UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2010 question paper

for the guidance of teachers

0470 HISTORY

0470/11 Paper 11, maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

UNIVERSITY of CAMBRIDGE
International Examinations

APPLICATION OF THE MARK SCHEME

1 Use of the Mark Scheme

1.1 It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.

1.2 Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half-marks must not be used.

1.3 The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response.

1.4 Be consistent from script to script and from batch to batch.

1.5 Indicate that all answers have been seen.

1.6 Do not transfer marks from one part of a question to another.

1.7 If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.

1.8 Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.

1.9 **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.**

1.10 Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

2 Marking

2.1 All marking should be in red.

2.2 The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.

2.3 At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.

2.4 The total mark for each question should be transferred to the front page of the script. The marks for the three questions should be totalled and indicated. The final total for the script should then be circled.

2.6 It is not necessary to tick the body of an answer and examiners should refrain from doing so.

2.7 Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.

3 Assessment Objectives

3.1 The Assessment Objectives being tested in each part of a question are:

(a) recall, description

(b) recall, explanation

(c) recall, explanation and analysis.

© UCLES 2010

1 (a) Describe the overthrow of Louis Philippe in February 1848.

Level 1 General answer [1–2]

e.g. 'There was a revolution.'
'The monarch abdicated.'

Level 2 Describes events [2–5]

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

e.g. 'Guizot banned a Reform Banquet and he was accused by the Deputies of forgetting who it was who put Louis Philippe on the throne in 1830.'
'The crowds took to the barriers shouting "Vive la Reforme!" and "Mourir pour la Patrie".'
'On 23 Feb Louis Philippe dismissed Guizot.'
Louis Philippe took fright and fled leaving the rebels in charge.'
'Socialists and Republicans combined to form a provisional government of the new second Republic on 25 Feb.'
'Louis Philippe abdicated.'

(b) Why were there revolutions in Italy in 1848?

Level 1 General answer [1]

e.g. 'Because people were unhappy.'
'It was the year of European-wide revolutions.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'There was a general trend towards change.'
'There was repression.'
'The removal of Louis Philippe in France acted as an example of what could be done.'
'There was the Risorgimento.'
'Because of the election of Pope Pius IX.'
'To remove the Austrians from Italian States.'
'Charles Albert was seen as a potential leader of Italy.'

© UCLES 2010

Level 3 Explains why [4–7]

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

e.g. 'There was a general trend of disgust across Europe. There was an urge for more freedom and greater participation in government. There was rising nationalism and increased social problems.'

'The writings of Mazzini and the actions of the Young Italy movement began to make an impact, especially among intellectuals. Mazzini's call for the removal of the Austrians and the forming of an Italian Republic appealed to many especially in the middle to late '40s with so much happening in the rest of Europe.'

'Pope Pius IX was elected in 1846. He was considered liberal minded at first and he raised hope that the Papal States may take the lead in forming a new Italy under the leadership of the Pope. It was hoped that he would denounce the occupation of Italian States by the Austrians, who were mainly Catholic.'

'In the mid to late '40s, there was hope that a leader would emerge who would lead the Italian States into the removal of the Austrian forces in the northern Italian States. Charles Albert seemed a likely leader, who with possible help from outside, might evict the Austrians. He ruled Piedmont–Sardinia, which was the most powerful Italian State both economically and militarily.'

(c) 'The European revolutions of 1848–9 were successful.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They achieved nothing because they failed.'

Level 2 Identifies impact [2–3]

e.g. 'The revolutions provided lessons for the governments and their opponents.'
'The clash of aims made success impossible.'
'Demands were initially agreed to and then power regained.'
'Popular enthusiasm was short-lived.'

© UCLES 2010

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'At first the revolution in Hungary looked as though it would be a success but the Magyar nationalists fought the Croat nationalists instead of joining together to win their independence from Austria. As a result, the revolution led by Louis Kossuth was brutally suppressed.'

'Longer term, the brief period of Magyar rule was not in vain. By 1867 Magyar was the official language of Hungary, the Diet had regained much of its old importance and the March Laws were accepted. Hungary was now an equal partner with Austria.'

'The liberals and nationalists wanted Austrians out of Italy for good. Charles Albert did not get the expected support and, as a result, he was heavily defeated. The Pope was driven from the Holy City. Charles Albert was defeated again and abdicated. Venice was captured by Austria.'

'Revolutions spread across Germany. Liberals and nationalists met to draft a new constitution but failed. Prussian attempts to become the leader of a united Germany were quashed by Austria.'

'In France, the monarchy fell and socialists and republicans formed a provisional government giving the vote to all men over 21. Louis Napoleon became President and then assumed the power of dictator. The power of the new legislative body was severely limited. Napoleon III set about improving Paris by clearing slums, building sewers and providing piped fresh water. France was modernised – up to date farming methods, railways built and educational standards improved.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

2 (a) Describe how Roon and Moltke reformed the Prussian armed forces.

Level 1 General answer [1–2]

e.g. 'They enlarged and reorganised the Prussian army.'
'They had more regiments and more equipment.'

Level 2 Describes events [2–5]

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

e.g. 'They set up a General Staff to organise the army and plan its methods of fighting.'
'The General Staff encouraged subordinate commanders to take responsibility for decisions.'
'Prussian soldiers spent 2 years with the colours, 4 years with the reserves and 5 ½ years with the militia.'
'This produced a field army of 500,000 and a vast reserve of trained men.'
'They introduced new weaponry including the needle-gun and much field artillery.'

(b) Why did France declare war on Prussia in 1870?

Level 1 General answer [1]

e.g. 'It was a long running dispute.'
'Napoleon lost his patience'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'France believed promises had not been met.'
'There was an issue over Spain.'
'Gramont would not let the matter rest.'
'Bismarck used unscrupulous methods.'

Level 3 Explains why [4–7]

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

e.g. 'Bismarck had met with Napoleon III and France offered neutrality in the event of an Austro–Prussian war. In return France would receive some compensation. After the war, in 1866, France gained nothing.'

'Later Bismarck used these negotiations to arouse the suspicions of the other Great Powers against France and this inhibited them from coming to France's aid in the war.'

'It was suggested in 1870 that Prince Leopold should take the crown of Spain. France left Prussia in no doubt that this was unacceptable. So the matter was initially dropped but Bismarck raised it again in July. Again the French protested successfully. Stupidly Gramont, the French foreign minister, wanted to humiliate the Prussians by asking for a guarantee that the claim would not be renewed. Bismarck published a version in German newspapers making the telegram look insulting to the French. Public opinion, fuelled by crowds marching through the streets, pushed Napoleon III into war which was declared on 19 July 1870.'

© UCLES 2010

(c) How far was Prussia's success in the war of 1870 responsible for the unification of Germany?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'A series of wars was responsible for the unification.'

Level 2 Identifies reasons for unification [2–3]

e.g. 'German states helped to defeat France not just Prussia.'
'The southern states agreed to join a new federation.'
'It was mainly the actions of Bismarck which caused unification.'
'It was the Austro–Prussian War which ended the hopes of Austria in leading unified Germany.'
'The Franco–Prussian War ended the separate existence of states of the Confederation.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Many German nationalists saw Napoleon III claiming to be the leader of Europe. Many Germans feared that he would move against them. This fear made them more willing to consider uniting against the danger.'
'United by war, the states of Germany formed a German Empire with the King of Prussia as the Kaiser. This happened in 1871 after France had been defeated after the fall of Paris.'
'Bavaria, Wurttemberg and Baden had sent troops to support the German cause to fight alongside those of the North German Confederation. Now they agreed to join other German states in a New federation under the leadership of Prussia.'
'Bismarck became an unlikely advocate of a nationalist scheme for a united
Germany which would exclude Austria. He was not a nationalist but a Prussian patriot.'
'The Zollverein provided a form of economic union bringing benefits to member states. It provided a model of closer co-operation.'
'The development of an integrated economy was important. In Prussia there was rapid industrial growth using natural resources of coal and iron ore and this fuelled economic growth. This industry also enabled the development of a railway system giving rapid mobilisation of troops and equipment. This financial strength and physical resources were of great value on the battlefield against Austria and France.'
'From the 1850s many of the middle-classes were rediscovering an appetite for national politics such as the National Society and these emphasised their common German identity.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

3 (a) What were the terms of the Treaty of Kanagawa signed in 1854?

Level 1 General answer [1–2]

e.g. 'A friendly treaty between the USA and Japan.'
'Concluded between Commodore Perry and the Empire of Japan.'

Level 2 Describes terms [2–5]

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

e.g. 'It opened the Japanese ports of Shimoda and Hakodate to US trade.'
'It ensured the Japanese would provide wood, water, provisions and coal to US shipping.'
'It guaranteed the safety of shipwrecked US sailors.'
'It established a permanent US Consul.'
'It ensured that any privileges and advantages granted to other countries not already granted to the US, would now apply to the US.'

(b) Why were the Shoguns unhappy with American interest in Japan?

Level 1 General answer [1]

e.g. 'They were afraid of change.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Feared the impact of foreign influence.'
'Wanted to avoid conflict.'
'Protect way of life.'
'Seen as a threat to power.'

Level 3 Explains why [4–7]

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

e.g. 'Fear of the power of outsiders threatening the position of the Shoguns.'
'The Shoguns had deliberately kept Japan isolated from the west to ensure rival lords did not acquire weapons or allies from overseas.'
'This fear was reflected in a Government order to drive off foreign ships.'
'Because they saw the development of American power and America needed to have a staging post in Japan. This could affect the balance of power in the Pacific.'
'The fear of the foreign influence on Japan's culture, heritage and language.'

© UCLES 2010

(c) 'Japan was fully modernised by 1914.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It became a very powerful country.

