

the enabling law. This is because the enabling law made Hitler to pass laws of his own without consulting anyone. This made him to get what he wanted and got away with it

Examiner comment

Although stronger on one side of the argument than the other, this is a good answer. The answer presents three good explanations for reasons other than the Reichstag Fire for Hitler's strengthening of control. Each of these is presented within a self-contained paragraph giving a flow to the ideas presented. The work on the Reichstag Fire is not as strong and needed greater understanding and explanation if the answer was to be given full marks.

Mark awarded = 7 out of 8

Example candidate response

c I would say that it was the important reason for Hitler being able to strengthen his control of Germany between 1933 and 1934. Yes the Reichstag fire, which was blamed on Marinus Van der Lubbe a Communist, did help Hitler because he used this to claim that the communists were plotting against Germany and his government. The Reichstag fire happened just after Hitler became the Chancellor and this Communist was found and confessed that he burnt down the Reichstag building. He used this to plot the communism and when the enabling act, that could give him the power to pass laws without going through the Reichstag, he gained control over Germany and this strengthened his control more. Because with the enabling act, he could do anything, if he were to tell the people to bow to him and only him, they would do it because, it was within his power. If he were to say that there should be no other party apart

from the Nazis it could happen as well because the power that he had called the enabling act, that gave him authority to pass any law he wanted was very powerful. Which is why he managed to declare himself dictator of Germany after Hindenburg died. So if it hadn't been for that communist in the Reichstag building caught starting the fire, Hitler would not have been able to strengthen his control. Remember Hindenburg never liked him in the first place so obviously, Hitler's control wasn't going to be much, but with the Reichstag fire Hitler proved a point, that he was not the bad one but the communists and thugs when he asked for the enabling act, which was given to him. So basically the Reichstag fire was the most important reason for Hitler being able to strengthen his control of Germany between 1933 and 1934. Because after the Reichstag fire, Hitler got even more supporters, as they now trusted ^{him}. So without the Reichstag fire, Hitler wouldn't have gotten the (En)abling act.

Examiner comment

This type of question requires the candidate to take the given factor in the question, in this instance the Reichstag Fire, and offer a number of explanations as to its impact on Hitler strengthening his control. This candidate produced an answer that does just that. There are three clear explanations – starting with the fire and the blaming of the Communists, followed by the Enabling Act and finally through to becoming dictator of Germany. Each of these could have been treated individually but the candidate actually sees them along a continuum. The final part of the answer becomes a summary of what has already been written. This approach will not gain extra credit. What the candidate should have done was to consider other reasons which enabled Hitler to strengthen his control. These might well have included the Night of the Long Knives and the idea of Hitler's 'total power'.

Mark awarded = 5 out of 8

Example candidate response

○ The Reichstag fire helped Hitler to strengthen his control in Germany because people thought Hitler was fighting Communism. Even though ^{h₂}/₁ some historians believe that the Nazi party may have had a hand in this fire. But Hitler said the Communist had started or set the fire. So Hitler was now becoming more and more strong, by blaming the Communists he was seen as the good party and the ^{h₃}/₃ Communists very bad because the police only found one person and he said he acted alone but Hitler said no he was doing it for the Communist party, so this helped Hitler.

^{h₃}/₃

Examiner comment

Many answers around this level often do little more than describe the fire. This candidate immediately introduces the issue of the Communists and how the Nazis used the event to their advantage. However, this answer does not develop further the impact on Nazi control of the fire, or consider other issues such as the Enabling Law, the Night of the Long Knives or the death of Hindenburg.

Mark awarded = 3 out of 8

PAPER 2

Option B: 20th Century topic

WHAT HAPPENED IN GUERNICA ON 26 APRIL 1937?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

Both Germany and Italy supported Franco and the Nationalists in the Spanish Civil War. One of the most important contributions made by Germany was to send the elite Condor Legion. This consisted of bomber, fighter and reconnaissance aircraft and their crews. The Condor Legion was involved in one of the biggest controversies of the war. On 26 April 1937 large parts of the town of Guernica were destroyed. Each side blamed the other. Guernica was in the semi-autonomous Basque area of Spain. The Basques did not really support either side in the civil war and had their own army to defend their part of Spain. In April 1937 Guernica stood in a crucial position. It was between the Nationalist forces and their target – the city of Bilbao. It was also on the path of retreat for the Republicans. What did happen on 26 April?

SOURCE A

I was going by car to rescue my mother and my sisters, then living in Marquina, a town about to fall into the hands of Franco. We reached the outskirts of Guernica just before five o'clock. The streets were busy with the traffic of market day. Suddenly we heard the siren, and trembled. People were running about in all directions. Soon an enemy aeroplane appeared over Guernica. A peasant was passing by. 'It's nothing, only one of the 'white' ones,' he said. 'He'll drop a few bombs, and then he'll go away.' The Basques had learned to distinguish between the twin-engined 'whites' and the three-engined 'blacks'. The 'white' aeroplane made a reconnaissance over the town, and when he was directly over the centre he dropped three bombs. Then we saw a squadron of seven planes followed a little later by six more, and this in turn by a third squadron of five more. All of them were Junkers. We ran into the woods, hoping to put a safe distance between us and the enemy. But the airmen saw us and went after us. We heard the bullets ripping through branches. Meanwhile women, children and old men were falling in heaps, like flies, and everywhere we saw lakes of blood.

For more than an hour these eighteen planes, never more than a few hundred metres in altitude, dropped bomb after bomb on Guernica. The aeroplanes left around seven o'clock, and then there came another wave of them, this time flying at an immense altitude. They were dropping incendiary bombs on our martyred city. The new bombardment lasted thirty-five minutes, sufficient to transform the town into an enormous furnace. Even then I realized the terrible purpose of this new act of vandalism. They were dropping incendiary bombs to try to convince the world that the Basques had set fire to their own city.

From an interview given in the 1960s by an eye-witness, Father Alberto de Onaindia. He was a diplomat who represented the Basques in France.

SOURCE B

Monday was market day in Guernica. At 4.30 p.m. when the market was full the church bell rang the alarm for approaching aeroplanes, and the population sought refuge in cellars and in the dugouts prepared following the bombing of the civilian population of Durango on 31 March. The people are said to have shown a good spirit. A Catholic priest took charge and perfect order was maintained.

Five minutes later a single German bomber appeared, circled over the town at a low altitude, and then dropped six heavy bombs, apparently aiming for the station. The bombs with a shower of grenades fell on a former institute and on houses and streets surrounding it. The aeroplane then went away. In another five minutes came a second bomber, which threw the same number of bombs into the middle of the town. About a quarter of an hour later three Junkers arrived to continue the work of demolition, and the bombing grew in intensity, ceasing only with the approach of dusk at 7.45. The whole town of 7 000 inhabitants, plus 3 000 refugees, was slowly and systematically pounded to pieces. Over a radius of five miles they had bombed separate farmhouses. In the night these burned like little candles in the hills. All the villages around were bombed with the same intensity as the town itself, and at Mugica the population was machine-gunned for 15 minutes.

*An account written by a journalist for the English newspaper 'The Times'.
He visited Guernica on 27 April 1937.*

SOURCE C

During the advance on Bilbao, Guernica became part of the front line. It contained several small factories, one of them for the manufacture of arms and ammunition. It was an important road junction and a depot of substantial size for the gathering of reserve soldiers on their way to the trenches. The Republicans in Bilbao needed a sensational story to cover up their defeat. They sent miners to dynamite Guernica and set fire to its buildings and swore that it had been blown to bits by German bombs. To destroy an entire small town from the air, not hundreds but thousands of bombs would be required. The resources for such wholesale destruction are entirely lacking to either side in this war.

*From the memoirs of Luis Bolin, the Nationalist press chief in charge of propaganda and censorship.
The memoirs were published in the 1960s.*

SOURCE D

In Nationalist circles it is asserted that the enemy set fire to Guernica as they did at Eibar, where, according to Nationalist sources, the enemy before evacuating the town sprayed petrol on the buildings. A few incendiary shells and there was – inferno. It is stated also that mines were exploded.

This report was telephoned in to 'The Times' newspaper on 28 April 1937 by a journalist based at the Nationalist headquarters. He was working under strict censorship.

SOURCE E



"YOU'VE GOT TO ADMIT I'M BRINGING PEACE TO THE POOR AND SUFFERING BASQUES."

A cartoon published in Britain on 21 June 1937. The figure in the cartoon is Franco.

SOURCE F



A postcard published in France shortly after the attack on Guernica. The writing at the top says, 'The Basque people murdered by the German planes. Guernica martyred – 26 April 1937.'

SOURCE G

Germany's new Messerschmitt aeroplanes have been tested in the Spanish Civil War. The pilots are pledged before they leave Germany never to let their planes fall into the hands of the enemy. The German pilots in Spain are used more in combined infantry and air attacks than in bombing raids, which are chiefly carried out by the Italians. The German military experts are particularly interested in developing the art of offensive operation by all arms combined, the air arm included, and Spain is proving to be a valuable experimental field. They are of the opinion that the decisive blow in future wars will be delivered by combined operations of this kind.

From a British newspaper, 10 January 1938.

