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

0470/12 Paper 12, 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.

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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

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1 (a) What was meant by 'liberalism' in the nineteenth century?

Level 1 General answer [1–2]

e.g. 'Liberalism is the belief in freedom.'

Level 2 Describes 'liberalism' [2–5]

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

e.g. 'Liberalism is the freedom to vote, worship and own land.'
'It means freedom of speech and freedom of the press.'
'It means having a say in how your country is governed.'

(b) Why did the Hungarian revolution of 1848-9 fail?

Level 1 General answer [1]

e.g. 'Kossuth made mistakes about nationalism.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Kossuth excluded Croats and Slovaks.'
'Austria secretly supported the Croatians.'
'Russian involvement brought a large army.'

Level 3 Explains why [4–7]

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

e.g. 'Kossuth could see no room in the new Hungary for Croat or Slovak nationalism and that there was no question of them gaining their independence from Hungary. The Croats acted angrily and there was an invasion into Magyar territory secretly supported by Austria.'
'Kossuth declared Hungary an independent republic. The Austrians turned to Tsar Nicholas I to send Russian troops.'
'A large Russian army and an army of Croats brought about surrender in August 1848.'

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(c) How important were the 1848 revolutions for Europe? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Nothing was changed 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.'

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 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 and Venice was captured by Austria.'

'Revolutions spread across Germany and liberals and nationalists met to draft a new constitution but failed. Prussian attempts to become 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 a dictator. The power of the new legislative body was severely limited. Napoleon lll set about improving Paris by clearing slums, building sewers and providing piped fresh water. France was modernised with 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 important' [7–8]

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2 (a) What happened in Berlin during 1848?

Level 1 General answer [1–2]

e.g. 'There was unrest.'
'The King rode around the streets on horseback.'

Level 2 Describes events [2–5]

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

e.g. 'Unrest led to a clash with the military on 14 March.'
'On 18 March, a mob gathered in front of Berlin Castle believing the King was to announce some liberal reforms.'
'It is not clear if they were grateful or angry.'
'The troops appeared to disperse them and this fuelled their anger.'
'Shots were fired and civil war broke out.'
'There was street fighting and barricades were drawn up.'
'The King agreed to withdraw the troops if the barricades were removed.'

(b) Why was the Frankfurt Parliament a failure?

Level 1 General answer [1]

e.g. 'It could not settle differences.'
'It wasted time on less important matters.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'There was a split in the views of who should lead.'
'The political issues were not sorted out.'
'The selected leader rejected the Imperial Crown.'
'Its organisation was a shambles.'

Level 3 Explains why [4–7]

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

e.g. 'It wasted time debating fundamental rights and boundaries rather than dealing with the Austro-Hungarian Empire when it was in disarray dealing with revolutions in Italy and Hungary.'
'The delegates split into two main groups over the issue of whether Austria was to be included.'
'It was a decision between Austria becoming leader or Prussia.'

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(c) How far did Bismarck plan the unification of Germany? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes he did because it happened.'

Level 2 Identifies reasons [2–3]

e.g. 'He planned to make Prussia strong.'
'He was just an opportunist with no plan.'
'He only wanted to control northern Germany.'
'He had a very strong army.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Bismarck did not set out to unify Germany. He was just a brilliant opportunist. He could manipulate people and countries and provoke quarrels.'
'Bismarck wanted to control northern Germany. He did this by picking a war with Austria over Schleswig-Holstein and proposing a new North German Confederation. The Austrians were defeated and as a result of the war the Treaty of Prague made Bismarck a hero as the North German Confederation became all powerful.'
'Bismarck did not think of uniting Germany until the war with France meant that the southern states wanted protection from French attack.'

'Bismarck solved King William's problem of raising taxes for the armed forces by just doing it without legal backing when he was asked to head the government.'
'In Bismarck's eyes the end justified the means as the Prussian army was the strongest in Europe. He might just have started to think that he could unite Germany having such armed forces.'
'He supported Russia in 1863 thus gaining the Russian support in wars to come.'
'He analysed the strength and weaknesses in Europe and developed his foreign policy around this.'
'Bismarck may have seen the weaknesses in his 'opponents', such as Napoleon III, and played upon those weaknesses in the hope they would play into his hands and a possible long term plan.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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3 (a) What attracted the Western Powers to show interest in Japan in the middle of the nineteenth century?