Level 2 Identifies impact [2–3]

e.g. 'Old customs related to feudalism were removed.'
'Japan adopted western ideas.'
'A new constitution was introduced.'
'The peasant farmer gained little.'
'Industrial power was in the hands of a few people.'
'The military was developed into an up to-date fighting force.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'For Japan to modernise required the removal of the feudal system. To do this, they abolished the domains and the privileges of the daimyo and they abolished the privileges of the samurai. This resulted in one army rather than a number of private ones and one strong government based on Tokyo, not a number of semi-independent regional governments.'
'Japan aimed to demonstrate to foreign governments that it had changed. Western clothes were adopted by many of the ruling class. Gas and electricity were introduced into Japanese cities and the Western calendar was adopted. Education was seen as important and was compulsory from the age of four.
Japanese skills were taught alongside Western learning. Thousands were sent to foreign universities.'
'The numbers employed in industry, trade and finance began to rise, encouraged by government investment in coal mines, cement works, shipbuilding yards and textile mills.'
'Military changes resulted in a modern army and navy with officers trained overseas. Japan had by the end of the century an efficient well-equipped military with modern weapons.'
'Japan's system of government came under criticism in the late nineteenth century. A new constitution was introduced which allowed a constitutional monarchy. However, supreme power rested with the Emperor with the head of the government being responsible to the Emperor and not the elected assembly. The Emperor continued to choose his prime minister and cabinet ministers from a small group of distinguished leaders.'
'Agriculture was improved to meet increased demands but there was little comfort for the peasant farmer.'
'Rises in government expenditure in the 1860s resulted in the selling off cheaply of most of their factories. This resulted in single families controlling the economy.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

4 (a) Describe the Bosnian Crisis of 1908–09.

Level 1 General answer [1–2]

e.g. 'The Serbs were very upset with the Austrians.'

Level 2 Describes events [2–5]

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

e.g. 'There was a revolution in Turkey and the Austrians took advantage of this to annex the Turkish province of Bosnia.'
'The Serbs were furious because they hoped to make Bosnia part of a greater Serbian state.'
'Serbia appealed to Russia for help and the Russians called for an international conference to discuss Austria's actions.'
'Austria refused to attend and was backed by Germany.'
'Germany demanded that Russia accept the Austrian seizure of Bosnia–Herzegovinia. Russia had little choice but to back down.'
'Serbia was furious with Austria and wanted revenge and the return of Bosnia.'

(b) Why was there a 'naval race' between Britain and Germany?

Level 1 General answer [1]

e.g. 'Germany started to build a big navy.'
'Both countries wanted to be the dominant world power.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Germany wanted a large navy to challenge Britain's.'
'Germany wanted to protect its Empire.'
'The passing of the German Navy Law.'
'The building of Dreadnoughts on both sides.'

Level 3 Explains why [4–7]

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

e.g. 'The German government had believed that sea power was the key to the successful build-up of a great empire. It followed, therefore, that Germany needed a much larger navy capable of challenging the world's greatest sea power – Britain.'
'The Germans made a determined effort to expand their navy with Admiral Tirpitz's Navy Law of 1897.'
'The launch of the super-battleship 'Dreadnought' in 1906 made all previous battleships obsolete or out of date. It was faster, bigger and had a much greater firing range than existing battleships. It meant Britain was only one new battleship ahead of Germany. A race developed between the two countries to see who could build the most.'
'Britain feared German world domination if the Kaiser had both the strongest navy and army. Britain worried that the German fleet would be based in the North Sea, while Britain's navy was spread around the world'.'

© UCLES 2010

(c) 'German actions caused the First World War.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was because they were feared.'

Level 2 Identifies reasons for war [2–3]

e.g. 'Germany increased their navy.'
'Alliances caused suspicion.'
'Germany wanted colonies.'
'There was intense rivalry in the Balkans.'
'Germany had a strong army.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Germany began to increase the strength of its navy with powerful ships and Britain felt threatened. An Anglo–German naval race developed with Germany building up the strength of its navy with the Dreadnought programme.'
'Kaiser Wilhelm wanted to acquire colonies to build an Empire. This happened in Morocco in 1906 and 1911. Britain supported France but suspicion of German motives grew.'
'Britain feared German world domination as they already had the most powerful army.'
'Germany had drawn up the Schlieffen Plan to avoid war on two fronts and this resulted in other nations being concerned.'
'In August 1914, Germany with over one million men marched into Belgium and as Britain had promised to protect Belgium's neutrality Britain declared war.'
'The failure to combat German militarism would have brought German domination of Europe.'

'The major powers were deeply suspicious of each other and the alliances (Triple Entente and Triple Alliance) did nothing to allay these fears.'
'France wanted revenge for their losses in the Franco–Prussian War and needed Russia and Britain as allies.'
'The Bosnian Crisis of 1908-09 brought humiliation to Russia who moved closer to Britain.'
'Rivalry increased between Russia, Serbia's protector, and Austria–Hungary, who were supported in their actions by Germany.'
'Archduke Franz-Ferdinand and his wife were visiting Sarajevo when they were assassinated. Austria was furious and blamed the Serbs and, having gained German support, invaded Serbia.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

5 (a) What did Wilson hope to achieve from the peace settlement of 1919–20?

Level 1 General answer [1–2]

e.g. 'Wilson wanted peace.'

Level 2 Describes Wilson's hopes [2–5]

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

e.g. 'Wilson did not want Germany treated harshly because he thought that if Germany was punished severely then, in the future, Germany would want revenge.'
'He wanted to strengthen democracy in the defeated nations so that its people would not let its leaders cause another war.'
'Wilson hoped that nations would co-operate to achieve world peace and in his 14th Point he proposed the setting up of an international body called the League of Nations.'
'Wilson believed in 'self-determination' and he wanted the different peoples of Eastern Europe to rule themselves rather than be part of the Austro-Hungarian Empire.'

(b) Why did Clemenceau and Lloyd George disagree over how to treat Germany?

Level 1 General answer [1]

e.g. 'Both wanted to protect their own country's interests.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Clemenceau wanted France secure in the future.'
'He wanted to cripple Germany.'
'He wanted revenge on Germany.'
'Lloyd George wanted to protect the British Navy.'
'He wanted to trade with Germany.'
'He did not want France to become too powerful'

Level 3 Explains why [4–7]

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

e.g. 'Clemenceau wanted to secure France from future German attacks by reducing German military strength and taking back Alsace-Lorraine and taking the Saar and the Rhineland. Lloyd George wanted to reduce German strength but he did not want to make France too powerful and therefore he would resist the taking of German territory to aid France.'
'Clemenceau needed to placate a vociferous French public and therefore wanted severe terms like huge reparations to repair French damage. Britain had not been invaded and damaged and therefore Lloyd George wanted more moderate demands so that Germany would not seek revenge in the future and Britain could resume being an active trading partner with Germany.'
'Clemenceau felt that Lloyd George was quite happy to treat Germany fairly in Europe, where France rather than Britain was most under threat. Lloyd George, however, was less happy to allow Germany to keep its navy and colonies, which could be more of a threat to Britain.'

© UCLES 2010

(c) 'The Treaty of Versailles was a fair settlement.' How far do you agree with this statement?
Explain your answer.

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 unfair on the German people.'
'It was fair because Germany had agreed an armistice agreement.'
'Germany should not have been blamed.'
'It was not fair because of reparations.'
'It was harsh as it took away German armed forces.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The German view was it was not fair. They thought it was harsh and, as they had not been in the talks, considered them a "diktat".'
'As many Germans did not accept they had lost the war, the Weimar Republic took the blame for accepting the harsh terms such as the reparations.'
'The harshness of the reparations made it extremely difficult for Germany to recover economically and made future war likely.'
'Germany felt they had been left vulnerable to future acts by the reduction in the armed forces.'
'Was it right to put blame on Germany for starting the war when other countries were just as aggressive in the years leading up to 1914?'
'It was unfair because reparations punished the ordinary people of Germany rather than the rulers.'
'The Germans felt they would be dealt with under the Fourteen Points. This was not so.'
'The Treaty aimed to destroy Germany economically. Europe needed a strong German industry.'

'On the other hand, many thought the peacemakers did a reasonable job. It was a complex matter and, given the demand for revenge, they could have been harsher as was the German peace treaty with Russia.'
'The Treaty was not as bad as Germany argued. By 1925 German steel production was twice that of Britain.'
'The terms of the Treaty were strict, but they were not entirely unexpected. When the Armistice was signed in Nov.1918, the Germans knew they would have to pay reparations, surrender territory and have their armed forces reduced. These were the usual consequences of defeat in war.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

6 (a) What did Hitler achieve by the Anschluss?

Level 1 General answer [1–2]

e.g. 'A joining of Germany and Austria.'
'A launch pad for future invasions.'

Level 2 Describes what he achieved [2–5]

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

e.g. 'Hitler had successfully broken the Treaty of Versailles which stated that there should be no Anschluss between Germany and Austria.'
'By joining Germany and Austria, Hitler had helped his development of a Greater Germany.'
'Hitler had acquired his homeland because he was born in Austria.'
'Austria's soldiers, weapons and its rich deposits of gold and iron ore were added to Germany's increasingly strong army and industry.'
'The Anschluss showed that the Allies were not willing to go to war over a treaty which seemed suspect and flawed. This encouraged Hitler.'

(b) Why did Hitler want to take over Czechoslovakia?

Level 1 General answer [1]

e.g. 'To gain land.'
'To take its minerals.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To gain living-space.'
'To unite German-speaking people.'
'To break the 1919 Peace Settlement.'
'To gain coal, iron and weapons.'
'To end democracy.'
'To gain a strategically important country.'
'He hated the Czechs because they were Slavs.'

Level 3 Explains why [4–7]

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

e.g. 'One of Hitler's foreign policy aims was to create 'lebensraum' to the east and this would be the start of this idea.'
'Part of Czechoslovakia was the Sudetenland where 3,500,000 German-speaking people lived. One of Hitler's aims was to unite German-speaking people.'
'Czechoslovakia had considerable coal reserves in Bohemia, Moravia and Slovakia, iron ore deposits in Slovakia and weapons factories in Bohemia and Moravia including the famous Skoda works. This would be useful for Hitler's war machine.'
'Czechoslovakia was strategically important as it would give a great advantage for German military and economic dominance of central Europe.'
'A free and hostile Czechoslovakia would make it impossible for Germany to fight in the West, as Hitler would then face a war on two fronts which he wanted to avoid.'

© UCLES 2010

(c) 'The policy of appeasement was a mistake.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was a risky policy.'

Level 2 Identifies reasons [2–3]

e.g. 'It allowed Germany to get strong.'
'It allowed Hitler to be aggressive.'
'It trusted Hitler.'
'It gave time to Britain.'
'It alarmed the USSR.'
'The Treaty was unjust and should be redressed.'
'It delayed war.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Appeasement was about giving in to a bully. The appeasers assumed that if they made concessions to Hitler it would reduce the chance of war. In fact, it encouraged Hitler to demand more.'
'The appeasers assumed Hitler was a rational politician. They completely misjudged his ruthlessness both to break agreements and use force.'
'The appeasers missed vital opportunities to stop Hitler, in particular over the Rhineland and, by delaying, allowed Hitler time to build up his military strength.'
'In 1938, by abandoning Czechoslovakia, Britain lost a potentially important ally against Hitler.'
'It alarmed the USSR as Hitler made no secret of his plans to expand eastwards. It sent the message to the Soviet Union that Britain and France would not stand in his way.'