SOURCE H

We arrived in Guernica to find it a lonely chaos of timber and brick. An old man was clearing away debris. Accompanied by Rosalles, my official escort, I went up to him and asked if he had been in the town during the destruction. He nodded his head and, when I asked what had happened, waved his arms in the air and declared that the sky had been black with planes – ‘Planes,’ he said, ‘Italians and German.’ Rosalles was astonished. ‘No, Guernica was burned,’ he said. The old man stuck to his point, insisting that after a four-hour bombardment there was little left to burn. Rosalles moved me away. ‘He’s a red,’ he explained. A couple of days later we told this story to some Nationalist army officers. A tall officer said, ‘But of course we bombed it. We bombed it and bombed it and bombed it. And why not?’ Rosalles looked astonished and said to me, ‘I don’t think I would write about that if I were you.’

An account by an American reporter. Rosalles was a Nationalist press officer who escorted the reporter everywhere.

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

2 Study Sources C and D.

Does Source D prove Source C to be true? Explain your answer using details of the sources and your knowledge. [8]

3 Study Source E.

Why was this source published in 1937? Explain your answer using details of the source and your knowledge. [8]

4 Study Sources F and G.

Is one of these sources more useful than the other about what happened in Guernica on 26 April 1937? Explain your answer using details of the sources and your knowledge. [8]

5 Study Source H.

Are you surprised by this source? Explain your answer using details of the source and your knowledge. [7]

6 Study **all** the sources.

How far do these sources provide convincing evidence that the Republicans set fire to Guernica? Use the sources to explain your answer. [12]

Question 1

Study Sources A and B. How far do these two sources disagree? Explain your answer using details of the sources. [7 marks]

Mark scheme

Level 1	Writes about the sources but no valid match between them. They are just described.	[1]
Level 2	Claims they are different because one contains information not mentioned in the other.	[2]
Level 3	Matches sources on details which agree or disagree.	[3-4]
Level 4	Matches sources on details which agree and disagree.	[5-6]
Level 5	Agreement about attitudes of the authors of A and B. e.g. both authors were horrified by the bombing.	[7]

Example candidate response

①	<p>On the one hand both sources agree because they both have a negative view about the events of Guernica and shows it was <u>totally destroyed</u> they talk about more or less the same hour, source A, at "just before five o'clock" and source B, "at 4.30 pm" they both talk that the aeroplanes first dropped bombs in the centre of the town, source A says "when he ^{the aeroplane} was directly over the centre he dropped three bombs" and source B says the second aeroplane threw bombs "into the middle of the town" they both talk about the arrival of the bombers, source B says "about a quarter of an hour later three bombers arrived" and source A says "all of them [the squadron of planes] were bombers." They also claim the bombing was intense and devastating: "for more than an hour these eighteen planes [...] dropped bomb after bomb on Guernica" says source A, and "the bombing grew in intensity" they also say that these ^{bombing} planes "left around seven o'clock", or "ceasing only with the approach of dusk". They both agree the consequences were <u>refast</u> ^{and they caused great chaos.} source B talks about "demolition and that "in the night these (farmhouses) burned like little candles in the hills" and similarly source A says talks about "our martyred city" and "everywhere we saw lakes of blood. They both agree the city was <u>horribly destroyed by bombardment.</u>"</p> <p>But on the other hand, both sources don't agree</p>	LJ
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~~Because in source A it seemed as if that when the first~~
~~airplane appeared they thought it was nothing to~~
~~take care of, "It" it says that after the members had~~
~~left at 7 o'clock, "then came another wave of them", this~~
~~time flying at an immense altitude" as if they were a different group, "dropping~~
~~while source B doesn't mention that and~~
~~there are some differences in the hours and some ^{slight} ^{ones} ^{more} ^{detailed} ⁱⁿ ^{formation} ^{about}~~
~~the conclusion, although some differences about~~
~~events and times, I think both sources greatly agree.~~

5/7

Examiner comment

This candidate starts with the attitudes of the two authors and explains that 'they both have a negative view about the events of Guernica'. This moves the answer straight to Level 5 in the mark scheme. To infer and compare attitudes from sources is a much higher level skill than simply comparing points of detail. Most candidates do the latter but this candidate has moved to the top level of the mark scheme in the first part of the answer. The candidate then proceeds to compare the sources for agreements over points of detail. The candidate identifies a series of agreements and each one is carefully explained with specific reference to source content. This is done very well and this part of the answer, by itself, would be placed in Level 3 of the mark scheme.

The candidate appears to be rushed for time in the last part of the answer. The reason for this is that too long has been spent on too many examples of agreements. The final part of the answer about disagreements is not so good. The candidate identifies several examples of information being in one source but not in the other. This approach is not counted by examiners as identifying valid disagreements and would, by itself, go into Level 2 of the mark scheme. However, as the candidate reached Level 5 in the first few lines of the answer, this was the level that was awarded.

Mark awarded = 7 out of 7

Example candidate response

1) I say source A and source B agree with each other to a great extent. Both the sources talk about the things that took place in Guernica on the day of attack from about four o'clock up to about seven o'clock. Both source ~~state~~ ^{show} that between four and five o'clock, a siren rang and an enemy ^{aeroplane} appeared over Guernica and dropped bombs directly over the city centre. After about five minutes intervals the bombers came back and bombed the city aiming the middle of the town. The bombing then stopped ~~at~~ ^{between} about seven and eight o'clock. At this time Source A says "the town was transformed into an enormous furnace" and Source B says that "the town was slowly and systematically pounded into pieces", these two phrases emphasize that the two sources agree.

To a very lesser extent I would not say that the sources agree source B is more specific than source A. Which could mean that one of the sources is talking about attack that happened on ~~another~~ another day since there are no dates, for instance Source A. Source B is specific in that it talks about the exact day i.e. Monday, it says specific ~~by~~ times e.g. "At 4.30pm..." and it gives specific places that were bombed. However the sources A and B do agree to a greater

extent As Source A was taken from an eye witness and Source B was taken from a journalist who had visited Guernica on the 27th April 1937 and probably got first hand information.

2/4

Examiner comment

This candidate starts by trying to identify agreements over points of detail. Some of the first paragraph is simply a narrative of events and fails to compare the two sources. However, there are two agreements identified: about the time the events happened (between about 4 o'clock until about 7 o'clock), and about the fact that Source A states that 'the town was transformed into an enormous furnace' while Source B says that 'the town was slowly and systematically pounded into pieces'. These are similar enough to be allowed as agreements.

The candidate struggles to find examples of disagreements between the two sources. A general point is made about one source being more specific than the other but this only leads the candidate to identifying something which is in one source but not in the other. This does not qualify as a disagreement. The answer finishes by comparing the difference in type of the two sources – one is an eye-witness of the bombing and the other is written by someone who arrived the day after the bombing. This does not answer the question which is about how far the sources disagree. To achieve a higher mark the candidate needed to find and explain genuine ways in which the sources disagree about what happened.

Mark awarded = 4 out of 7

Example candidate response

1. On one hand, source A was ^{disagree} ~~agree~~ because
 this source ~~show~~ said that in Guernica
 was ~~was~~ a war. That there was in that
 period were ~~was~~ bombing, and a lot of
 planes were passed through, because when
 was the ^{Republican} ~~Nationalist~~ to attack and bomb
 in a way to defeat the communist in Spain.
^{on the other hand} Also in Source B was ~~agree~~ because said ~~that~~
~~some~~ ideas in Source A, that the German
 bombers and killed all the population of
 Guernica, to ~~used~~ the aim, that was to ~~stop~~ the Commu
^{nist} ~~nist~~.
 On the other hand these two sources ^{disagree} ~~on~~
 NO. disagree, because they realize the terrible
 purpose of this new act of terrorism.
 In conclusion these sources ^{disagree} ~~on~~ ^{disagree} because
 had to show ^{different} ~~the same~~ ideas. ^{In this case the} ~~the~~ ^{well}
 Source B was ~~well~~ because said the ~~well~~ ^{truth}
~~that~~ that was that Nationalist wanted to
 stop the communist, as they invaded and
 wounded Guernica.

Examiner comment

This candidate struggles to compare the sources. Although assertions are made about the sources agreeing and disagreeing, there is no direct comparison. Each source is written about separately. First, there is a rather vague summary of some of the points in Source A. Then, a rather inaccurate summary of Source B is provided. The use of each source is not entirely accurate, but the main weakness of the answer is the failure to directly compare the sources. This has happened because each source is written about separately. As a result of this, no specific agreements or disagreements have been identified. To reach a higher level in the mark scheme, the candidate needed to produce some direct, and point-by-point comparisons similar to those in the previous two scripts. However, the candidate has at least produced a summary of each source.

Mark awarded = 1 out of 7

Question 2

Study Sources C and D. Does Source D prove Source C to be true? Explain your answer using details of the sources and your knowledge. [8 marks]

Mark scheme

Level 1	Describes the sources and fails to address the question or unsupported assertions.	[1]
Level 2	Answers based on undeveloped provenance e.g. dates of sources. OR Compares C and D on details but not on who was to blame.	[2–3] [2–3]
Level 3	Yes it does – based on comparing C and D about who was to blame.	[4]
Level 4	Developed evaluation of C but focuses on C only and ignores D.	[5]
Level 5	Cross references to other sources to check D about who was to blame – then says D does/doesn't prove C to be true about who was to blame.	[6–7]
Level 6	Developed use of provenance to evaluate D to argue D does not prove C to be true about who was to blame.	[8]

Example candidate response

② On the one hand source D proves source C to be true because it claims "the enemy set fire to Guernica" and in source E this is clearly told, "the Republicans in Bilbao needed a sensational story to cover up their defeat" source D also tells "mines were exploded" so it affirms what source C says, "they sent miners to dynamite Guernica". On the other hand source D doesn't prove source C to be true because ~~it~~ source D is from a journalist at the Nationalist headquarters working under strict censorship so it you expect it not to contradict the Nationalists so it is not a good ~~or~~ very reliable source. Besides it says "in national circles" that was thought so it also means that in other circles this was not thought and perhaps it was thought the contrary. When ~~the~~ ^{the journalist} says that mines were exploded he doesn't explicitly tell that they were exploded by Republicans as source E says.