Level 1 General answer [1–2]

e.g. 'They wanted to trade.'

Level 2 Describes reasons [2–5]

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

e.g. 'They wanted a base for their trading ships to take on provisions and Japan was ideally placed.'
'They wanted to trade and Japan was a potentially large market.'
'It would help to open up the East to western influences.'
'Japan was a potential future ally.'
'There was a mystery of the East.'
'Japan, with China, had some unique products such as silks and porcelain.'

(b) Why were Perry's missions important for Japan?

Level 1 General answer [1]

e.g. 'They affected Japan.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Japan changed as foreign influence began.'
'The missions encouraged trade.'
'Foreigners started to live in Japan.'
'The process of westernisation began.'
'Much resentment followed over the resulting treaties.'

Level 3 Explains why [4–7]

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

e.g. 'Perry's missions led to treaties, such as the Treaty of Kanagawa, which encouraged trade but also gave foreigners rights to live in certain areas under their own laws.'
'Perry's success meant that other nations, apart from the USA, began to trade and sign treaties with Japan. Britain, Russia and Holland all signed treaties soon after Perry's missions.'
'His missions encouraged some to gain weapons from the West and to learn more about western ways and technology.'
'Although Japan began to open up to foreign influences, many resented this as it would challenge the whole way of life and this led to murders of foreigners.'

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(c) How far could Japan be considered 'westernised' by 1914? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Japan had changed rapidly.'
'Many old customs disappeared.'

Level 2 Identifies impact [2–3]

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

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Japan removed the feudal system. To do this, they abolished the domains and privileges of the daimyo and the privileges of the samurai. This resulted in one army rather than a number of private ones and one strong government based in Tokyo, not a number of semi-independent regional governments.'
'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 in the West.'
'Western ideas influenced the military changes resulting in a modern army and navy with officers trained in the West.'

'The new constitution introduced allowed a constitutional monarchy but the supreme power rested with the Emperor, with the head of 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 did improve but not for the peasant farmer.'
'The government sold off factories cheaply because of government debt. 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]

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4 (a) Describe the naval rivalry between Britain and Germany from 1898 to 1914.

Level 1 General answer [1–2]

e.g. 'Both wanted powerful navies.'
'Both wanted to be the most powerful.'

Level 2 Describes rivalry [2–5]

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

e.g. 'Britain since Trafalgar had been undisputed ruler of the seas.'
'Britain's navy guarded its Empire.'
'In 1898 Kaiser Wilhelm announced his intention to build a powerful German navy under Admiral von Tirpitz.'
'Britain felt threatened by this; it would be centred in the North Sea.'
'The Kaiser wanted to protect Germany's growing trade and Empire.'
'Britain launched a new class of warship, HMS Dreadnought in 1906.'
'The Germans respond with their own version and the naval race was on.'

(b) Why did events in Morocco before 1914 increase European tension?

Level 1 General answer [1]

e.g. 'Because the Kaiser was seen as a threat.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The Kaiser interfered over Morocco.'
'Britain and France stood together.'
'The Kaiser sent a gunboat to Agadir in 1911.'
'The Kaiser was trying to gain land.'
'The Kaiser was testing the Entente.'

Level 3 Explains why [4–7]

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

e.g. 'The Kaiser wanted to test the strength of the Entente and he visited Tangiers where, in a speech (1905), he said Morocco should be independent of France. France was supported by Britain and would not back down.'
'The Kaiser suffered an embarrassing defeat at the Algeciras Conference with only Austria-Hungary supporting him. He blamed Britain for this defeat as they had supported France.'
'The Kaiser, in 1911, again tried to break the Entente Cordiale by sending a gunboat to Agadir. Britain believed he was trying to set up a naval base in Morocco and saw this as a threat. Again, Germany backed down to avoid war and yet again blamed Britain. The Kaiser was unlikely to back down again.'