'The Treaty of Versailles was harsh on Germany and it seemed common sense to try to settle Germany's grievances by negotiation.'
'Britain was not ready to fight Germany and it gave time for Britain to rearm.'
'It was not at all certain that the Empire would support another war. The delay ensured that the support would be there.'
'Both British and French leaders wanted to avoid the horrors of another war and made every effort through appeasement to do so.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

7 (a) What decisions, in relation to Germany, were agreed at Yalta and Potsdam?

Level 1 General answer [1–2]

e.g. 'That Germany should be divided up.'

Level 2 Describes events [2–5]

(One mark for each relevant point – no need to identify the Conference; additional mark for supporting detail.)

e.g. 'It was agreed at Yalta that Germany should be divided into zones of occupation, one controlled by USSR, one by the USA, one by Britain and one by France.'
'It was agreed that Berlin, which was deep in the Soviet zone, would also be divided into four similar sections.'
'It was agreed to hunt down and punish war criminals.'
'At Potsdam, it was agreed that Germany and Berlin would be divided as stated at Yalta.'
'It was agreed that the Allies should receive reparations from Germany.'
'The Nazi Party was banned and its leaders were to be tried as war criminals.'
'It was agreed that Germans living in Poland, Hungary and Czechoslovakia would be sent back to Germany.'

(b) Why was the Truman Doctrine significant?

Level 1 General answer [1]

e.g. 'It helped countries.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It showed that the USA was not going to be isolationist.'
'It wasn't going to let Greece fall to the Soviet Union.'
'The USA wanted to prevent the spread of Communism.'
'It meant money, equipment and advice being invested in receiving countries.'
'The USA was taking on the USSR especially in Europe.'
'It contributed to the Cold War.'

© UCLES 2010

Level 3 Explains why [4–7]

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

e.g. 'After the First World War, the USA turned its back on Europe and became increasingly isolationist. The Truman Doctrine made it clear that this would not happen after the Second World War by taking 'responsibility for world collaboration' and that 'there would be no more appeasement of dictators.' From now on, every Communist action would meet an American reaction.'
'In 1945 Britain had sent troops to Greece to support the Monarchists against the Communists. In 1947 Britain threatened to withdraw its troops because it could not afford to maintain them there. The USA stepped in and offered funding for British troops to stay and help maintain the monarchy. This was the start of the era of the Truman Doctrine.'
'The Truman Doctrine was significant because the USA was prepared to send money, equipment and advice to any country which was threatened by a Communist take-over. Truman accepted that Eastern Europe was now Communist, but his aim was to stop it spreading further. This policy became known as 'containment.'
'The Truman Doctrine had widespread consequences. It was to lead to the formation of NATO, the arms race and the heavy involvement of US troops not only in Europe but also in Asia, especially in Korea and Vietnam.'

(c) 'It was the Soviet expansion in Eastern Europe that caused the Cold War.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Each side was to blame.'

Level 2 Identifies reasons [2–3]

e.g. 'They had different ideologies.'
'Soviet Union and the USA did not trust each other.'
'Stalin wanted to spread communism.'
'The Soviet Union wanted to avoid any future attack.'
'Eastern Europe was communist controlled.'
'USA introduced economic aid.'
'Stalin set up Cominform and Comecon.'
'There was the Berlin Blockade.'
'The USA developed the atomic bomb.'

© UCLES 2010

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'USSR wanted a weak Germany to avoid any future attack.'
'Following Yalta, it was expected that there would be free elections in eastern European countries after their liberation. The Red Army made sure their new governments were communist controlled.'
'To counter the Marshall Plan, Stalin set up Cominform to strengthen co-operation between communists and Comecon to develop economic co-operation between communist countries.'

'The USA interpreted the Soviet takeover of eastern Europe as the start of spreading communism around the world.'
'The USA response was that the Truman Doctrine offered support to any free peoples struggling to avoid communism.'
'The Marshall Plan was to help the vulnerable European economy suffering from the after effects of war. Stalin refused to allow Soviet bloc countries to accept aid as he thought the real purpose was for the USA to build up friendships with European countries.'
'The USA and the USSR held different ideologies of capitalism and communism and actions led to suspicion and hostility.'
'They drifted apart as the war had ended and there was no common enemy.'
'Harmony was not helped by politicians such as Churchill and his "Iron Curtain" speech and Truman who was more anti-communist than Roosevelt who had got on reasonably well with Stalin.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

8 (a) Describe the immediate impact on US–Cuban relations (up to January 1961) of Castro coming to power.

Level 1 General answer [1–2]

e.g. 'It was tense/frosty/hostile.'

Level 2 Describes impact [2–5]

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

e.g. 'It was tense as the USA had supported Batista, but he had been overthrown by Castro who they feared would be communist.'
'The USA refused to buy Cuban sugar in July 1960 and in October 1960 ended all trade with Cuba.'
'In January 1961, the USA broke off diplomatic relations as it was unable to tolerate Soviet influence so close.'
'Castro took over some American businesses in Cuba, especially agricultural businesses. He took their land and distributed it to his supporters among Cuba's peasant population.'
'There were thousands of Cuban exiles in the USA who had fled from Castro's rule. They formed powerful pressure groups demanding action against Castro.'

(Not USSR weapons.)

(b) Why did the Bay of Pigs (April 1961) invasion result in humiliation for Kennedy?

Level 1 General answer [1]

e.g. 'It was a failure.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Kennedy was implicated in the plot which failed.'
'Kennedy appeared weak to Khrushchev.'
'Kennedy did not organise a direct invasion.'
'Kennedy misjudged Castro's defences and support.'

Level 3 Explains why [4–7]

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

e.g. 'Rather than a direct invasion, Kennedy supplied arms, equipment and transport for 1400 anti–Castro exiles to invade Cuba and overthrow him. In April 1961 the exiles landed at the Bay of Pigs. They were met by 20,000 Cuban troops. The invasion failed disastrously.'
'The half-hearted invasion suggested to Cuba and the USSR that, despite its opposition to Communism in Cuba, the USA was unwilling to get directly involved in Cuba.'
'Khrushchev was scornful of Kennedy's pathetic attempt to resist Communism in Cuba.'
'The Bay of Pigs fiasco strengthened Castro's position in Cuba. It suggested to the USSR that Kennedy was weak. It also made Castro and Khrushchev very suspicious of US policy.'

© UCLES 2010

(c) 'The Cuban Missile Crisis was a success for the US policy of containment.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Not very as the USA failed to achieve what it wanted.'

Level 2 Identifies reasons for success and/or failure [2–3]

e.g. 'Cuba remained a Communist state.'
'The Soviets maintained considerable influence in Cuba.'
'Central American countries were encouraged to go Communist.'
'The direct threat of Soviet missiles was removed from Cuba.'
'The US was obliged to remove missiles in Turkey.'
'Direct Soviet influence in Cuba was diminished by the Crisis.'
'Kennedy showed that he meant business.'
'Khrushchev's downfall evolved from the Crisis.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The US foreign policy of containment was not successful because Cuba remained a Communist state despite the removal of missiles, the Bay of Pigs incident and the withdrawal of trade.'
'Cuba considered itself a strong ally of the USSR and could depend on it for protection and considerable aid.'
'The price the USA had to pay for the removal of Soviet missiles was the removal of US missiles in Turkey, thus weakening US containment policy.'
'The failure of the US to remove Communism from its doorstep in Cuba, meant that other Communist groups were encouraged later in Central America, such as Nicaragua and El Salvador.'

'Kennedy could claim that he had stood up to Khrushchev and his decisive action removed the threat of a nuclear base in Cuba.'
'Kennedy had shown Khrushchev that he would not accept the expansion of direct Soviet military action and influence near the USA.'
'The US policy of containment was successful in Cuba because Kennedy increased his reputation at home and worldwide by avoiding war and forcing Khrushchev to back down. This was the beginning of Khrushchev's fall from power, but it also made Soviet leaders wary of their actions which might offend the USA.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

9 (a) What were the main features of the Weimar Constitution?

Level 1 General answer [1–2]

e.g. 'It had a head of state.'

Level 2 Describes events [2–5]

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

e.g. 'It was a democracy.'
'It was a republic.'
'Everyone 21 yrs and over could vote.'
'Every seven years, there was a vote for the president, who was the head of state.'
'The president appointed the chancellor, who was the head of government.'
'Election results were decided by proportional representation.'
'The president had emergency power to dissolve the Reichstag and rule by himself.'
'Proportional representation made it unlikely that any party would have overall control, resulting in coalition governments.'

(b) Why was the Weimar Republic in danger of collapse in 1919–20?

Level 1 General answer [1]

e.g. 'There was a lot of unrest.'
'There were uprisings.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Kaiser Wilhelm had fled the country.'
'There was an untried new democratic government.'
'There was the Kapp Putsch.'
'There was the Spartacist rising.'
'There was a general strike of Berlin workers.'
'Communists thought there would be a revolution.'
'The terms of the Treaty of Versailles became known.'
'There were right and left wing opponents.'

© UCLES 2010

Level 3 Explains why [4–7]

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

e.g. 'The Spartacists were Communists led by Liebknecht and Luxemburg. They were against a democratic Germany. In 1919 they launched their bid for power, but they were defeated by some anti-Communist ex-soldiers called the Freikorps.'
'In Feb 1919, Kurt Eisner, an ally of President Ebert, was assassinated by political opponents. The Communists in Bavaria seized the opportunity to declare a Soviet Republic in Bavaria. Ebert used the same tactics as he had against the Spartacists. The Freikorps crushed the revolt in May 1919 when 600 Communists were killed.'
'In 1920, there was more Communist agitation in the Ruhr. The police, army and Freikorps again defeated the Communists.'
'In May 1919, the terms of the Treaty of Versailles were announced. Most Germans were appalled. Supporters of the Weimar government felt betrayed by the Allies. The Kaiser was gone so why should they be punished for his war and aggression. Opponents of the regime turned their fury on Ebert.'
'In March 1920, Dr. Kapp led 5,000 Freikorps into Berlin in a rebellion. The army refused to fire on the Freikorps and it looked as if Ebert's government was doomed. It was saved by the ordinary German people. The industrial workers declared a general strike which brought the capital to a halt in protest of the Kapp Putsch. It dissolved away.'