In conclusion, I think source D doesn't prove source

C to be true because it was written under strict censorship so it's not reliable.

Examiner comment

The candidate starts by explaining how the two sources agree that the Republicans set fire to Guernica. This is used to support the judgement that Source D does prove Source C to be true (Level 3 in the mark scheme). However, the answer then improves and the candidate begins to explain why Source D does not prove Source C to be true. The candidate evaluates Source D using the information provided in the paper about its provenance. As the candidate explains, the source is written by a journalist working at the Nationalist headquarters under strict censorship. We would, therefore, not be expecting him to contradict the claims made in Source C, written by the Nationalist press chief. This means that Source D cannot be used to prove that what Source C says is true. The candidate adds an excellent extra point by explaining that the journalist in Source D tries to indicate that he doesn't necessarily agree with what he is reporting by stating 'it is asserted that'. This is an excellent answer and does everything required for the top level in the mark scheme.

Mark awarded = 8 out of 8

Example candidate response

2. Does source A prove source C to be true? Explain your answer using details of the sources and ~~any~~ ^{own} knowledge.

I ~~doesn't~~ ^{does} prove source C true to a greater extent. This is due to the sources blaming ^{the same} different sides for the bombing. Source A is written by a journalist from Nationalist headquarters who would be able to delve better the full story. Source A tells of how the Nationalist enemy the Republicans were the ones who organised the bombing proving what source C had said that republicans had been involved. Source A talks of the mines exploding which proves that miners as said in source C were involved and were in possession of explosives. But source C talks of how it would not be practically possible for either side to pull this destruction off thus what is said in A nullifies what the former has stated. 3/4

Examiner comment

The candidate argues that Source D does prove Source C to be true. This is based on explaining how both sources blame the Republicans for setting fire to Guernica. This is explained clearly and explicitly. The argument is that because Source D makes the same claims as Source C, it therefore proves it to be true. This fits Level 3 of the mark scheme. The candidate also tries to argue that Source D is reliable and that the two sources disagree on some matters. These points do not earn the candidate any more credit and the answer stays in Level 3. To achieve a higher mark, the candidate needed to realise that Source D can only be used to prove or disprove Source C, if it can be trusted. As the first candidate demonstrated, when Source D is evaluated it is clear that it cannot be trusted.

Mark awarded = 4 out of 8

Example candidate response

2 Source D prove that source C is true, as it mentions that 'petrol (was poured) on the buildings', for them to then be burnt is the petrol, while in source C, Republicans 'set fire to its buildings'.

On the other hand, source D mentions that mines were exploded, while in source C there is mention of mines (Republicans' sent), 'dynamite Guernica', this can be confusion as in the middle of the war there are misunderstandings as no one knew exactly what has happened, that is why both sources are not entirely reliable. In the memoirs there are lots of opinions, which are subjective, that are not present in source D. Also information could have been missed as it was a telephonic report.

In conclusion, sources are not reliable enough to decide if source D is proving source C to be true, but there are some points in which it shows to be true.

Examiner comment

The candidate begins by trying to make a match between the sources but doesn't quite make the match properly. The candidate then tries to evaluate the sources but this is carried out at a low level (Level 2 in the mark scheme, not Level 6). The evaluation rests on general claims that there was a lot of confusion at the time and that is why neither source is reliable, that Source C contains lots of opinions and that a lot could have been missed in Source D because it is a telephone report. This is all low level evaluation. To achieve a better mark, the candidate needed to show clearly that the two sources place the blame on the people, or to evaluate Source D using its provenance.

Mark awarded = 3 out of 8

Question 3

Study Source E. Why was this source published in 1937? Explain your answer using details of the source and your knowledge. [8 marks]

Mark scheme

Level 1	Describes the sources and fails to address the question or unsupported assertions. OR Misinterpretations based on the idea that the cartoon is saying it was published to show people that Franco was bringing peace to the Basques.	[1] [1]
Level 2	Views the cartoon as information only. These answers think the cartoon was published simply to tell people that Guernica had been bombed – as information.	[2]
Level 3	Gives the context as the reason why it was published. e.g. it was published because Guernica had just been bombed. OR Valid interpretation of the cartoon but does not get to the message of the cartoon.	[3] [3]
Level 4	Explains valid sub message of the cartoon e.g. something dreadful has happened to Guernica.	[4–5]
Level 5	Explains big message of the cartoon.	[6–7]
Level 6	Explains purpose of the cartoon. This could be, for example, to influence British public opinion to put pressure on the government to intervene, or to persuade the government to change their policy of non-intervention.	[8]

Example candidate response

3 The cartoon on source E, was published in 1937, to show the people how ironic Franco was. The source shows how Franco and the ^{Nationalists} ~~Republicans~~, had destroyed the city and suggests he wanted to rule the country to achieve peace. By showing this, they are supporting the non-interventionist as people would not want to join such a war. It was published that year, as it was the time in which the Spanish civil war was happening, and the cartoon was useful to show the people how Franco and ^{Nationalists} ~~Republicans~~ damaged cities and the vandalism they caused. Also it should be useful for the republican opposition in Britain, to show how bad they could be.

?

just

5/6

Examiner comment

This answer leaves it until the end of the answer to explain the 'big' message of this cartoon. The cartoon is criticising Franco and blaming him for the damage done to Guernica. The candidate shows an understanding of this when it is stated 'the cartoon was useful to show the people how Franco and Nationalists damaged cities and the vandalism they caused. Also it should be useful for the republican opposition in Britain to show how bad they (the candidate means the Nationalists) could be.' This places the answer in Level 5 of the mark scheme. The statement earlier in the answer that the cartoonist is trying to support non-intervention is not so good and is probably the opposite to the real situation. However, the candidate still reaches Level 5 at the end of the answer. To achieve a higher mark the candidate needed to move on and suggest a valid purpose for the cartoon e.g. to encourage Britain to end its policy of non-intervention.

Mark awarded = 6 out of 8

Example candidate response

3. Why was this source published in 1937? Explain using details from the source and own knowledge.

The source was published in 1937 because that was the year in which the bombing of the Basques which led to the destruction shown in the source happened. Also it was the time when speculation was rife on who was to blame for the bombing thus it would be more effective as people of the news is spread whilst curiosity is heavy among the people. It was an effect of note thus it was quickly made known through various media i.e. the cartoon. Also Britain's premier had been adamant that other European countries should not be involved thus the level of destruction shows that he was right to ~~involve~~ tell other countries not to interfere as more destruction was caused. The author required time to compile notes and research thus it was written the same year but a bit after the event. 2/3

Examiner comment

This answer is based entirely on context. The candidate is focusing on the 'why 1937?' part of the question. The answer explains that the cartoon was published then because that was the year in which Guernica was destroyed. It was also the time when people were aware of, and interested in, what had happened to Guernica. The 'author' would also have had just enough time to compile notes and research. This is a reasonable answer and was placed in Level 3 of the mark scheme. To achieve a higher mark, the candidate needed to consider the message and the purpose of the cartoon. The candidate does attempt this but gets it wrong when it is stated that the cartoon was published to tell other countries not to intervene. The intention of the cartoonist was the opposite to this.

Mark awarded = 1 out of 8

Example candidate response

3) This source was published in 1937 because this is when General Franco was put as per president of Spain then all this destruction occurred which left him a great job in bringing back the normal conditions of Cuernica. As Franco was a Republican the Nationalists were against his governance and resolved in destroying Cuernica in Spain defeating the Republicans. Source F shows a shattered city with no upright structure and Franco standing in the middle of the road by himself as there is no one else in site and no form of tight life in sight.

The source also says "You've got to admit I'm bringing Peace to the poor and suffering Basques" showing how Franco as the new leader now has to be responsible for the cleanup of the mess created by the enemy and how he as the new leader has to reintroduce peace and tranquility in the land. //

Examiner comment

Parts of this answer are clearly incorrect e.g. that Franco was a Republican. However, the candidate does manage to explain some surface information from the cartoon e.g. it shows that Guernica was shattered. The candidate also misinterprets the cartoon by reading it literally and thinking that the message is that Franco as the new leader has to sort things out. The earlier part of the answer about the surface information in the cartoon just lifts it to Level 2. To achieve a better mark, the candidate needed to interpret the true message of the cartoon (i.e. show an understanding of the irony of the cartoonist and see that the cartoon is blaming Franco), instead of accepting its surface meaning.

Mark awarded = 1 out of 8

Question 4

Study Sources F and G. Is one of these sources more useful than the other about what happened in Guernica on 26 April 1937? Explain your answer using details of the sources and your knowledge.