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(c) 'The Bosnian Crisis of 1908-9 did more to cause the First World War than the Balkan Wars of 1912-3.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Both brought war closer.'
'Both caused instability.'

Level 2 Identifies reasons for war [2–3]

e.g. 'In 1908 the Serbs tried to involve the Russians.'
'Austria refused to attend a conference in 1908.'
'In 1908 Russia backed down.'
'In 1912 Austria was alarmed by Serb actions.'
'Again the Russians gave the Serbs support in 1912.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In 1908 Austria-Hungary added Bosnia-Herzegovina to its empire. The Serbs wanted Bosnia and asked for Russian support. The Russians called for an international conference.'
'Austria refused to attend and was backed by Germany. Russia was forced to accept Austria's seizure and back down as her army was unprepared.'
'Russia drew closer to France and Britain, while Germany was fully supporting Austria.'

'In 1912 the armies of the Balkan League, including Serbia, drove Turkey out of Europe. Austria was alarmed by this as Serbia emerged as the strongest Balkan state.'
'Austria wanted to crush Serbia but the Great Powers forced a peace settlement on the victorious states.'
'Increasingly, Russia supported Serbia which meant war was closer as Austria was determined to deal with 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]

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5 (a) In what ways did the Treaty of Versailles weaken the German economy?

Level 1 General answer [1–2]

e.g. 'The financial impact was high.'
'They lost important land.'
'Unemployment rose.'
'They could not meet repayments.'

Level 2 Describes ways [2–5]

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

e.g. 'Germany had to accept full blame for starting the war and, therefore, had to pay reparations of £6,600 million.'
'A reduction in the numbers in the armed forces increased unemployment.'
'The Saar and Upper Silesia were lost. These were important industrial areas.'

(b) Why did the victors fail to get everything they wanted at Versailles?

Level 1 General answer [1]

e.g. 'The victors were Wilson, Lloyd George and Clemenceau.'
'They were from different countries with different ideas.'

Level 2 Identifies why/what they wanted [2–4]

(One mark for each)

e.g. 'Wilson wanted to use the Fourteen Points.'
'Clemenceau wanted security.'
'The French wanted revenge.'
'Lloyd George wanted to protect British interests.'

Level 3 Explains why [4–7]

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

e.g. 'Wilson had his 'Fourteen Points'. He wanted these to be the basis for peace. At Versailles he was forced to compromise as others were less idealistic.'
'Wilson was weakened by the lack of support from back home.'
'Clemenceau wanted France to be secure from future German attacks. This meant weakening Germany and reducing its military strength. He even wanted the break up of Germany as a state, but he was opposed by Wilson and Lloyd George.'
'The French wanted revenge on Germany for the destruction the war had caused and, therefore, wanted massive reparations. These were moderated by the influence of other two.'
Lloyd George wanted to protect British interests but was aware that treating Germany too harshly would store up trouble for the future.'
'He had, however, promised the British people that he would squeeze the German lemon until the pips squeaked.'
'Lloyd George did not want to treat Germany too harshly as he wanted Germany as a future trading partner.'

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(c) 'The Treaty of Versailles was unfair and unwise.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'At the time, it was the best that could be achieved.'
'It was a reasonable attempt at peace. It was not unfair.'

Level 2 Identifies reasons [2–3]

e.g. 'The Treaty of Versailles could have been harsher.'
'Germany treated Russia worse.'
'It was unfair as it did not encompass the Fourteen Points.'
'The Treaty was acceptable to people in Britain and France.'
'It was unfair and unwise because it was a 'diktat'.'
'Germany had to be punished.'
'It was unfair as it left Germany unable to defend itself.'
'Germany was better off than they were letting on.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Many think a reasonable job was done as the problems faced were complex with strong demands for the Treaty to be even harsher against Germany as Germany had forced a much harder peace on Russia under the Treaty of Brest-Litovsk.'
'In the Armistice, the Germans agreed to reductions in their armed forces, losses of territory and the principle of reparations. They should not have been surprised when these were included in the peace treaty.'
'The Treaty did not weaken Germany anywhere near as much as the Germans complained. By 1925, German steel production was twice that of Britain.'
'Many at the time thought it was about right. A more generous treaty would not have been acceptable to the people of Britain and France who wanted compensation for loss of lives and damage.'