(c) 'The Weimar Republic was a failure.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'There was a golden age 1923–1929.'

Level 2 Identifies issues [2–3]

e.g. 'It struggled to establish itself before 1923.'
'Stresemann's actions meant it recovered.'
'International status improved.'
'American loans made it vulnerable.'
'Some did not approve of the changes in the arts.'
'The Depression and Hitler destroyed Weimar.'

© UCLES 2010

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Between 1924 and 1929 Germany received over 25 billion marks in loans from the USA. With this German industry was re-built.'
'Stresemann ended hyperinflation and brought confidence back by introducing a new currency and reducing government spending. He negotiated the Dawes Plan which gave a loan of 800 million marks, which was invested in German industry. In 1929 the Young Plan reduced reparations by 67% and extended the paying period.'
'Germany's international position was improved. By the 1925 Locarno Pact, Germany's borders were resolved and Germany was admitted to the League of Nations in 1926. This acceptance was reinforced in 1928 with the signing of the Kellogg-Briand Pact against the use of war in foreign policy.'
'The greater freedom of the republic encouraged a cultural revival through artists, writers, architects and musicians. There was a new spirit of freedom following censorship under the Kaiser. Berlin became a thriving centre of the arts.'

'Some argued that the new ideas of culture and art were unpatriotic and they wanted more traditional values. They argued that the new phase meant Germany was going into moral decline.'
'To a greater extent, Germany's recovery after 1923 was an illusion. The economic recovery depended on loans, while some sectors, such as agriculture, were in serious trouble.'
'Political stability was wafer thin. Many did not accept the Treaty and in 1925 Hindenburg was elected President. He was a supporter of the Kaiser. This indicated the true feeling of many.'
'Following the Wall Street Crash, the USA recalled their loans and once more Germany sank into economic depression. People blamed the Weimar government and turned to extreme groups offering a radical solution. This was to lead to Hitler and the Nazis destroying Weimar.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

© UCLES 2010

10 (a) What was the 'Strength through Joy' programme introduced by the Nazis?

Level 1 General answer [1–2]

e.g. 'It was a leisure scheme.'
'The Nazis organised peoples' leisure time.'

Level 2 Describes programme [2–5]

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

e.g. 'It was a state controlled leisure organisation.'
'It was part of the German Labour Front.'
'Kraft durch Freude or KdF was the 'Strength through Joy' organisation.'
'The KdF provided affordable leisure activities for German workers. It hoped to motivate the workforce.'
'The activities organised included concerts, plays, libraries, day trips and holidays.'
'The KdF had its own cruise liners eg Wilhelm Gustloff.'
'Part of the work of the KdF was the production of an affordable car, the KdF-Wagen, later known as the Volkswagen Beetle. The War interrupted the scheme and no ordinary worker received one.'

(b) Why were women important in Hitler's plans for Germany?

Level 1 General answer [1]

e.g.'For the future.'
'To be mothers.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g.'To increase the birth-rate.'
'Men needed the jobs.'
'The Nazis held traditional views.'
'Hitler wanted to create the Aryan Race.'
'To secure large numbers for the army.'

Level 3 Explains why [4–7]

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

e.g. 'The Nazis held traditional views about the place of women in society. It was to be at home as child bearers.'
'The Nazis preferred women to adopt a more traditional role of wife and mother.'
'The birth-rate was falling and women were encouraged, through Nazi propaganda, to have as many children as possible.'
'Unemployment was high and Hitler wanted to get men into employment and so women were encouraged not to go out to work.'
'During the late '30s, the Nazis changed their views as they had to find ways of getting women back to work to help the war effort.'

© UCLES 2010

(c) 'Nazi education and youth policies were not effective in controlling young people.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They were forced to accept.'

Level 2 Identifies reasons [2–3]

e.g. 'Many joined the Hitler Youth.'
'Those who opposed joined the Edelweiss Pirates.'
'Education was controlled.'
'There was much indoctrination.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Schooling was compulsory and gave a good grounding in language, maths and the sciences. Physical fitness was considered important. Loyalty to the country was also instilled and appreciated by many of the young.'
'The Hitler Youth was founded in 1926. By 1939 it had over seven million members. It was used to prepare boys and girls for their roles in life. Many were happy to join as other associations were banned and this offered many activities.'
'The League of German Maidens offered domestic skills and preparation for motherhood. Many were happy to join as there were few other organisations for them. Many enjoyed the activities such as camping and the sports.'

'The Nazis controlled education. They dictated which subjects were to be taught and made sure that Nazi ideas and racial beliefs were included in the teaching of subjects. Text books were re-written to conform to Nazi beliefs.'
'In 1936 membership of the Hitler Youth was made compulsory although some young people were reluctant to join. About 1 million failed to join. Many joined the Catholic Youth organisation rather than the Hitler Youth.'
'In the late 1930s gangs began to appear on street corners. They had their own music and looked for Hitler Youth members to beat them up.'
'Some gangs considered themselves part of a wider group called the Edelweiss Pirates. They were anti-authority and anti-Nazi. During the war they helped deserters and escaped prisoners.'
'The "Swing" movement was mainly middle-class teenagers. They listened to American and English music preferring jazz to regimentation. They accepted Jews at their clubs.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

11 (a) What happened on Bloody Sunday, January 1905?

Level 1 General answer [1–2]

e.g. 'It was a demonstration.'
'People were killed'
'It took place on 22 January, 1905.'

Level 2 Describes events [2–5]

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

e.g. 'It was a mass demonstration in St. Petersburg.'
'The marchers were led by Father Gapon and they intended to march to the Tsar's Winter Palace.'
'It was a peaceful demonstration with many women and children present. The demonstrators were unarmed.'
'The crowd were attacked by soldiers and mounted Cossacks. Official figures showed that about 100 were killed, although others place it as high as 200. There were many injured.'
'Public outrage plunged Russia into full-scale revolt.'

(b) Why was Stolypin important in the years after the 1905 Revolution ?

Level 1 General answer [1]

e.g. 'He suppressed people.'
'He introduced reform.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'He reduced terrorism and revolutionary activity.'
'He encouraged the kulak class.'
'He boosted Russia's industries.'
'He introduced Russification.'
'He used the 'carrot and stick' approach.'

Level 3 Explains why [4–7]

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

e.g. 'Stolypin came down hard on strikers, protesters and revolutionaries. Over 20,000 were exiled and over 1,000 hanged – the noose became known as "Stolypin's necktie". This brutal suppression effectively killed off opposition to the regime in the countryside until after 1914.'
'Stolypin allowed wealthier peasants, the kulaks, to opt out of the mir communes and buy up land. These kulaks prospered and in the process created larger and more efficient farms. Production did increase significantly.'
'He introduced Russification where national groups such as the Poles were forced to speak Russian and accept Russian customs.'
'Stolypin boosted Russia's industries. There was impressive economic growth between 1908 and 1911.This was particularly so in coal, iron and railway building.'

© UCLES 2010

(c) 'Discontent among the working classes was the main reason for the downfall of the Tsar in March 1917.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'There was much unrest.'
'There were problems in the towns.'
'There was much poverty.'

Level 2 Identifies reasons [2–3]

e.g. 'There were food shortages.'
'There was industrial discontent and strikes.'
'The operation of the earlier reforms caused discontent.'
'Large numbers of Russians were killed in the war.'
'The Tsar took command of the army.'
'The government was not united in the war effort.'
There was the influence of Rasputin.'
'The Tsar had lost support.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The war brought about food shortages for troops and in the cities because of poor transport. The Russian economy could not cope and many lost their jobs and inflation increased.'
'Industry concentrated on the war effort, leaving many shortages. There was discontent and strikes and they wanted the Tsar to end the war.'
'Fuel for the ordinary person was a problem. Prior to 1914, much coal had come from Britain. This ceased by 1915 and Russian mines could not produce enough. Firewood was also in short supply and was frequently requisitioned for the railways.'

'The war was not going well and the Tsar put himself in personal command of the armies. This meant he was directly responsible for the defeats and it took him away from governing, leaving it in the hands of his wife.'
'Whilst he was away concern grew at the influence of Rasputin over the Tsarina. She was relying almost entirely upon his advice.'
'The Duma leaders were frustrated by the Tsar's refusal to appoint a representative government that would unite the war effort.'
'Increasing numbers were losing faith in the ability of the Tsar to rule the country. Many had not been happy with the "sham" power of the Duma.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

12 (a) What views did Lenin express in his 'Political Will' (Testament)?

Level 1 General answer [1–2]

e.g. 'His own about the future.'

Level 2 Describes views [2–5]

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

e.g. 'A warning against Stalin as Lenin thought Stalin had too much power in his own hands.'
'It suggested Stalin should be removed from his post as General Secretary.'
'Lenin was not sure Stalin was capable of using his authority with sufficient caution.'
'Lenin stated that he thought Trotsky was the most capable man in the present committee.'
'Lenin thought Trotsky was too pre-occupied with the administrative side of the work.'

(b) Why were some Bolsheviks suspicious of Trotsky's qualities as a potential leader?

Level 1 General answer [1]

e.g. 'He was considered arrogant.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'He offended senior party members.'
'He failed to take the opposition seriously.'
'He did not build up support in the party.'
'He underestimated Stalin.'
'His desire for world revolution.'

Level 3 Explains why [4–7]

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

e.g. 'Trotsky was not popular with the Politburo because they mistrusted him for not joining the Bolsheviks until 1917. Before, he had been a Menshevik.'
'Some thought he lacked judgement for wanting to persist with War Communism when NEP was introduced.'
'The country had a long tradition of anti-Semitism and Trotsky was a Jew.'
'On Lenin's death, Trotsky was accused of trying to split the Communist Party and take power for himself.'
'Stalin promoted 'Socialism in One Country' so that Communism could become established at home and the country could become prosperous. Trotsky believed in permanent or world revolution. He felt Communism would not survive unless the Communism revolution spread to other countries.' The Bolsheviks preferred Stalin's ideas.'
'During Lenin's illness, Kamenev, Zinoviev and Bukharin acted as triumvirate, but Trotsky thought they had no plan for the future and no vision. The three, with Stalin, worked together to prevent Trotsky from becoming leader.'