[8 marks]

Mark scheme

- | | | |
|---------|--|--------------------|
| Level 1 | Describes the sources and fails to address the question or unsupported assertions. Include here answers that simply assume G is about Guernica. | [1] |
| Level 2 | Answers based on undeveloped provenance. e.g. F cannot be trusted because it is French. | [2–3] |
| Level 3 | Answers based on the surface information of the source(s). e.g. F shows Guernica has been damaged badly. G shows Germany is not interested in bombing, therefore not useful because not about Guernica.
OR
Answers based on the limitations of the source(s).
Answers that focus on what the sources do not tell us – must specify, or G not useful because not about Guernica. | [4–5]

[4–5] |
| Level 4 | Developed evaluation for reliability, including cross reference. | [6–7] |
| Level 5 | Source F is useful for what it tells us about the French view/attitude towards the bombing or G suggests Germans bombed Guernica because although it is not about Guernica, it is suggestive.
7 marks for G, 8 marks for F. | [7–8] |

Example candidate response

① In terms of information source G could be said to be more useful than F about what happened in Guernica because it gives us more information as for example what were the reasons why Germany got involved in

the attack. It says it was to test new weapons, "Germany's new Messerschmitt aeroplanes have been tested in the Spanish civil war" and "Spain is providing a proving ground to be a valuable experimental field" However we could also say that F is more useful about the events of Guernica because it talks specifically about Guernica, it shows clearly the effects, city in ruins, "people murdered" and "Guernica martyred" and it says who was to blame, Germany: "murdered by the German planes" while source G talks in general of the whole Spanish war don't giving detailed information about Guernica.

In terms of reliability, both sources could be said to be ~~as~~ similarly unreliable as source G is from a postcard in France and source F is from a British Newspaper. Both ~~so~~ countries, Britain and France had similarly views and were ~~in the~~ sympathisers of the Republicans and hated Germany, perhaps France a bit more, making the source F a bit more unreliable.

In conclusion, I think both sources are ^{almost} equally useful about what happened in Guernica on 26 April 1937 as source G shows the aims behind all the attack and source F shows clearly the effects of the Guernica. Both could complement each other.

5/8

Examiner comment

This candidate immediately uses Source G in the correct way. Source G is not actually about Guernica but it is suggestive, i.e. if the Germans were using Spain for the purposes described in Source G then it would not be surprising if German bombers were involved in the bombing of Guernica. This candidate does not make the mistake that many candidates made - to assume that Source G is actually about Guernica. The candidate

explains how Source G could be useful evidence about Guernica while at the same time fully understanding that it is not actually about Guernica. This is explained in the first paragraph. What the candidate has to say about Source F is not so good. The candidate uses it for surface information about what happened to Guernica. By itself, this would have reached only Level 3 in the mark scheme. The best way to use Source F is as evidence about French attitudes towards the destruction of Guernica. The rest of the answer evaluates the sources and concludes that they are unreliable. This adds nothing to the answer. The first part of the answer enabled the candidate to be placed in Level 5.

Mark awarded = 8 out of 8

Example candidate response

4) Sources F and G

Yes Source F is more useful than source G about what happened in Guernica because the source shows us that in Guernica buildings were wrecked and destroyed. There is rubble all over the roads and the town looks deserted showing that not many people survived. This is emphasized as the source states that, "The Basque people murdered by the German planes. Guernica martyred." This again shows

I 2

that the town was and practically all the people in it were massacred and did not survive. Source F is more useful because source G only shows how Germany was coming up with strategies and plans in making their air force better. We see this when the source states, "experts are particularly interested in developing the art of offensive operation by all arms combined." Source G only shows how they were planning to carry out the attack and does not state what happened in Guernica.

3/5

Examiner comment

This answer was placed in Level 3 of the mark scheme. The candidate clearly explains why Source F is more useful because of the evidence it contains about state of Guernica after the attack. Some of the evidence from the photograph is clearly stated in the answer and is explained well. The candidate rejects Source G as being useful because it is not about Guernica. To be placed in a higher level, the candidate needed to evaluate the sources for reliability or either explain how F can be used as evidence of French attitudes or demonstrate an understanding that although G is not about Guernica, it can still be useful as evidence.

Mark awarded = 5 out of 8

Example candidate response

4) To a greater extent source C is more useful more than source F. Source F may not be as useful as it does not tell what exactly was happening and why it happened. Though it's a card taken shortly after the attack it is L2 less useful in that it says "The Basque people murdered by the German planes" - this statement can L2 rather be biased as German and Italy were equally involved but the blame was put on Germany according

to the post card. So

Source C is more useful because it explains the truth that the German planes had been tested in the Spanish civil war. The Germ from the source we get that the German pilots in Spain did more combined infantry and air attacks and Italians carried out bombing raids. Source C actually states that German saw Spain as a valuable experimental field. This source, though briefly, explains what happened in Guernica on the 26th of April and is more useful.

2/2

Examiner comment

This candidate attempts to evaluate Source F. This is a useful approach as long as the evaluation is based on an informed use of the provenance of the source e.g. by considering the possible purpose of the source. This candidate's reevaluation of Source F is more simplistic and comes under the category of 'undeveloped provenance' which is Level 2 in the mark scheme. The candidate claims that the source is biased because although both Germany and Italy were to blame, only Germany is blamed by this source. This is a weak Level 2, as the candidate does not even mention that Source F is a French source. The final part of the answer about Source G indicates that the candidate has assumed that this source is directly about Guernica – which it is not. To achieve a higher mark, the candidate needed to explain either that Source G is not about Guernica or how Source F does provide us with evidence about what happened to Guernica.

Mark awarded = 2 out of 8

Question 5

Study Source H. Are you surprised by this source? Explain your answer by using details of the sources and your knowledge. [7 marks]

Mark scheme

Level 1	Writes about the source without saying whether surprised or not. OR Assertions of surprise with no valid support.	[1] [1]
Level 2	Valid answers that fail to express surprise or not surprise. OR Identifies something that is surprising/not surprising but no valid explanation. OR Surprised because of internal contradictions within H.	[2] [2] [2]
Level 3	Everyday empathy e.g. surprised by the cruelty of the army officers.	[3]
Level 4	Checking facts in H through cross reference to express surprise or not surprise.	[4]
Level 5	Surprised or not surprised because of immediate context. These answers focus on the context within the source e.g. surprised that the old man said this in front of a Nationalist press officer.	[5]
Level 6	Surprised/not surprised because of the broader political context. e.g. Army officers admit to the bombing when the Nationalists generally were trying to deny responsibility or not surprised the press officer is covering up because Nationalists did not want to be blamed for this – not good publicity.	[6]
Level 7	Surprised that the US reporter was able to produce an account such this because he was being censored/followed.	[7]

Example candidate response

Q5: Yes, I would say I am quite surprised as this source confirms the bombing was done by the nationalists when people were led to believe it was the Republicans; However after taking into account the fact that this source was written by a US reporter followed by a 'nationalist press officer' makes it even more shocking that this was published.

However the fact that the old man stated the 'planes' and bombs were from Italy and Germany doesn't surprise me as this man even though stood near a nationalist 'stuck to his point'. The fact that Rosalles made an excuse claiming he was a 'red' suggests that Rosalles claims this man is a communist so as to mislead the reporter.

So overall I would say I'm not at all surprised by this source the nationalists tried so hard to hide it but couldn't as even some Nationalist army officers admitted to the crime of them having 'bombed it'. When Rosalles told the reporter not to 'write about that' definitely proved the nationalists want to hide something.

So overall I am not surprised the nationalists would obviously claim the man is a 'red' which is a communist as the USSR supported the republicans and they wanted the reporter to think the enemy did the bombing.

Examiner comment

The first part of this answer is the best part and is where the candidate reaches the top level in the mark scheme. Here the candidate expresses surprise because the overall account by the American reporter has been published. This is surprising considering what is in the report in terms of what the Nationalist army officers admit. One would have expected this to have been censored, particularly because we are told that he was followed everywhere by a Nationalist press officer. This part of the answer was placed in the top level of the mark scheme. The rest of the answer focuses on details within the source instead of the account as a whole, and is not as good.

Mark awarded = 7 out of 7

Example candidate response

5) Source H

No I am not surprised by source H because in source G it states how Germany used Spain as a "valuable experimental field" for his planes. I am also not surprised that Rosales was astonished and that he thought Guernica was burned as the old man stated in this source. This is because Source C was written by the Nationalist press chief in charge of propaganda and this could mean that he deceived people with propaganda to believe that it was burned down and not bombed. Also when Rosales told the ~~is~~ some Nationalists this story, they admitted that they bombed Guernica.

Examiner comment

This candidate cross-references to other sources in the paper to check various details and statements in Source H. The candidate carries out two valid pieces of cross reference (to Sources C and G). The candidate explains why both these cross references lead to being not surprised. This is a perfectly legitimate approach to the question, and the candidate does answer the questions by explaining reasons for not being surprised. To achieve a higher mark, the candidate would have needed to have considered the use of Source H to explain being surprised or not surprised about what is being said in the source e.g. one might be surprised by the fact that the old man was prepared to say what he does in front of a Nationalist press officer.

Mark awarded = 4 out of 7

Example candidate response

5 I am not surprised by this source to a greater extent because according to my own knowledge Guernica was left with absolutely nothing alive and functional as the Americans had left everything burnt to the crust beyond any recovery. The phrase "declared that the sky had been black with planes" does not surprise me as they were a large number of them dropping bombs. After the bomb there was no bright sky in sight. This also explains the phrase "No Guernica was burned".

"After a four-hour bombardment there was little left to burn" I agree as the planes had dropped too many bombs in a space of four hours to leave anything not burnt. The statement said by the tall officer does not surprise me at all "But of course we bombed it!

And why not?" I already know that the Americans couldn't care less what happened in Guernica as they were just testing their planes and anywhere they were against the selection of the new president of Spain Franco so generally they enjoyed bombing Guernica.