'It was unwise because the Treaty left Germany very bitter and determined to get revenge. It was unfair because it meant Germany couldn't defend itself and was open to political unrest.'
'Germany was not represented at the Conference and, therefore, could not negotiate a settlement, which proved to be harsh.'
'Germany thought that the 'war guilt' clause was particularly unfair as they were not the only ones to blame. Because they were forced to accept blame, they had to pay for all the damage. They thought reparations that high would cripple them.'
'Germany thought that the application of self-determination was applied unfairly with millions of Germans living in other countries.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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6 (a) What were the aims of Hitler's foreign policy?

Level 1 General answer [1–2]

e.g. 'To make Germany a world power.'
'To create a Greater Germany.'
'To recover lost land.'
'Restore German pride.'

Level 2 Describes aims [2–5]

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

e.g. 'Remove the Treaty of Versailles.'
'To establish a large empire in Eastern Europe for lebensraum.'
'To achieve Anschluss with Austria.'
'To unite all Germany speaking people in a Greater Germany.'
'To destroy the USSR and communism.'
'To regain the Saar and re-militarise the Rhineland.'
'To stop paying reparations.'
'To build up his armed forces.'

(b) Why did Britain follow a policy of appeasement towards Germany in the 1930s?

Level 1 General answer [1]

e.g. 'It bought time and so was justified.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It was right to try to avoid war.'
'Britain was not ready for war.'
'Chamberlain misjudged Hitler.'
'The Treaty of Versailles was harsh.'

Level 3 Explains why [4–7]

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

e.g. 'The Treaty of Versailles had been harsh on Germany and it seemed right to try to settle grievances by negotiation. Britain and France were happy as Hitler was only rightfully getting back what belonged to Germany.'
'Memories of the First World War were still fresh and it was felt right to avoid another war.'
'Many liked the idea of a strong Germany as a protection against the USSR. The USSR under Stalin seemed a greater threat.'
'Rearmament was not complete and it was an opportunity to stall for time.'
'The British government was trying to deal with the depression and did not want to spend large sums of money on arms.'
'It was thought that by giving concessions to Hitler he could be trusted and it would reduce the chances of war.'

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(c) 'Events in Czechoslovakia in 1938-9 played a greater part in causing war in 1939 than did the Nazi-Soviet Pact.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They both played significant parts.'

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

e.g. 'Hitler avoided fighting on two fronts.'
'Poland was invaded by Germany.'
'Britain and France agreed to protect Poland's independence.'
'Gaining Czechoslovakia gave Hitler economic and strategic strength.'
'Gaining the Sudetenland encouraged Hitler to demand more.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The USSR was alarmed by the threat from Hitler. Hitler made no secret of his plans to expand eastwards. Stalin was the key to Poland.'
'Hitler was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. Stalin could have also have chosen Britain and France but thought he would get part of Poland with Hitler.'
'The Pact was the final cause of war as Hitler could now invade Poland without interference from Stalin. Britain and France declared war on Germany as they had guaranteed Poland's independence.'

'Chamberlain and Daladier assumed that if they conceded the Sudetenland to Hitler it would reduce the chances of war. In fact, it encouraged Hitler to demand more.'
'The appeasers had already missed vital opportunities to stop Hitler, in particular over the Rhineland and, by delaying conflict over the Sudetenland and the rest of Czechoslovakia, Hitler was given more time to build up his military strength.'
'By abandoning Czechoslovakia, Britain lost a potentially important ally against Hitler and gave him resources to fight a war e.g. Skoda works.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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7 (a) What was the 'Iron Curtain'?

Level 1 General answer [1–2]

e.g. 'A term introduced by Churchill.'
'The idea of West versus East.'