© UCLES 2010

(c) Which was the more effective of Stalin's methods of controlling the people of the Soviet Union – the cult of personality or terror?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Terror was the most effective.'

Level 2 Identifies actions [2–3]

e.g. 'The idea of the 'cult of Stalin'.'
'The media was controlled by the state.'
'He introduced the Purges.'
'He held 'show trials'.'
'Many were put in labour camps.'

Level 3 Explains effectiveness of one [3–5]

e.g. 'Stalin was not prepared to accept challenges to his authority and he planned to purge the top of the Party membership to clear out his opponents. They were arrested, tried and sentenced to long periods of imprisonment.'
'This was not enough and in 1935 he started the 'Great Terror' where Zinoviev and Kamenev were shot. The 'show trials' followed.'
'The secret police spread fear as hundreds of thousands of people were murdered and imprisoned without trial. It was enough for there to be suspicion of disloyalty.'
'Millions were imprisoned in labour camps. They were kept in terrible conditions and forced to work through the freezing cold Russian winter.'

'He used propaganda to create the 'cult of Stalin' in which Stalin was worshipped as a leader. Pictures and statues of him were everywhere and places named after him. People at meetings had to clap when his name was mentioned.'
'The state told people what to think. Radio, films and newspapers were all controlled by the state. Schools taught communist versions of history and science. All praised Stalin.'
'The hiding of the truth made many Soviet citizens believe the propaganda. They were told Stalin was a great genius who would look after them, resulting in one of the world's most evil tyrants being loved by many of the people he ruled.'

Level 4 Explains effectiveness of both [5–7]

Both sides of Level 3

Level 5 Explains with evaluation of 'more effective' [7–8]

© UCLES 2010

13 (a) Describe the main changes in popular entertainment in the 1920s.

Level 1 General answer [1–2]

e.g. 'People had more leisure time.'
'People had more money to spend on entertainment.'

Level 2 Describes changes [2–5]

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

e.g. 'The movie industry developed rapidly with the stars becoming household names e.g. Charlie Chaplin and Mary Pickford. The first 'talkie' was released in 1927.'
'There was a craze for new dances such as the Charleston and the Black Bottom.'
'Jazz music provided excitement and danger to whites who for the first time were exposed to black music. Famous nightclubs, like the Cotton Club in Harlem, provided opportunities for some of the great performers e.g. Duke Ellington and Louis Armstrong.'
'The sales of radios increased significantly and brought entertainment into the home.'
'The car took Americans to an increasing range of sporting events, beach holidays, shopping trips and picnics in the country.'
'Sport was another boom area. Baseball became a big money sport with legendary teams like the New York Yankees and Boston Red Sox. There were many outstanding personalities e.g. 'Babe' Ruth for baseball, Jack Dempsey for boxing and Bobby Jones for golf.'

(b) Why did some people disapprove of the flappers in the 1920s?

Level 1 General answer [1]

e.g. 'People were shocked by their behaviour.'
'The older generation didn't believe what was happening.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Women were freer than ever before to live their own lives.'
'The flappers drank and smoked.'
'Flappers wore outrageous new fashions.'
'Flappers went out with men without chaperones.'
'Flappers had plenty of money and the time to spend it.'

Level 3 Explains why [4–7]

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

e.g. 'Many women disapproved of young fashionable women, known as flappers, because they would drink, smoke, date and wear outrageous new fashions.'
'They were financially independent and flappers could make their own decisions on how they lived. Some thought their behaviour was immoral.'
'Flappers looked different. They had their hair cut short in the new 'bobbed' style. They wore make-up, went out on their own without a chaperone and smoked in public. The new fashions were much simpler and freer and skirts became much shorter. Most were not flappers and disapproved of these changes.'
'In rural USA there were particularly tight restrictions owing to the Churches' traditional attitude to the role of women and they strongly objected to the immoral ways of the flapper.'

© UCLES 2010

(c) 'Prohibition had a greater impact on American society in the 1920s than racial and religious intolerance.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was Prohibition because they had to change the law to stop it.'

Level 2 Identifies impact [2–3]

e.g. 'There was a limit on immigrants.'
'The 'Red Scare' swept the country.'
'Black people were discriminated against in the South.'
'The Ku Klux Klan was intolerant.'
'Consumption of alcohol rose.'
'Organised crime increased.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Prohibition had the undesired effect of making alcohol more attractive. Speakeasies opened up all over and the consumption of alcohol rose.'
'Many people tried to make their own alcohol. This moonshine could be lethal and some died.'
'It proved impossible to prevent smuggling and many made huge amounts of money.'
'Gangsters organised the manufacture and sale of alcohol. From the huge profits they could bribe policemen and city officials. This led to incidents like the Valentine's Day Massacre of 1929.'

'The First World War created anti-foreigner feeling. Many Americans worried about the number of immigrants. The Johnson-Reid Act of 1924 put a limit of 150,000 per year and stopped Asian immigration entirely.'
'The government feared socialist ideas and began to deport agitators. This led to anti-communist hysteria, known as the 'Red Scare'.'
'The Sacco and Vanzetti case resulted. They were immigrants and anarchists and a scapegoat was needed. Despite the evidence they were found guilty of murder and executed.'
'In the South, black people suffered under the 'Jim Crow' laws which kept them segregated from white people. Most blacks lived in poverty and in fear of lynch mobs.'
'The revival of the Ku Klux Klan brought hatred towards black people, Catholics, Jews and homosexuals.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

14 (a) What did Roosevelt promise to the American people at the time of his election to the Presidency?

Level 1 General answer [1–2]

e.g. 'He promised a change.'

Level 2 Describes promises [2–5]

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

e.g. 'Roosevelt promised a New Deal.'
'Roosevelt promised 'active government' if self help and charity failed.'
'He would spend public money to get people back to work.'
'He would protect their savings and property.'
'He would provide relief for the sick, old and unemployed.'
'He promised to get American industry and agriculture back on their feet.'
'He promised to rescue the banking system.'

(b) Why did unemployment continue despite the New Deal?

Level 1 General answer [1]

e.g. 'The various schemes had limited impact.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It failed to provide permanent jobs.'
'It did not help farmers enough.'
'It did not help black people.'
'Unemployment rose again after 1937.'

Level 3 Explains why [4–7]

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

e.g. 'The New Deal found work for millions of unemployed Americans but it did not actually solve the problem. Critics said the new jobs were not 'real'. If the government withdrew its money, the jobs would disappear.'
'The New Deal did much to help farmers, but there were agricultural problems which could not be solved. Farmers and their families were forced off the land and had to migrate to try to find work.'
'The New Deal did nothing specifically to help black people, the largest single group in poverty. Roosevelt was reluctant to alienate southern Democrats and so failed to address race issues.'
'In 1937, under the mistaken impression that the economy was recovering, Roosevelt cut back government spending. The economy immediately slumped and unemployment rose.'
'Confidence was low and US citizens through the '30s spent and invested only 75% of what they had invested in 1929.'

© UCLES 2010

(c) 'The greatest opposition to the New Deal came from the Supreme Court.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The business community thought Roosevelt was doing too much.'
'The Republicans were against the New Deal.'

Level 2 Identifies the opposition [2–3]

e.g. 'The Supreme Court thought parts of the New Deal were unconstitutional.'
'The business community resented the government's interference in the economy.'
'Radical leaders complained that the New Deal did not go far enough.'
'Republicans still believed in 'rugged individualism'.'
'The wealthy thought the government was giving their money away.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In 1935, the Schechter Poultry Corporation had been found guilty of breaking NRA regulations. It appealed to the Supreme Court. The Court ruled that the government had no right to prosecute the company. This was because the NRA was unconstitutional.'
'Roosevelt was angry that this group of Republican judges should deny democracy by throwing out laws that he had been elected to pass. He tried to appoint six sympathetic judges through Congress but was forced to back down.'

'Radical leaders such as Father Coughlin complained that the New Deal did not go far enough in helping the USA's poor. He complained that Roosevelt was trying to preserve society rather than change it. He set up the National Union for Social Justice and he attacked Roosevelt on his own radio programme.'
'Senator Huey Long thought Roosevelt's measures were weak. He wanted to do much more for the poor. He thought big corporations and businesses should be taxed more and the money to be used to build more roads, schools and hospitals. He thought black people should be employed more. He thought there ought to be a cap on wealth and the taxes shared more evenly across society. Roosevelt regarded him as one of the two most dangerous men in the USA.'
'The business community and the wealthy objected strongly to the New Deal because of the increased taxes. They argued that high taxes discouraged people from working hard and gave money to people for doing nothing or doing unnecessary jobs.'
'Republicans opposed Roosevelt because he was Democrat. Many of them still believed in 'rugged individualism' and they thought that 'prosperity was just around the corner'.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

15 (a) Describe the relations between China and Tibet between 1950 and 1965.

Level 1 General answer [1–2]

e.g. 'It was hostile towards Tibet.'
'China took over Tibet.'

Level 2 Describes relations [2–5]

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

e.g. 'In 1950, Chinese troops invaded Tibet and the Tibetan leader, the Dalai Lama, asked the UN for help.'
'No help was forthcoming and the Chinese troops conquered and occupied the territory.'
'In 1958, there was a rebellion and the Tibetans declared their independence. The Chinese responded by crushing it.'
'The Dalai Lama went into exile in India after objecting to the spread of communism.'
'Buddhists in Tibet demanded freedom and independence.'

(b) Why did relations between China and the USSR change in the years between 1956 and 1969?

Level 1 General answer [1]

e.g. 'Mao disapproved of what Khrushchev was doing.'

Level 2 Identifies why [2–4]

` (One mark for each)

e.g. 'Mao did not like Khrushchev.'
'Khrushchev was friendlier to the West.'
'The USSR was not in touch with the people.'
'The Soviet Union would not help China militarily.'
'There were armed clashes between Soviet and Chinese troops.'
'China tested its own atomic bomb.'

Level 3 Explains why [4–7]

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

e.g. 'Mao did not like Khrushchev as he thought he was betraying Marx and Lenin. Mao thought this form of communism based on the peasants was what Marx and Lenin had preached.'
'Khrushchev developed more friendly relations with the West and was suggesting that Russia and the capitalist West could follow peaceful co-existence. Mao strongly disagreed.'
'Khrushchev was giving privileges to Party members and experts so that they lost contact with the people.'
'The disagreement was not helped by a series of military related issues. There were armed clashes on the border between the two countries and Mao disapproved of the Soviet invasion of Czechoslovakia in 1968.'
'Mao was annoyed as Russia refused to help China develop an atomic bomb and assist in the border war with India. In 1964, China tested its own atomic bomb.'