To a lesser extent I am surprised as there is this old man trying to hand sweep all the debris which is a lot, I would think machines should be used to clear it off. I am also surprised at the way these American Reporters seem to be astonished and are advising each other not to publish the officer's statement. If the Americans are so free to say it then why not to everyone? There is nothing to hide.

Examiner comment

Much of this answer is invalid. The candidate seems to think that the Americans were involved in the bombing of Guernica. This is not a slip of the pen because it is stated twice. The last part of the answer is also invalid because the candidate appears to think that there are several American reporters involved. However, in places the candidate is able to identify details in Source H which it is reasonable to be not surprised by e.g. the large number of bombs dropped. The candidate is unable to provide a contextual explanation for not being surprised e.g. a cross reference and so the answer fits into Level 2 of the mark scheme. To achieve a higher mark, the candidate needed to use the historical context to explain why there is reason to be surprised by what is said in Source H.

Mark awarded 2 out of 7

Question 6

Study all the sources.

How far do these sources provide convincing evidence that the Republicans set fire to Guernica? Use the sources to explain your answer. [12 marks]

Mark scheme

- | | | |
|---------|---|--------|
| Level 1 | No valid source use. | [1–3] |
| Level 2 | Uses sources to support or reject the statement. | [4–6] |
| Level 3 | Uses sources to support and reject the statement. | [7–10] |

Up to 2 bonus marks for evaluation of sources (no more than 1 per source).

Source use must be reference to a source by letter, by provenance, or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement.

Example candidate response

Q6. The sources do provide convincing evidence that the Republicans did set fire to Guernica. In particular, Source C and D they both agree to the fact that the bombing was done by 'the enemy' meaning the Republicans. Source C states that the reason for the Republicans reason to bomb Guernica was due to the factories that would 'manufacture arms and ammunition' and that they needed to 'cover up their defeat'. Source D agrees with this by saying it was 'the enemy' to 'Nationalist circles' that destroyed Guernica. They both state that Guernica was bombed by the Republicans so that so far proves that the Republicans destroyed Guernica.

However there is alot of evidence that it's because of German and Italian forces the bombing and killing took place. Source A which was taken from an interview with an eye witness states that the aeroplanes were deliberately dropping bombs to 'convince the world that Basques had set fire to their own city' this Source doesn't exactly state who the bombers were but definitely proves that the bombing were done by people who wanted to make it seem like the republicans. Source B confirms that a 'German bomber appeared' and 'dropped

six bombs' that is actually the first piece of evidence ~~that~~ that convinces me that the bombing was done by republicans.

Source F and G support the theory of the Germans being responsible for the bombing. Source F is an actual picture of the ~~bombing~~ ^{bombing} and hazards that occurred that day. The line at the top of the postcard in source F claims it was by the Germans. Source G goes into depth of the main reasons why Germany took part in the bombing, it was basically to test their new armed forces and to gain experience for the German soldiers. The reason why source G was written into so much depth is because it was stated by the British and they wanted the world to be aware of what the British knew about the Germans.

So taken as a whole even though source C and D highly agree that the bombing was done by the Republicans it isn't sufficient evidence as the sources F, G, A, and also source H agree that ~~it was~~ ^{it was others that} played the role. ~~These~~ Source E agrees it was the nationalists as it has Franco placed in the middle of the destruction. Source H also agrees that it was due to the nationalists, there is even confirmation that they 'bombed it, bombed it and bombed it.'

Since Germany supported the nationalists they obviously knew the events would lead to war and to them this was a perfect opportunity to test their forces. So the bombing and fire set to Guernica was a task done by the nationalist parties but mostly Germany as supported in Source B, F, G.

The Guernica bombing was basically seen as an unofficial dress rehearsal for ~~the~~ Germany for what was about to come which was WWII.

Examiner comment

This is a good, clear and well-organised answer to Question 6. To reach the top level for this question, candidates needed to explain how some sources support the statement and how other sources disagree with it. Here the candidate begins by explaining how Sources C and D support the statement that Republicans set fire to Guernica. This is done well, with details from the sources being used to support the explanation. The candidate then explains how Sources A, F and G disagree with the statement because they claim that the Germans carried out the bombing. Again, the explanations are clear, with details from the sources being used. The candidate tries to use other sources such as E but this is not used well. However, the short section on Source H does explain why it was not the Republicans. The final two paragraphs add little. Overall, the candidate explains how two sources support the statement and how four sources disagree with it. This is enough for the candidate to be awarded the top mark in Level 3 because of the quality and clarity of the explanations. To achieve the full 12 marks for this question, the candidate needs to evaluate at least two of the sources.

Mark awarded = 10 out of 12

Example candidate response

6. These sources are very convincing that the republicans set the fire in Guernica for ~~an~~ example in source C it says the republicans were trying to cover up their defeat "Republicans in Bilbao needed a sensational story to cover up their defeat" we are also shown in the same source that they set the buildings on fire "They sent miners to dynamite Guernica and set fire to its buildings"

In source D we find the proof that the republicans did this "The Nationalist circles it is asserted that the enemy set fire to Guernica as they did at Eibar" source D also says the republicans had already fully planned the plot "the enemy before evacuating the town sprayed petrol on the buildings" These two sources say the most ~~about~~ convincing evidence that the Republicans set fire to Guernica The rest of the sources mention Germany as the destroyer of the city with planes or the events explained by the eyewitness.

Examiner comment

This answer explains how two sources, C and D, support the statement that the Republicans set fire to Guernica. The explanations are clear, with details from the sources being used. At the end of the answer, the candidate does claim that other sources say it was the Germans who destroyed Guernica, but no particular sources are identified and there is no explanation. The answer was, therefore, placed in Level 2 and awarded just five marks because only two sources were used. To achieve a higher mark, the candidate needed to explain how other sources disagree with the statement.

Mark awarded = 5 out of 12

Example candidate response

6 On one hand do sources ~~do~~ didn't provide confidence that the Republicans set fire to Guernica. In source ~~A~~ E and F, that both

cartoons show the real thing, that Franco was destroyed Guernica and he won the war. And also show that he and Hitler his support, such as Germany and Italy could stop the Communist in Spain by using their army strong army and news papers of Germany, that they would testing in the Spanish Civil War.

On the other hand, source A provides convincing evidence that the Republicans set fire to Guernica, for example when it says said that the "Bombers" were taken about to fall into the hands of Franco". It is means that this source was disagree and also it ~~is~~ was in the side of the Republicans and the Communist.

N

X

In conclusion there was more sources that
 provide convincing evidence writes Franco,
 because it could show ~~the~~ the real ideas
 that occur in the Spanish Civil War. ~~That~~
~~the main reason was that~~ Franco
 and his support ~~was~~ wanted to fight the
~~Republican~~ ^{Republican} Communist to stop the
 Communist in Spain. And also that Franco
 could control his country with his ideas.

Examiner comment

The only part of this answer that gained any marks was the first part, where the candidate explains how Source E disagrees with the statement. The candidate tries to explain how Source A supports the view that the Republicans were responsible, but this is a misreading of the source. The conclusion does not refer to any of the sources and so will not earn any more marks. The candidate was placed at the bottom of Level 2, with just one source being used in a valid way. To achieve a better mark, the candidate needed to explain how more sources disagree with the statement and how other sources support the statement.

Mark awarded = 4 out of 12

PAPER 4

DEPTH STUDY A: GERMANY, 1918–1945

- 1 Study the sources, and then answer the questions which follow.

Source A

As a public speaker, Goebbels was soon second in the Nazi movement only to Hitler. Where Hitler's style was hoarse and passionate, Goebbels' was cool and often humorous, although he could whip himself into frenzy if the occasion demanded. Goebbels openly acknowledged that he was exploiting the lowest instincts of the German people – racism, hatred of foreigners, class envy and insecurity. He could, he said, lead the masses wherever he wanted them to go.

From a German historian, 1995.

Source B

We will eliminate excessive organisation of broadcasting as quickly as possible, replacing it with simplicity and economy. We will make radio the most flexible means of expressing the wishes, needs, longings and hopes of our age. We want radio that reaches the people, radio that works for the people, radio that also reaches across our borders to give the world a picture of our life and work. We do not intend to use the radio only for our purposes. We want room for entertainment, popular arts, games, jokes, and music. Everything should include the theme of our great reconstructive work, or at least not stand in its way. Above all, it is necessary to clearly centralise all radio activities, to place spiritual tasks ahead of technical ones, to introduce the leadership principle and to provide a clear world view.

Goebbels, speaking at a radio exhibition, August 1933.

DEPTH STUDY B: RUSSIA, 1905–1941

- 2 Study the sources, and then answer the questions which follow.

Source A

Content removed due to copyright restrictions

Source B

I am informed that recently in some zemstva, there has been senseless talk about participation by members of the zemstva in the affairs of internal government. Tell these zemstva that I am devoting all my strength to the welfare of the people, and will uphold the principle of autocracy as firmly and unflinchingly as my late unforgettable father.

From Nicholas II's coronation speech, 1894. Zemstva were local assemblies dominated by the nobility in the countryside and by professional people in the towns.

Question 2 (a) (i)

Study Source A.