Level 2 Describes what it was [2–5]

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

e.g. 'The border between the Soviet-controlled countries and the West.'
'USSR dominated countries following Potsdam.'
'A guarded border.'
'The mythical division of Europe into two halves.'
'Separation of free democratic states from communist dominated ones.'
'A denial of freedom and democracy.'

(b) Why was Berlin a cause of tension between East and West after the Second World War?

(Note: Allow up to the Wall.)

Level 1 General answer [1]

e.g. 'There was no trust.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Berlin was divided into zones of occupation.'
'The Allies merged their zones.'
'The Allies introduced a new currency.'
'On one side was capitalism and on the other communism.'
'Marshall Aid provided money.'
'There was the Berlin Blockade.'

Level 3 Explains why [4–7]

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

e.g. 'In 1947 Britain and USA had merged their zones into 'Bizonia' and in 1948 the US, British and French zones had been merged to form West Berlin. Stalin thought this was against the Yalta Agreement.'
'By these actions, West Berlin became a small island of capitalism and democracy surrounded by communism.'
'The USA poured millions of dollars into West Berlin to rebuild it. Stalin was convinced that this was a ploy to try to get East Berliners to become envious of what capitalism might give them.'
'Stalin was angry that the Allies were planning to introduce a new currency. Stalin said this broke the agreements as both superpowers had to agree on any decisions.'
'Stalin feared that the Allies were planning to re-unite Germany and wanted to force the Allies to remove troops from West Berlin to stop such plans.'

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'The USA convinced the world that Stalin was plotting to take over the whole of Germany and then the rest of Europe.'
'Tension came to a head when Stalin blockaded all road and rail routes into West Berlin. Eventually, Stalin had to back down.'

(c) How successful was the West in containing communism in Europe up to 1949? Explain your answer

Level 1 Unsupported assertions [1]

e.g. 'The USSR spread Communism throughout Eastern Europe.'
'The USA gave support to the West in halting the spread of Communism.'

Level 2 Identifies reasons [2–3]

e.g. 'The West had success over Berlin.'
'The Soviet Union 'fixed' elections to establish Communist satellites.'
'The Truman Doctrine contained Communism.'
'The Marshall Plan improved the chances of keeping countries non-Communist.'
'The Allies formed NATO.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Through the Truman Doctrine, the USA made it clear that it would help any country to stop the spread of Communism. An example of this was in relation to Greece where aid was provided under this policy of containment.'
'Truman did not want to send troops but wished to attack Communism at its roots. He believed Communism grew out of poverty and so offered Marshall Aid to enable countries to prosper.'
'The Western Allies were frustrated at the Soviet refusal to help the economic recovery of Germany and so decided to develop the economy in their zones. The West managed to defeat Stalin's attempts to blockade West Berlin.'
'The formation of NATO, a military alliance in which members agreed to offer help if any of them were attacked, kept the spread of Communism in check.'

'Having freed much of Eastern Europe from the Nazis, the Red Army remained in occupation and the Soviet Union established Communist governments through 'fixed' elections. This happened in Czechoslovakia, Poland, Hungary, Romania and Bulgaria.'
'Stalin refused to allow Soviet bloc countries to accept Marshall Aid as he thought the real purpose was for the USA to build up trade and friendships with European countries and, because of the restrictions to accept Marshall Aid, the containment of Communism.'
'Despite the West viewing the defeat of the Berlin Blockade as a success, Stalin responded by turning their zone into the GDR which, in effect, was another Communist state.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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8 (a) Describe relations between the USA and Cuba from 1959 to the Bay of Pigs invasion of 1961.

Level 1 General answer [1–2]

e.g. 'It was tense/frosty/hostile.'
'There was no direct confrontation.'

Level 2 Describes relations [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 continued to support exiled Cubans.'
'In Jan.1961, the USA broke off diplomatic relations as it was unable to tolerate Soviet influence so close.'
'The USA refused to buy Cuban sugar from July 1960 and in Oct 1960 ended all trade with Cuba.'
'The USA was unwilling to get directly involved even though they were concerned as Castro took over US owned companies and land.'
'Kennedy supported exiles who tried to overthrow Castro in the Bay of Pigs incident. Kennedy was humiliated. Kennedy feared other countries becoming Communist.'