© UCLES 2010

(c) 'China was a superpower by the time of Mao's death in 1976.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was stronger because he changed from the old ways.'

Level 2 Identifies ways/describes Mao's rule [2–3]

e.g. 'He introduced land reform.'
'He improved education.'
'He changed the role of women.'
'He introduced the Great Leap Forward.'
'China was an atomic power.'
'It was accepted by the United Nations.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'He realised that China needed to develop industrially and he concentrated on the heavy industries with targets set and new industrial centres growing up. As most industries were nationalised he was able to control prices and wages and to attempt to reduce inflation.'
'He promised equal rights to women and a Marriage Reform Act was passed. This abolished arranged marriages and made divorce easier for women.'
'Large sums of money were invested in education to ensure the supply of highly skilled workers.'
'In 1964 China exploded a test nuclear bomb to join a limited number of countries with this capability. This had been done without outside help as Russia withdrew experts from China in 1960.'
'With US support, China's seat at the UN was occupied by Taiwan. Several times it was proposed China should be admitted, but each time the US had voted against it. In 1971, however, a majority of nations voted in favour and this ended China's isolation.'
'In 1972 Nixon visited China and trade began to develop, thus ending the ban on trade with China by the USA.'

'Mao introduced the 'Great Leap Forward' but despite his claims it was not a success.'
'Mao encouraged people to voice their opinions of his reforms in 1956 but they were very critical and many arrests were made.'
'The Cultural Revolution caused chaos and resulted in a drop in production both in industry and agriculture.'
'Mao's split with Khrushchev meant that China was isolated so that even a fellow communist state was not particularly friendly and China lacked Russia's expertise.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

16 (a) Describe how Mao used propaganda to win support.

Level 1 General answer [1–2]

e.g. 'Mao used posters and paintings.'

Level 2 Describes use of propaganda [2–5]

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

e.g. 'When the Communist Party took power, they had complete control of all radio, newspapers, books and cinema.'
'The mass media was used to encourage people to follow the Party line and persuade them to accept it.'
'Mao used paintings to glorify the Long March so the people saw the Communists as heroes.'
'Mao used paintings and posters to launch the Hundred Flowers campaign, the Great Leap Forward and the Cultural Revolution.'
'Mao used education to indoctrinate the young to follow the ideas of Mao.'
'In the '60s Mao produced his 'Little Red Book of Quotations from Chairman Mao' to outline his thoughts.'
'Early in his career, Mao used propaganda campaigns against Chiang Kai-shek and also wealthy landlords.'

(b) Why did Mao think it was necessary to introduce the Cultural Revolution?

Level 1 General answer [1]

e.g. 'He wanted to change things.'
'He wanted to remove barriers.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'He wanted to change the culture of China.'
'To create perfect communism.'
'To regain power.'
'To stop the move to capitalism.'
'To remove the 'Four Olds'.'

Level 3 Explains why [4–7]

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

e.g. 'A new class of peasants had been created and bonus payments had resulted in a new privileged class of workers. Mao wanted to change this new culture of China and return to the values and beliefs of perfect communism.'
'To achieve his idea of perfect communism, by which he meant real equality, co-operation in the interests of all and the removal of things that stood in the way.'
'He wanted to rid the country of the 'Four Olds', ideas, cultures, customs and way of life which he felt were holding back China.'
'He wanted to get power back that he had lost during the Revisionist period. He had accepted blame for the Great Leap Forward and had resigned. New policies had taken China in a different way.'

© UCLES 2010

(c) 'The greatest effects of the Cultural Revolution were on education and culture.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It ruined millions of peoples' lives.'
'It brought chaos and something close to civil war.'

Level 2 Identifies the effects [2–3]

e.g. 'Industrial production fell.'
'Transport ground to a halt.'
'Formal education seriously interrupted.'
'Medical care improved.'
'Opponents of the Rev. were killed or exiled.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Education and culture was seriously disrupted. Students refused to sit exams as they showed up inequalities.'
'All books, plays and films had to be about workers or peasants, or stories with a Communist message.'
'Once student masses had been roused, they denounced and physically attacked anyone in authority. Teachers, professionals, local party officials, artists were all targets; millions of people were disgraced and ruined.'
'Students and graduates were sent to work alongside peasants in the countryside.'

'Factories were reorganised to give power to the workers. Prizes and bonuses for town workers were abolished. Instead special importance was placed on teamwork. Technicians were dismissed and production fell.'
'Medical care did improve as thousands of 'barefoot doctors' were trained.'
'Opponents were killed or sent into exile. Deng Xiaoping, the General Secretary of the Communist Party, was removed from his post. Probably as many as a million people died as a result of the Revolution.'
'Revolutionary committees, dominated by the army, were set up to run the country. One of the goals of the Cultural Rev was to give the masses more self-government. In fact, 95% of party officials were given their jobs back.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

17 (a) How did the Land Act of 1913 affect black people?

Level 1 General answer [1–2]

e.g. 'It penalised black people.'

Level 2 Describes impact [2–5]

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

e.g. 'It prevented blacks from owning land, except in the native reserves.'
'It prevented blacks practising share-cropping.'
'It forced blacks to seek work on white-owned farms.'
'In the long term, it turned blacks into labourers for white farmers.'
'In the short term, it led to harsh suffering.'

(b) Explain why South Africa became more segregated in the 1920s and 1930s.

Level 1 General answer [1]

e.g. 'The whites followed the policy of divide and rule.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The government thought whites were superior.'
'To protect whites.'
'To reduce black control.'
'To protect African culture.'
'It gave protection to white workers against competition.'

Level 3 Explains why [4–7]

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

e.g. 'The attitude behind the Acts of Parliament was summed up in 1922 when it was stated that "blacks were in towns to minister to the needs of the white man".'
'It kept the blacks in an inferior position and enabled employers to pay low wages.'
'It limited the black peoples' control over land and thus freed it for white farmers.'
'There was a great deal of industrial unrest in the first twenty five years of the twentieth century. Political leaders were fearful of what might happen if all workers joined together in opposing them. They tried to control the workforce by creating divisions between black and white.'
'A white supremacist view that the white race was superior to all others existed and so enabled black people to be treated badly.'
'Some thought that the native African should live in "natural conditions" and preserve tribal unity.'

© UCLES 2010

(c) How effective was Afrikaner nationalism before 1948? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was very strong.'

Level 2 Identifies impact [2–3]

e.g. 'It was dominant through politics and economic life.'
'Blacks were not even allowed to vote.'
'The Dutch Reform Church upheld Afrikaner views.'
'The pass system was effective.'
'Anti-pass demonstrations generally failed.'
'The ANC was ineffective.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Most whites of Dutch origin were against racial equality. The Dutch Reformed Church supported this view and quoted passages from the Bible. This was out of line with other Christian churches.'
'The Broederbond was a secret Afrikaner organisation which worked to protect and preserve Afrikaner power.'
'Afrikaners' views were re-enforced by the pass laws which controlled the movement of blacks. A black person could not work in a town unless he had a pass showing that he worked for a white-owned business.'
'Black workers were forbidden to strike and were barred from holding skilled jobs.'

'Opposition to Afrikaner supremacy was weak but there were successful anti-pass laws protests in Bloemfontein by women.'
'The Indian community tended to use non-violent protests and this flooded the courts and brought the government to a standstill.'
'The first effective black trade union was the Industrial and Commercial Union. It held strikes of dockworkers and was successful in winning wage increases.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

18 (a) Describe the measures in the State of Emergency declared by Botha in 1985.

Level 1 General answer [1–2]

e.g. 'Measures were declared in the worst areas in'85.'

Level 2 Describes events [2–5]

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

e.g. 'The police could arrest people without warrants.'
'The police were free from all criminal proceedings.'
'Thousands of people were arrested.'
'Newspapers, radio and TV were banned from reporting demonstrations and strikes.'

(b) Why was South Africa's government losing control of events by 1989?

Level 1 General answer [1]

e.g. 'There was a breakdown of order.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Foreign government support was declining.'
'There was a potential civil war.'
'There was a fear of investment loss.'
'There was a fear of boycott.'

Level 3 Explains why [4–7]

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

e.g. 'P.W.Botha stated that South Africa had to adapt or die.'
'Modern farming methods left many black farm labourers unemployed.'
'The Bantu Education Act failed to educate black people to the standard required to operate complex factory machinery.'
'Black poverty restricted the sale of manufacturers in South Africa.'
Foreign companies like Barclays Bank began withdrawing their investments in protest at apartheid.'
'A complete boycott of South Africa was looking likely and SA relied on exports. Botha and the National Party sensed unrest and feared threats from home and abroad.'
'Botha feared the threat of communism following events in Angola and Mozambique. He thought the ANC and PAC were communist.'
'The end of the Cold War meant South Africa's support against communism was no longer required.'

© UCLES 2010

(c) How effective was international condemnation of apartheid? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'At first, it had little effect.'

Level 2 Identifies impact [2–3]

e.g. 'Fear of damaging trade.'
'UN was often a lone voice.'
'Government realised world pressure was growing.'
'Sanctions failed.'
'Sports teams were boycotted.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In 1962 the UN proposed tough economic sanctions – cutting off all trade links including essential supplies of oil. The main trading countries of Britain, USA, Germany and Japan did not want to impose tough sanctions as their investments were doing well in South Africa.'
'During the Cold War, countries in the West felt they needed support from South Africa against the Soviet Union. South Africa's geographical position on the sea route from the Gulf was strategically important.'
'South Africa was a major source of uranium for the US nuclear industry.'
'Thatcher and Reagan both claimed trade sanctions were pointless as they would hurt the black South Africans.'

'In the 1970s international sanctions began to take effect and companies stopped investing in South Africa. The government realised they could no longer resist change.'
'Increased media interest around the world of clashes between protesters and police heightened the condemnation of apartheid.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

19 (a) How did Namibia come to be governed by South Africa?

Level 1 General answer [1–2]

e.g. 'It was given the power to govern.'
'It was taken away from Germany.'

Level 2 Describes how [2–5]

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

e.g. 'At the end of the First World War, former German colonies were placed under the control of the League of Nations.'
'Namibia was a mandated territory.'
'The mandate was given to the British.'
'South Africa was a member of the British Empire and it was given the task of administering Namibia.'
'Namibia was a 'C' mandate which gave South Africa the widest powers.'