What does this source tell you about the government's preparations to deal with Father Gapon's march on 9 January 1905? Support your answer with reference to the source. [6 marks]

Mark scheme

Level 1 Repeats material stated in the source, no inference made. [1–2]

Level 2 Makes valid inferences, unsupported from the source.

e.g. Government made threats but did not take the event too seriously etc. [3–4]

Level 3 Makes valid inference(s), with reference to the source.

e.g. Warned that it would take resolute measures but only posted notices in the city centre.
Did not think much would come of the march. Tsar went away for the weekend etc. [5–6]

Example candidate response

	a.) The government had no worries that Father Gapon's march would be a
VI	problem. Together with the Tsar, they believed it could bring little danger and would not be a threat. Normally, during strikes and demonstrations, the Cossacks or the secret police (Okhrana) would crush those opposing the Tsar.
d	However, in this case, they believed this would not happen: "force was not required". They decided that talking to Gapon, and asking to "call off
d	the march" through an advertisement
VI	would be enough. They had no idea of the threat the march could be and
d	a simple preparation of 'resolute action ^{action} ', which eventually would not be enough. As the source states, Nicholas II belittled
VI	in such way the march, that he did
d	not prepare great defenses or organized major action against and simply trundled, maintaining his life routine.
13	

Examiner comment

This candidate has both understood the source and the question. The candidate has drawn a number of valid inferences from the source and shown where, from within the source, evidence can be found to support the inferences that have been drawn. The candidate has shown command of the context of the source and has demonstrated good examination technique and knowledge of what kind of response should be made to this source-based question.

Mark awarded = 6 out of 6

Example candidate response

2/a)	<p>i) Source A clearly shows the government's message and preparation to deal with Father Gapon on Sunday, January 9th 1905. It was a message of repression, leaving clear that action would be done if the protest went on. The government and the Tsar knew that Father Gapon and the protesters were not admitted and respected the Tsar and felt confident that no force would be used but as the protest seemed to be that it it would not be called off the government maintained troops and mounted Cossacks in front of the Winter Palace, ready to attack any protesters.</p> <p style="text-align: right;">Sa?</p>	3
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Examiner comment

This candidate shows a clear understanding of the content of the source and is able to draw inferences. The main weakness of the answer is that there is no explicit evidence from the source to support the inferences. Any evidence is implicit at best. Candidates must make their evidence in support of inferences very clear to the examiner.

Mark awarded = 3 out of 6

Question 1 (a) (i)

Study Source A.

What can you tell from this source about Goebbels? Support your answer with reference to the source.

[6 marks]

Mark scheme

Level 1 Repeats material stated in source, no inference made.

[1–2]

Level 2 Makes valid inferences unsupported from the source.

e.g. He was arrogant, calculating low view of the German people. Well up in Nazi hierarchy etc.

[3–4]

Level 3 Supports valid inference(s) with reference to the source.

e.g. Second only to Hitler as a speaker, cool, calculating and sometimes funny; appealed to the basest of German instincts etc.

[5–6]

Example candidate response

a(i) Goebbels was a man of his own. He was a
 passionate when doing things. He believe believed in
 his ideas. He work hard until he get what
 he want, he never loose hope until his wishes
 are ~~fatped~~ fulfilled. He want people to believe
 and do what he want without being stopped
 or crashed by any pants. He only think what
 pleased his is best for everyone. He sometimes
 accepts his weaknesses if there are any.
 I still insist Goebbels was a man who believes
 what pleases him is what is good for
 everyone.

No focus
 BB4 0

Examiner comment

This answer demonstrates the response from candidates who are unclear of what is expected in answer to this type of question. Although it might be clear that the candidate has some understanding of the source content, the candidate does not appear to be answering the question set in the examination paper. The focus of the answer is unconvincing.

Mark awarded = 0 out of 6

Conclusion

In order to gain marks in the range available for the achievement of the highest level, candidates must demonstrate that they have understood the source and the question, that they can draw valid inferences from the source, and support those inferences with evidence taken from the source.

Question 2 (a) (ii)

Study Source B.

How far does this source show that Nicholas II understood the needs of his people? Explain your answer.

[7 marks]

Mark scheme

Level 1 Agrees OR disagrees, with no support from the source.

[1–2]

Level 2 Agrees OR disagrees, supported from the source.

e.g. Yes - Said he would look after the welfare of his people, using the same methods as his father etc.

No - He did not understand the political ambitions of the nobility or professional classes. He did not understand change etc.

[3–5]

Level 3 Agrees AND disagrees, supported from the source.
Addresses the issue of 'How far?'

[6-7]

Example candidate response

Y d
 N d
 C d
 N d
 Y d

aii) Nicholas II believed in the autocracy where he was chosen by god and had absolute power. He was credulous that this brought "welfare" to the people. The Tsar did not believe or what the zemstva was talking about. These affirmations indicate that the Tsar knew and understood little about the needs of his people. He rarely visited industries, peasant centers, meaning he had little contact with his people. The autocratic government had him at the top and many officials downwards: these officials many times would not inform ~~the~~ Tsar of the whole truth, or what they tried, (such as the zemstva) in this case, he would consider it "senseless talk".

However, this source shows us, that even though he knew little about the lower - working / peasant class, he had direct contact or information regarding the upper - nobility and aristocracy. This is seen, as the speed was made to and targeted his section of the population. He understood they needed to maintain their privileges and "welfare" which was caused due to the autocracy.

Even though this source only shows part of the speech at his initiation as the Tsar (meaning he had little experience), it already gives traces of his lack of information, ^{understanding} ~~and~~ contact with lower - classes and the knowledge and support of the nobility and aristocracy.

iii) continuation: However, it is important to remember that working class and peasants composed the majority of the population, meaning the Tsar had little understanding of the needs of his people as the source shows.

* On top of that, the Tsar was extremely caring and occupied with the royal family, as shown in his devotion to his father at the end of the source.

Examiner comment

The candidate demonstrates an understanding of the source and its content, and that the question is inviting candidates to argue the extent to which Nicholas II understood the needs of his people. The candidate has argued well and found evidence in the source to support both positive and negative arguments. The arguments and evidence are convincing, and the candidate has also offered background from his own contextual knowledge.

Mark awarded = 7 out of 7

Example candidate response

11) The Tsarist system in Russia in the beginning of the 20th Century was unfair and not working. Workers and peasants starved and Russia's economy was shattered. The Tsar, Nicholas II, failed to see that or if did, failed to change and delight his people. Source B confirms that the Tsar was unaware of his people needs. Revolutions had already occurred in other parts of the world and timely but rapidly the ~~stagnant~~ Russians were demanding ~~changes~~ changes. Nicholas II failed to give the population what they needed. He strongly believed in the concept of autocracy and absolute monarchy. Nicholas II believed he had full control of his people and would not accept external

12) interference such as the ~~gentra~~ or the Duma in which he ended after the ~~1905~~ 1905 revolution. This lack of perception was a mistake and in 1917 ~~the~~ the loyal population ~~can feel~~ ~~ago~~ finally threw a Tsar from power. 4

Examiner comment

This answer shows some understanding of the source and its content, but the candidate either has not realised, or does not know, that the source contains enough evidence to support more than one side of an argument. Here, the candidate has argued that Nicholas II did not understand the needs of his people, and has supported that argument with evidence from the source. The candidate was awarded a mark in the range available for a one-sided answer.

Mark awarded = 4 out of 7

Example candidate response

(ii) I believe that Nicholas II didn't understand the needs of his people. The conditions in Russia were terrible while the Tsar was on power. The land in Russia was badly distributed, the rich peasants (kuliaks) and the government had most of the land. The peasants have the right of a very small piece of land, that caused food shortages and famine. The Tsar took no measures to improve the situation. Workers were

badly paid and worked in terrible conditions on factories. The Tsar wasn't seeing that his people was in the terrible conditions, what makes worse, these people couldn't even protest ~~about~~ ^{or} request for better conditions that they were met by soldiers and Cossacks from the Tsar army to finish with the demonstrations. *No use of source*

Examiner comment

In this answer, the candidate has argued that Nicholas II did not understand the needs of his people. However, the candidate has used contextual knowledge alone about the general conditions in Russia at the time, and about Nicholas' reactions to conditions and his people. The candidate would be rewarded for the argument but would have achieved a higher mark by using evidence from the source.

Mark awarded = 2 out of 7

Conclusion

Candidates must appreciate that source-based questions require source-based answers. Contextual knowledge may add to the answers but must not replace the use of evidence within the source. Candidates must also appreciate that this question will require more than one side of the argument, supported from the source, to achieve marks at the highest level.

Question 2 (a) (iii)

Study both sources.

Is one of these sources more useful than the other as evidence about Nicholas II? Explain your answer.

[7 marks]

Mark scheme

Level 1 Useful / not useful – Choice made on the basis that one is more detailed / gives more information, but does not specify what information. [1]

Level 2 Useful / not useful – One is from a British writer and the other is Nicholas II himself so they could both be biased / unreliable. [2]

Level 3 Choice made on the nature or amount of information given. Must specify what information. [3–5]

Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.

6 marks for one source, 7 marks for both.

[6–7]

Example candidate response

	<p>acii) Source (A) and (B) both summarize of the Tsar's views regarding knowledge and understanding of the population needs and actions. However, they have several differences.</p>
1/2	<p>Source (A) was written by a historian who is probably detached, at ^{however, as} the British it had not may he may be willingful to criticise Russia's government at that time. He has the purpose of stating facts as a historian, and therefore is impartial. It is important to remember that this source was written in 1995, long after the actual event of Tsar ruling, making it a secondary source and we are do not trust the historians sources and evidences. The source (A) also</p>

tackles a specific time of the Tsar's life (1905) and comments solely on his knowledge and government preparations regarding peasant needs and actions.

Source (B) on the other hand, is an extract of ~~the~~ from Nicholas II's speech, making it a primary source and words directly from Nicholas II; why? almost reliable source. It occurred ~~near~~ during the time of the Tsar's ruling. However, it also tackles a specific time of the Tsar's life (1894), the 1/4 beginning of the ruling. This means that he was inexperienced still.

It is important to remember that this is only an ~~piece~~ extract of his speech, we are unknown of what else was said. On top of that, the ✓ Tsar may have wanted to please his audience, which was the upper class. OR? This source looks into conflict on the Tsar's relation with lower class.

Both sources are useful in different ways. While source (A) comments on the ^{middle} Tsar's ruling and relation with the lower class, source (B) comments on the beginning of such and the relation with upper class. While each source has its value and limitations I believe source (A) is more useful since it shows the Tsar's ignorance and how 1/4 he dealt with problems, it illustrates his nobleness, push, sovereign while tackling his ignorance.

6

Examiner comment

This is a full answer and the candidate is aware that marks in the range available for the achievement of the highest level will only be achieved by comments and tests on the comparable reliability of the sources. The candidate offered several incomplete evaluations such as, for instance, he did not explain why Nicholas' speech being a primary source was important. He then speculated about Nicholas who 'may have wanted to please his audience'. Again, this is an incomplete evaluation. However, the candidate did use his contextual knowledge about the speech being in 1894, and that his inexperience would affect what he said. Further development of this point would have been useful. Comments about Source A were of the 'stock' or speculative variety.

Mark awarded = 6 out of 7

Example candidate response

	iii) NO, I would say that both sources	
	shows evidence about how Nicholas governed	
	Russia. In source (A) it shows the mistrust	
	from the Tsar and his government ^{government} to peace	
C	demonstrations, requesting better conditions for	
	ordinary people of Russia. He didn't show any	
	sign of solidarity to his people. In source	
	(B) he talks that he won't admit any other	
B1	assembly or party to take part part in	
e	the at his government affairs. He mentions that	
e	he is devoting all his strength to the welfare	
	of people and will continue to reform the	
	principle of autocracy to continue the	
	supreme ruler of Russia. This makes us think	
	that the Tsar wasn't telling the truth, because	
	there are lots of people starving out there	
	and workers working in the worse condition	
	in factories and the Tsar taking no measures	
	for improvement.	4
10		

Examiner comment

This answer has concentrated on the comparison of the detail of both sources before coming to a judgement about which source might be more useful as evidence about Nicholas II. The candidate has used evidence from both sources and tried to argue about their comparative content, but there is no attempt to test the sources for their comparative reliability.

Mark awarded = 4 out of 7

Question 1 (a) (iii)

Study both sources.

Is one of these sources more useful than the other as evidence about the importance of propaganda in Nazi Germany? Explain your answer. [7 marks]

Mark scheme

Level 1 Useful / not useful – Choice made on the basis that one is more detailed / gives more information, but does not specify what information. [1]

Level 2 Useful / not useful – One is from a German historian and the other is from Goebbels himself so they could both be biased / unreliable. [2]

Level 3 Choice made on the nature or amount of information given. Must specify what information. [3–5]

Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.

6 marks for one source, 7 marks for both. [6–7]

Example candidate response

iii) Source (B) is more useful than source (A). Source (A) is from a German historian speaking in 1995, many years after the Nazi rule, however since it is a German historian it can be useful. Source (B) is more useful because they are words from Goebbels speaking at a radio exhibition in August 1933. Goebbels speaks of how radio is going to serve its purpose in controlling the German people. It also speaks eg. states how Goebbels was going to control them, but source (A) only states that Goebbels was a famous public speaker and would lead the masses wherever he wanted them to go. 3

Examiner comment

The candidate concentrated at the beginning of her answer on the provenances of the two sources, and only towards the end did the candidate offer any evidence that could be found in the sources. This qualified for the level of a comparison of the sources' contents, but at a low mark.

Mark awarded = 3 out of 7

Conclusion

In order to achieve marks at the highest level for this question, candidates must test the sources for reliability before coming to a conclusion about which is the more useful. Evaluative tests of the sources, by way of contextual knowledge, motive, purpose, tone, language, specific provenance etc, must be developed and completed.

Question 2 (b) (i)

What were Soviets?

[2 marks]

Mark scheme

Level 1 One mark for each valid aspect to a maximum of two.

e.g. Representative institutions which emerged during the 1905 revolution, first formed in St. Petersburg, then elsewhere. Re-emerged during 1917 to organise strikes and revolutionary activity. Rival of the Duma in Petrograd etc. [1–2]

Example candidate response

bi) The soviets were a workers' group who together with several others, led the revolution until it reached the dual power with the provisional government. It had great influence upon the country's decision and had an uprising to along Russian history.	✓
	✓
	2

Examiner comment

Although there are only two marks for this question it is important that candidates show that their powers of recall are strong. This answer is full and shows that the candidate understands the term 'Soviets', the thrust of the question, and is able both to define what Soviets were and put them into their historical context.

Mark awarded = 2 out of 2

Example candidate response

(b)(i) The soviets were groups of revolutionaries that opposed the way Russia was run. They believed that a revolution would and the abdication of the Tsar was the best way of improving Russia's situation.

Examiner comment

This answer shows that the candidate is not entirely clear about the thrust of the question. He is rewarded for the general context of the Soviets containing revolutionaries, but the remainder of the response is lacking relevant specific evidence as the candidate struggles to think of what to write.

Mark awarded = 1 out of 2

Question 1 (b) (i)

What were the Nuremberg Rallies?

[2 marks]

Mark scheme

Level 1 One mark for each valid aspect to a maximum of two.

e.g. Party rallies; publicity for strength; entertaining; parades/displays; stage for leader; speeches etc.

[1–2]

Example candidate response

(b)(i) Nuremberg Rallies were rallies about a new Germany under Hitler held in Nuremberg.

Examiner comment

This answer demonstrates the fact that the candidate is trying to develop an answer by extrapolation from the question itself. It is unconvincing and did not score.

Mark awarded = 0 out of 2

Conclusion

Answers to this question are at their best with a brief and accurate recall in response to what has been asked. Accuracy is important here.

Question 2 (b) (ii)

Describe the events of Bloody Sunday.

[4 marks]

Mark scheme

Level 1 Identifies events, e.g. March to Tsar's Winter Palace.

[1-2]

Level 2 Develops events. Award an extra mark to each valid aspect described in additional detail.

e.g. Tsar absent; troops open fire; number of deaths; Gapon and the people thought the Tsar would respond to their pleas and petition etc.

[2-4]

Example candidate response

	(ii) In March, January the 22 nd of 1905	
/	a group of over 200,000 protesters led by	
/	father Gapon went to the winter palace	
/	to give a petition to the Tsar. It was	
	was only a peace demonstration. Surprisingly	
/	they were met by a group of soldiers	
/	and mounted cossacks, with no warning	
	he fired at the protesters. It was a	
/	terrible day and many people died. The	
/	Tsar has lost respect from father Gapon	
/	and the ordinary people of Russia. This	4
/	event became known as Bloody Sunday.	
/		

Examiner comment

The candidate has not only identified the events of Bloody Sunday but also has shown a good understanding of the events and their context. The answer is unfussy and to the point and addresses the question.

Mark awarded = 4 out of 4

Example candidate response

b)ii) during the bloody Sunday father O'Connell lead a march to the Four Courts with thousands of participants with the goal to ask the Gov for some supplies (food, housing, clothes, etc)

As for the Gov he was in his palace in Tenmore Hill and had told that if a march was made it would be stopped by "resolute force", in which when the march reached the palace there were ~~many~~ military soldiers lined up ready to stop them in which they did by ~~injuring~~ or even killing them

L2

Examiner comment

This answer was rewarded for two relevant details at the beginning and the end of the response. This answer is also characteristic of those that are either unsure of their knowledge, or think that they must write more, and adapt the contents of one of the sources, which was used for previous questions.

Mark awarded = 2 out of 4

Question 1 (b) (ii)

Describe how Goebbels controlled literature and art from 1933. [4 marks]

Mark scheme

Level 1 Identifies aspects. [1–2]

Level 2 Develops aspects. Award an extra mark for each aspect which is described in additional detail.

e.g. Ministry for Propaganda and Public Enlightenment; only Culture Chambers' members licensed; censorship; removal of Jews and their works; subsidies; promotion of German art and literature etc. [2–4]

Example candidate response

b)ii) Goebbels controlled literature and art in 1933 using the radio. He eliminated all his competition, and in the only place you ~~now~~ could hear ~~now~~ about art and literature was in the radio. Only source of life

Examiner comment

At best, this answer has hints of censorship. The candidate has drawn on question (b) (iv) for inspiration with regard to Germans only being able to 'hear about art and literature was in the radio' (sic).

Mark awarded = 1 out of 4

Conclusion

Candidates must show that they can identify the subject of the question, show that they can describe it in some detail and give the description a context.

Question 2 (b) (iii)

Why was Nicholas II able to survive the 1905 revolution?

[6 marks]

Mark scheme

Level 1 Single reason. One for the reason, one for the explanation.