(b) Why did South Africa wish to keep control of Namibia after the Second World War?

Level 1 General answer [1]

e.g. 'To spread wider.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It was already in control.'
'To give land to white people.'
'Because a referendum said it was what was wanted.'

Level 3 Explains why [4–7]

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

e.g. 'South Africa had governed Namibia for so long that it should be part of South Africa.'
South Africa said it had held a referendum, the result of which was that most Namibians wanted the union. In fact, the Namibian people did not take part.'
'They wanted to strengthen the power of the white minority.'
'To offer a place for white settlers on farming land.'

© UCLES 2010

(c) 'The work of the United Nations was the most important reason for Namibia achieving independence.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was very important as independence was gained.'

Level 2 Identifies ways [2–3]

e.g. 'The UN worked through its international court.'
'The UN supervised an election.'
'SWAPO was recognised by the UN.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The General Assembly passed a resolution ending the mandate in Oct 1966 and established a committee to take over.'
'In May 1967, a UN Council was established to take over until independence. It received finance and trained Namibian refugees as civil servants. It encouraged UN member states to help in every way possible.'
'South Africa was requested by the UN to withdraw but refused and the UN requested member states to introduce limited sanctions against South Africa.'
'In June 1971, the International Court ruled that the UN was acting lawfully and that South Africa should be removed.'
'In 1978, the UN passed Resolution 435 which spelt out how SWA should become independent as SA had again gone against UN wishes with their proposals.'
'A UN supervised election was accepted by SA in Nov 1989 and independence granted in March 1990.'

'SWAPO wanted a united and independent Namibia with universal adult suffrage. They wanted the UN to supervise the transition to independence.'
'It was made clear in March 1977 by the Western Five that the independence was unacceptable without the participation of SWAPO.'
'SWAPO would not participate unless South African troops were withdrawn.'
'SA refused to recognise the role of the UN and continued to try and implement policies. This angered SWAPO who were opposed because it made it impossible to gain independence.'
'As a result of the 1971 Court ruling, SWAPO became recognised as the 'nation in a state of becoming' and was recognised by the UN as representing Namibians and therefore the demands were made in the 'name of the people of Namibia'.'
'SWAPO protested strongly about being ignored by SA when members of the Advisory Council were nominated and they made an outcry when SA tried to arrange ethnic elections.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010

20 (a) Describe the events of 1946–1947 which forced Britain to refer the problem of Palestine to the United Nations.

Level 1 General answer [1–2]

e.g. 'Events were becoming increasingly violent.'
'The situation was becoming dangerous.'
'It was a costly period.'

Level 2 Describes events [2–5]

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

e.g. 'Guerrilla warfare made it difficult to control.'
'Violence was increasing such as the bombing of the King David Hotel.'
'The number of deaths of British soldiers, police and officials was increasing.'
'It was becoming increasingly difficult to justify the cost of defending the worldwide empire.'
'There was a Zionist campaign of violence.'
'They turned away refugees and were accused of being anti-Semitic.'
'The UN set up a commission which called for the partition of Palestine. This was accepted by Ben-Gurion but rejected by the Palestinians.'

(b) Why did the Palestinian Arabs reject the Partition Plan?

Level 1 General answer [1]

e.g. 'It linked Jews and Arabs.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'They were against the partition.'
'The Jewish state would have more land.'
'The Arab state would be divided.'
'Fertile land would be lost.'

Level 3 Explains why [4–7]

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

e.g. 'They did not want the partition. The Peel Plan of the 1930s had been rejected with at least 3000 Palestinians being killed.'
'The proposed Jewish state would be larger than the Arab state, even though Jews were only one third of the population and owned less than one tenth of the land.'
'The Arab state would be divided into three with no direct access to the sea. Jaffa, the main Arab port, would be cut off from the rest.'
'Much of its land was difficult to farm. Most of the fertile land on the coast would be part of the Jewish state.'

© UCLES 2010

(c) 'The Arab–Israeli War of 1948–1949 resolved nothing.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It solved nothing as there was war again soon after.'

Level 2 Identifies impact [2–3]

e.g. 'A Jewish state was established.'
'There were large numbers of migrants.'
'Most Arab Palestinians fled.'
'The UN had failed.'
'Arab governments were humiliated.'

Level 3 Explains success OR failure [3–5]

e.g. 'A Jewish state was established within the territory controlled by the Jewish forces.'
'Large numbers of Jewish migrants moved to the new state of Israel.'
'The Gaza Strip, East Jerusalem and the West Bank were the only areas outside Israeli control.'

'The majority of Arab Palestinians fled from Israel and became refugees. Only a minority remained in the Jewish controlled state.'
'The Arab nations were defeated. Their pride was hurt and their hatred of Israel increased.'
'The United Nations had failed in its first attempt to sort out a problem. The Jews had seized more than the UN had allotted them.'
'The governments of Arab states were humiliated by their defeat. Arab leaders were discredited and lost power as a result.'
'Fearing reprisals most Palestinian Arabs left the Jewish areas and fled to the West Bank and the Gaza Strip.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3

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

© UCLES 2010

21 (a) Describe the terrorist actions of the Palestinians between 1968 and 1978.

Level 1 General answer [1–2]

e.g. 'They hijacked aeroplanes.'
'They attacked the Olympics.'
'They attacked buses.'

Level 2 Describes actions [2–5]

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

e.g. 'In 1969 a Jerusalem supermarket was bombed.'
'In 1969 grenades were thrown at the Israeli embassies in The Hague and Bonn.' A grenade was also thrown at El Al in Brussels.'
'The PFLP hijacked aircraft and sent them to a disused Jordan airfield. Hostages were transferred to Amman and a plane was destroyed.'
'In 1970 the Avivim school bus massacre by the DFLP killed 9 children and 3 adults.'
'In 1972 eight Black September terrorists took eleven Israelis hostage in the Olympic village. All the hostages were murdered.'
'In 1974 the DFLP seized a school in Israel and killed 26 students in the Ma'a lot Massacre.'
'In 1976 a French plane was hijacked and took it to Entebbe in Uganda. 110 Jews were kept hostage. The Israeli armed forces released the hostages and killed the terrorists.'
'In 1978 there was the Coastal Road massacre in which terrorists killed 37 Jewish civilians.'

(b) Why did many Palestinians join the PLO in the late 1960s?

Level 1 General answer [1]

e.g. 'The PLO changed its policies.'
'The PLO became much more active.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The PLO became the voice of the Palestinian people.'
'It began to get more publicity for the cause.'
'It aimed to gain the West Bank and Gaza.'
'The PLO was not afraid of hitting civilian targets.'
'Arafat increasingly became the dominant Palestinian leader.'

Level 3 Explains why [4–7]

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

e.g. 'The PLO had been set up in 1964 but the defeat of the Arab armies in the Six Days War of 1967 made the PLO much more important. Leaders of Fatah were becoming more dominant in the PLO, changing its nature.'
'In 1969 the PLO became an independent voice for the Palestinians and, therefore, drew increased support and participation.'
'Yasser Arafat became the dominant personality and was a magnet for Palestinian support.'
'Arafat gained support for the PLO by getting the organisation to change its tactics by using guerrilla warfare against Israeli military targets but also against civilians and civilian targets. Many joined the PLO because they thought it meant action.'

© UCLES 2010

(c) How significant for the PLO were relations with the Arab States? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The Arab States did not always support the PLO.'

Level 2 Identifies problems/lack of support [2–3]

e.g. 'PLO ejected from Jordan and Lebanon.'
'Refugees were a problem for Arab States.'
'Arab nations were badly organised.'
'Arab nations had little military success.'
'Egypt split the Arab world.'

Level 3 Explains impact OR lack of impact [3–5]

e.g. 'There was a serious problem with refugees which Arab states were reluctant to get involved with.'
'Following the victory for Israel in the Six Day War, the Palestinians felt they had been let down by the Arab nations and were prepared to regain their homeland by their own efforts.'
'In the Yom Kippur War again the Arab nations failed to make any progress against Israel. At this time King Hussein used his army against Palestinian refugee camps. About 10,000 Palestinians were killed.'
'The Sadat peace initiative split the Arab world after Egypt went alone and the PLO refused to accept the agreement.'
'Jordan expelled the PLO because of the increasing use of terrorism.'
'Lebanon came under increasing attack from Israel because the PLO had its headquarters there. Assad of Syria moved into Lebanon to control the PLO. They were expelled from Beirut in 1982. Some went to Iraq and others to other Arab countries, although they were not welcome.'
'The lack of action by the Arab States meant a more radical and extreme group, the PFLP, within the PLO, embarked on terrorist attacks.'

'Jordan and Lebanon allowed the PLO to make its headquarters in their countries even though it was only temporarily.'
'Arab nations appreciated one voice for the Palestinian cause, namely the PLO under Arafat.'
'Despite not welcoming them, Arab States have allowed PLO members and refugees into their countries and many have settled.'

Level 4 Explains impact AND lack of impact [5–7]

Both sides of Level 3

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

© UCLES 2010

22 (a) Describe the work of the Stephensons in developing early railways.

Level 1 General answer [1–2]

e.g. 'They were pioneers in gauges and locomotives.'

Level 2 Describes work [2–5]

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

e.g. 'George Stephenson was the engineer of the Stockton and Darlington railway built to improve the transportation of coal.'
'George introduced the standard gauge for railway tracks.'
'George was the chief engineer and Robert chief surveyor of the Liverpool to Manchester railway and overcame many difficulties including Chat Moss.'
'The L&M was the first passenger railway.'
'The Rocket, designed by George and Robert, won the Rainhill Trials with the fastest speed.'
'The London to Birmingham Railway was designed by Robert over difficult ground.'

(b) Why was it necessary to improve transport in the nineteenth century?

Level 1 General answer [1]

e.g. 'It was slow.'
'It was costly.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Industrial Revolution needed it.'
'Horses and wagons were unable to carry the volume of heavy goods.'
'Roads and canals were too slow for moving perishable goods.'
'Pottery was damaged on bumpy roads.'
'Herds of cattle lost weight walking to market.'