[1–2]

Level 2 Multiple reasons. One for each reason, one for each reason explained.

e.g. Had the support of the ruling classes, army and secret police. Opposition not united and some in exile. October Manifesto bought time until troops returned from Russo / Japanese War etc. [2–6]

Example candidate response

	iii. The first step towards surviving the 1905 revolution was doing a peace settlement with ^{with} Japan. He could then gain the support of the army by paying them what was due and promising promising better conditions of service if they remained loyal. The soldiers eventually remained loyal to the Tsar and returned to European Russia. In the meantime, the Tsar had to make concessions such as the October Manifesto which promised a Duma, civil rights and uncensored newspaper. This divided ^{divided} his opponents and while they debated over what to do next, the Russian army returned and crushed the rebellion in the countryside as well as the cities.
✓	
✓	
✓	
✓	
✓	
✓	
1/2	

Examiner comment

The candidate has not only given many reasons for the Tsar's survival of the 1905 revolution, but also has developed links between the reasons. Also, the candidate shows command of the subject matter and an enthusiasm in the answer. Equally, the answer is succinct and not overly long. The candidate had realised that he had written enough.

Mark awarded = 6 out of 6

Example candidate response

iii) The 1905 revolution occurred due to the shortages in food and fuel, the appalling working conditions, population's concerns regarding civil rights or freedom of speech ~~as~~ speech, as well as the failure of the army during the war in Japan. The army was also concerned with their condition and the Tsar was losing their support, along with the war, which was a real humiliation. In order to survive the 1905 revolution, the Tsar would have to regain support of the army, as well as giving in to ~~the~~ some of the people's demands. In order to solve the problem with the army, he released the troops and soldiers from war and signed a peace treaty with Japan, ending the war. On October of 1905, the Tsar issued the October Manifesto which included some very important clauses. The first, the population would be able to democratically elect a ~~democracy~~ ~~which~~ would work with the Tsar. They would have freedom of speech, no censorship and civil rights. That way he survived the revolution: army support + October manifesto.

Too much preamble

4

Examiner comment

This answer has less detail in the body of relevant material, but it is largely undermined by the long preamble before dealing with the main focus of the question. The candidate scored well, nevertheless, but could have increased the mark by spending all the time allowed for the answer on elements and reasons that were strictly relevant.

Mark awarded = 4 out of 6

Question 1 (b) (iii)

Why did membership of the SA fall from 2.9 million in 1934 to 1.2 million in 1938?

[6 marks]

Mark scheme

Level 1 Single reason. One for the reason, one for the explanation.

[1–2]

Level 2 Multiple reasons. One for each reason, one for each reason explained.

e.g. Night of the Long Knives; army opposition; regime and industrialists suspicion of any socialist tendency; unnecessary – SS became more significant; Lutze weaker leader than Rohm; conscription etc. [2–6]

Example candidate response

(iii) In 1938 membership of the SA fell from 2.9 million to 1.2 million because the Germany had joined the Nazi Germany who gave them solution to their problems

In 1933. The Nazi had given them jobs when they had no jobs and their were starving to death because of hunger. Also, he was reversing the treaty of Versailles which was too harsh to the Germany people. He also ended up the reparation which Germany was supposed to pay to the allies. He also took Germany out of the league of nations. He also began to raise by that many people get employed and they followed Hitler.

L2 2

Examiner comment

The answer to this question is very weak. The candidate clearly had not understood the thrust of the question and so wrote generally about Versailles, reparations etc. There were two very tenuous links to unemployment which could be construed positively as being something of an answer to the question that had been set.

Mark awarded = 2 out of 6

Conclusion

This question requires reasons, either singly or developed. The best marks are gained if candidates can respond with reason upon reason, developed and linked. Also of note should be the fact that candidates should stop writing when they have said all there is to say.

Question 2 (b) (iv)

'The First World War caused the collapse of Tsarism in Russia in 1917'. How far do you agree? Explain your answer. [8 marks]

Mark scheme

Level 1 Simple assertions. Yes, the Tsar was blamed for everything. [1]

Level 2 Explanation of the war being the cause OR other reasons, single factor given.

e.g. War Defeats, losses of men, territory. Shortages. Deserting troops joined the discontented workers and radical parties. Country being run during the war by a German Tsarina and Rasputin etc.

Other

War was a catalyst. All the fundamentals for a revolution were present. Land issues, aspirations to take part in government. Example of earlier revolution and discontent. Loss against Japan. Treachery of October Manifesto. Watered down Duma etc. [2]

Level 3 Explanation of the war being the cause OR other reasons, with multiple factors given.

Allow single factors with multiple reasons.

OR

Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). [3–5]

Level 4 Answers that offer a balanced argument.

BOTH sides of the war being the cause AND other reasons must be addressed. [6–8]

Example candidate response

iv. There are many factors that contributed to the collapse of Tsarism in Russia in 1917.

The first world war meant that the differences and the hardships between ~~the~~ the Tsar and his people were forgotten although only initially. Later defeats in the war made him gradually less popular and the morale of the soldiers decreased.

Because of the war, ~~there~~ the little of the food that was available (there was a lack of food due to a lack of farmers because most ~~men~~ in the army were recent peasant conscripts) was being sent to the warfront. This led to starvation in the countryside and in cities.

The factories had lack of resources during the war and many closed down leading to unemployment and poverty.

Following heavy defeats, the Tsar went to the warfront to lead the army himself. This caused two severe problems: firstly that the Tsar was now held personally responsible for the ~~defeat~~ defeats of the war (his ~~being~~ being there to lead the army had little effect and there ~~were still~~ ^{were still} heavy losses to the Germans). The second major ~~problem~~ problem it caused was that he left the Tsarina in charge of the country. The people did not trust her because of her common background and because of ~~her~~ her friendship with Rasputin. Her appointing ~~and~~ ^{and} dismissal of ministers caused great confusion and ~~people~~ no one knew ~~who~~ who was in charge of doing ~~to~~ anything.

The army eventually joined the marches and protests in the streets of major cities and demanded the ~~the~~ Duma take charge of the country, which they ~~did~~ did.

In conclusion I believe that fall of Tsarism in Russia was due to many different factors all of ~~the~~ which were triggered by the first world war. ~~As to how far I agree~~ with the statement, I completely agree because I do not believe all the factors that lead to the discontent of the Russian population and army such as lack of ~~supplies~~ ^{supplies} and food would have been achieved ~~without the~~ without the first world war, ~~so~~ without which ~~the~~ I believe there never would have been a revolution in 1917.

Argued + balanced

Examiner comment

This candidate's answer on the extent to which the First World War caused the collapse of Tsarism in Russia in 1917 has many qualities that puts it in the ranks of superior answers. The candidate has shown good knowledge and has sustained arguments both for and against the War being the cause of the collapse of Tsarism. There is much relevant detail to give examples of proof and to generate understanding in the reader. The candidate also ended with an argued conclusion. This was full and of high quality.

Mark awarded = 8 out of 8

Example candidate response

	<p>IV) Q The First World War was not responsible for the collapse of Tsarism in Russia in 1917. The main factor of the collapse was the Tsar itself.</p>	
4	<p>It is indeed safe to say that the war helped the revolution. The war consumed massive amounts of money and people and weakened Russia's economy but it was not a decisive factor to ending Tsarism.</p>	
N	<p>Firstly the Tsarist system was wrong and unfair. After revolution in France and the USA people started questioning absolute monarchy. The Tsar's family had too much and the population too little.</p>	
N	<p>Also Nicholas II failed to see that changes demanded to occur. He made unpopular moves such as the war in Japan and losing the power of the Tsar. He did not learn from his mistakes and still believed he could control Russia fully. His relationship to the people and his weak army also gave the revolution a head start.</p>	
N	<p>The Tsar tried to ignore this. The Russians were quickly fed up with Tsarism and Nicholas II and the revolutionaries gained advantage of this. The war certainly helped weaken the Tsar but it was only not responsible for the end of Tsarism in Russia in 1917.</p>	4
13		

Examiner comment

The candidate has attempted to answer the set question but allows the answer to drift on occasions from the focus of the question. The candidate has argued on both sides of the question but the detail and the argument are insufficiently developed to achieve the highest level. This was awarded a mark in the range of those available for balanced but undeveloped arguments.

Mark awarded = 4 out of 8

Example candidate response

b)iv) ~~The~~ The Tsarism didn't finish due to the world war, but it did greatly affect it by destroying many things of the Tsar in which kept it together.

The Tsarism actually fell apart when Lenin took over ~~Pro~~ ^{Pro} ~~Cool~~? after Nicholas II. which he had a totally different perspective view for his country and the rest of the world. He thought that making everyone have the same right would be a better world. So he introduced communism into Russia and that's when the Tsarism ended.

As for the world war, the only thing it did to Russia was to take Nicholas II out of his place and made Russia ~~the~~ turn into a crisis. Probably people already knew that Tsarism was over by the way things ended during the WWI.

So it wasn't much that Tsarism ended thanks to the war but in fact it was because of the new leader who ~~turned~~ ~~to~~ turned the place into a communist country.

Examiner comment

This is an answer of poor quality. The candidate is insecure about the thrust of the question and has limited knowledge of the subject matter. The answer begins with a limited thesis but then diverts to Lenin, and drifts completely from the focus of the set question. Even looking to be positive, there is little to reward in this answer.

Mark awarded = 1 out of 8

Conclusion

To earn high marks, candidates are expected to offer arguments on both sides of the question, support their answers with relevant detail and sustained argument, and come to a logical conclusion. Candidates should understand that this question has the highest mark tariff on Paper 4 and time must be left to address it fully.

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