Level 3 Explains why [4–7]

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

e.g. 'Industry was growing fast during the Industrial Revolution and needed a reliable form of transport to move the finished goods to markets.'
'Supplies of raw materials, such as cotton, were coming into the ports and needed moving to the manufacturing areas and roads could not cope.'
'Most road transport was poor and there was a need for something more reliable and faster. The toll roads improved speed and reliability but they were very expensive.'
'Canals were ideal for moving goods for which speed was not essential, such as pottery and coal.'
'Railways were needed to move perishable goods quickly to market, such as fish and milk.'
'Businessmen needed to travel quickly as the pace of business and finance quickened.'

© UCLES 2010

(c) 'Railways in Victorian Britain had a greater effect on the lives of people than on the economy.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes, because people could travel.'

Level 2 Identifies impact [2–3]

e.g. 'Large quantities of bulky raw materials could be carried.'
'They encouraged the growth of the coal industry.'
'They could carry food.'
'People could go on holiday.'
'People could travel to work.'
'People were able to get information more readily.'

Level 3 Explains impact on economy OR lives of people [3–5]

e.g. 'Railways could carry bulky goods such as coal and iron in greater quantities and more cheaply.'
'Raw materials could be moved to industry rather than industry being sited where the raw materials were.'
'Agriculture and fishing industries prospered as their produce could be moved quickly to market and thus remained fresh.'
'Railways used large quantities of coal and iron and thus helped to develop these industries.'
'They encouraged the growth of towns such as Crewe, Swindon and Doncaster where associated industries developed.'

'Railways increased the mobility of workers and allowed suburbs to develop so people could live outside the unhealthy towns.'
'Railways provided a source of employment as station officials, etc.'
'Railways were a cheap means of travel, encouraging day trips and holidays to places such as Blackpool.'
'The availability of fresh food, such as fish and dairy produce, improved diet and health.'
'Information was more up to date through newspapers and the penny post.'
'Standard time was used with the introduction of railway timetables.'
'Educational opportunities increased for the wealthy as children were able to attend public schools.'
'Organised sport developed as spectators and participants could travel.'

Level 4 Explains impact on economy AND lives of people [5–7]

Both sides of Level 3

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

© UCLES 2010

23 (a) What was the 'co-operative movement'?

Level 1 General answer [1–2]

e.g. 'A movement to reduce costs.'

Level 2 Describes 'movement' [2–5]

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

e.g. 'Started with the Rochdale Pioneers opening a shop in Rochdale in 1844.'
'The aim was to sell good food at reasonable prices.'
'At first there were 28 members paying 2d. per week.'
'Members shared the trading profit by being given a dividend according to how much they spent in the shop.'

(b) Why were working-class movements generally weak in the first half of the nineteenth century?

Level 1 General answer [1]

e.g. 'Because of the views of the government.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'They were restricted by laws.'
'Governments and employers were often hostile towards them.'
'Workers were afraid of losing their jobs.'
'Communication was a problem.'
'There was poor leadership.'
'Officials disappearing with funds.'
'Chartists had arguing factions.'

Level 3 Explains why [4–7]

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

e.g. 'The government was concerned about the growing strength of the voice of workers demanding improved conditions and so passed the Combination Acts.'
'The government was fearful of revolution and so used strong measures to prevent the expression of views and also passed the 'Six Acts'.'
Employers were concerned and used tactics such as lock-outs where they refused entry to employees until they agreed to certain conditions.'
'The strong action of the government and courts in relation to the 'Tolpuddle Martyrs' scared many workers.'
'The GNCTU failed because members of the more well-established craft unions did not join. Its members were mainly manual workers who had little money to pay the subscription and this left the GNCTU short of funds.'
'The GNCTU's leaders could not agree on policy because it represented so many groups and views. It was badly co-ordinated and found it difficult to communicate with members because of poor communication systems.'
'The Chartists were split on its methods and some lost popularity by using force. It was ridiculed when false signatures were found on a petition to Parliament.'

© UCLES 2010

(c) How successful were unions in the second half of the nineteenth century? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Some were successful as conditions improved.'

Level 2 Identifies successes/failures [2–3]

e.g. 'Successes included the match-girls and the dockers.'
'The NALU failed.'
'The ASE established respectability.'

Level 3 Explains successes OR failures [3–5]

e.g. 'In 1851 the ASE was set up and was followed by other unions for the skilled worker. Because of their moderation, these unions helped to make trade unions acceptable.'
'In 1868 a congress in Manchester established the TUC further establishing the acceptability of organisations related to trade unions.'
'The match-girls of Bryant and May went on strike because of low wages and dangerous working conditions. A newspaper article got public opinion on the side of the match-girls and their strike was successful in improving conditions.'
'The London dockers were paid low wages and not guaranteed work. A claim for 6d an hour was rejected and a five week strike followed in 1889. The strikers picketed the docks and the docks were brought to a standstill. The dockers won after funds arrived from Australia and from local marches.'
'The London gas workers threat to strike was enough to reduce the working day from 12 to 8 hours without a loss of pay.'

'The National Agricultural Labourers' Union was founded in 1872 and quickly had 100,000 members. The landowners were against unions and organised a lock-out in 1874. Many went on strike but, because of hardship, gave up the struggle. Many labourers lived in tied cottages and could be thrown out of their homes. The NSLU collapsed.'
'Despite the work of the unions, the employers often held the upper hand because workers were frightened of losing their jobs. In the 1890s the economic situation became worse and the revived NALU folded.'

Level 4 Explains successes AND failures [5–7]

Both sides of Level 3

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

© UCLES 2010

24 (a) What was China's attitude towards foreign countries in the early nineteenth century?

Level 1 General answer [1–2]

e.g. 'China wanted to remain alone.'
'China did not want any trade.'

Level 2 Describes attitude [2–5]

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

e.g. 'China wanted to remain isolated.'
'Any trading had to be done through one port, Guangzhou, in the south.'
'China turned a blind eye to the opium trade.'
'The Emperor believed China had all it needed.'
'China resisted trade and remained isolated.'

(b) Why was there conflict between China and the British before 1858?

Level 1 General answer [1]

e.g. 'Britain wanted to trade and China didn't.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Britain wanted to open an embassy.'
'The opium trade caused conflict.'
'The use of force by Britain.'

Level 3 Explains why [4–7]

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

e.g. 'When the British diplomats tried to open an embassy in Beijing in 1793, the Chinese Emperor told them that they had all the things that they needed.'
'Britain wanted to trade goods with China in return for silk and tea.'
'Britain began exporting opium illegally to China in the late 1790s from India.'
'In 1839, China made a determined effort to stop the opium trade giving the British an excuse to send warships to China.'
'The Opium War ended in defeat for China and they were forced to sign the Treaty of Nanjing. This treaty opened up China and ceded Hong Kong to Britain.'

© UCLES 2010

(c) Which had the greater effect on China:

(i) the Self-Strengthening Movement
(ii) the Boxer Rising?

Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Neither was very successful.'

Level 2 Identifies impact of one/both [2–3]

e.g. 'To show anti-foreign feeling.'
'Resentment towards missionaries.'
'Production failed to increase.'
'Little thought was given to the application of new ideas.'

Level 3 Explains the effect of one OR the other [3–5]

e.g. 'Little progress was made in producing essentials to bring about self-strengthening compared to Japan.'
'The Chinese authorities made the mistake of trying to use Western ideas and technical developments, without changing the way in which society was organised in China.'
'New weapons were purchased but insufficient thought was given by the Chinese officials to the questions of how they would be used, or how to train troops effectively.'
'The Movement finally ended when China was defeated by tiny Japan over Korea in 1894–95 with China having to make substantial concessions.'
'Military strength was increased by the building of arsenals at Shanghai, Nanjing and Fuzhou.'
'Naval strength was increased with a new dockyard at Fuzhou and a powerful navy was based at the new bases at Port Arthur and Weihaiwei.'
'Trade and manufacturing were increased by the opening of coal and iron mines, ironworks and textile mills in the 1870s and '80s.'

'Patriotic Chinese deeply resented the way their country had been taken over and many blamed their own government for letting it happen.'
'By 1898 Britain, Germany and France had gained exclusive trading rights and the United States was anxious not to be left out. This put pressure on China to operate an open-door policy of free trading.'
'The League of Harmonious Fists was unofficially encouraged by the Chinese government to rebel against foreigners.'
'It was crushed but there were thoughts of partitioning China. Russia occupied Manchuria, but pressure from Britain and the USA meant it withdrew.'

Level 4 Explains the effect of both [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement which had the greater effect [7–8]

© UCLES 2010

25 (a) Describe France's colonial expansion in Africa before 1890.

Level 1 General answer [1–2]

e.g. 'France colonised large areas of northern Africa.'

Level 2 Describes events [2–5]

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

e.g. 'Senegal was occupied from 1637. It was a minor slave trade departure point. It was also wanted for groundnuts, fish and cotton.'
'Algeria was invaded in 1830 and used by French settlers for farming on its fertile soil. It produced grain, cotton, olives and tobacco.'
'Tunisia was colonised from 1881 by French settlers for farming and mining.'
'Chad was occupied from 1884 and became a source of untrained labour and cotton.'

(b) Why did the Berlin Colonial Conference of 1884 take place?

Level 1 General answer [1]

e.g. 'To sort out Africa.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To ensure order in colonising.'
'To deal with African colonisation.'

Level 3 Explains why [4–7]

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

e.g. 'Called by Bismarck to ensure that the partition of Africa would be carried out in an orderly and peaceful fashion.'
'Countries were after colonies and it was an attempt to sort things out properly. European countries were keen to expand their empires.'
'To prepare for newcomers to the scramble for Africa so that they had to give formal notice.'

© UCLES 2010

(c) 'Africa gained little from European rule.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was beneficial as Africa became more developed.'
'It introduced conflict.'

Level 2 Identifies benefits or harmful effects [2–3]

e.g. 'It gained cultural benefits.'
'New buildings appeared.'
'Trade developed.'
'Europeans made a lot of money.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Africa gained the benefits of great civilisations with customs, languages, Christian religion, medicine and a sophisticated way of life.'
'They had built for them roads, dams, schools and clinics. These replaced mud huts.'
'Europeans opened mines and started plantations to produce cocoa, groundnuts, palm oil, rubber and other valuable cash crops.'

'Many traditions already existed before the Europeans, including languages and religions. It was wrong for Europeans to assume that theirs was a superior culture.'
'All Europeans wanted to do was to make as much money as possible.'
'Communications were improved to benefit trade.'
'The wealth from minerals and crops produced was taken by the West.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

© UCLES 2010