(b) Why did the Cuban Missile Crisis cause so much alarm?

Level 1 General answer [1]

e.g. 'Russian missiles were too close to the USA.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Russian missiles were close and therefore a threat to the USA.'
'A nuclear attack could be imminent.'
'It gave strength to Cuba.'
'It was a challenge to Kennedy.'
'It was a threat to world peace.'
'Communism could spread.'

Level 3 Explains why [4–7]

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

e.g. 'If the bases became operational much of the USA would be brought in range of a Soviet missile attack.'
'It increased the fear of the spread of Communism in the region where Cuba had already become Communist.'
'It seemed that Khrushchev was gaining the upper hand being so close and that the missile gap was closing.'
'The USSR wanted bargaining power to get the USA to remove its missiles from Turkey.'
'It was a threat to USA supremacy in the arms race.'

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(c) Which leader, Kennedy or Khrushchev, handled the Cuban Missile Crisis better? Explain your answer

Level 1 Unsupported assertions [1]

e.g. 'Khrushchev, because he ended the crisis.'
'Kennedy, because he resisted going to war.'

Level 2 Identifies roles [2–3]

e.g. 'Khrushchev ensured Communism remained close to the USA.'
'Khrushchev became the peacemaker with his offer.'
'Kennedy took a firm line with the USSR.'
'Kennedy got the bases and missiles removed from Cuba.'
'Khrushchev got the missiles in Turkey removed.'

Level 3 Explains role of either Khrushchev OR Kennedy [3–5]

e.g. 'Khrushchev was following a risky strategy. He must have known he would cause a crisis. What was he really doing? He was able to claim a personal triumph as Cuba remained a useful ally close to the USA.'
'In the Soviet Union the fact that he had been forced to back down was quickly forgotten and instead his role of responsible peacemaker, willing to make the first move to compromise, was highlighted.'
'In the long term, Khrushchev achieved the removal of NATO missiles from Turkey.'
'The crisis damaged Khrushchev's prestige, despite the fact he claimed the crisis was a victory for the USSR. Some leading Soviet politicians were angry that their country had been forced to back down. They played a significant part in Khrushchev's dismissal in 1964.'

'Kennedy came out of the crisis with a greatly improved reputation in his own country and throughout the West. He had stood up to Khrushchev and forced him to back down.'
'Following two letters from Khrushchev, Kennedy decided to reply to the first and not the second, accepting the offer made for the removal of missiles and this approach worked as the bases were dismantled.'

'Both men realised that the Crisis had given the world a serious scare and were anxious to ensure it did not happen again. It was agreed to set up a 'hot-line' between Washington and Moscow to enable direct communication to take place. In 1963 a Nuclear Test Ban Treaty was signed.'

Level 4 Explains role of both Khrushchev AND Kennedy [5–7]

Both sides of Level 3

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

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9 (a) Describe the activities of the Freikorps, 1919-20.

Level 1 General answer [1–2]

e.g. 'They were used by the government to keep control.'

Level 2 Describes activities [2–5]

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

e.g. 'They put down Communist risings.'
'They were used by the government to protect borders against the Red Army.'
'They crushed the Spartacist League and murdered Liebknecht and Luxemburg in Jan 1919.' (Two points here.)
'In March 1919 they crushed strikes in the Ruhr, Rhineland and Saxony.'
'In May 1919 they defeated the Bavarian (Munich) Soviet Republic.'
'In March 1920 members of the Freikorps attempted to overthrow the government in the Kapp Putsch, but failed.'
'In 1920 many of the Freikorps joined Hitler and the NSDAP, including Ernst Roehm.'

(b) Explain why the Weimar Republic faced severe difficulties in 1923.

Level 1 General answer [1]

e.g. 'There were financial problems.'
'It had to deal with an invasion.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'There was an occupation of the Ruhr.'
'There was hyperinflation.'
'There was the Munich Putsch.'

Level 3 Explains why [4–7]

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

e.g. 'French and Belgium troops entered the Ruhr and began to take what was owed to them in the form of raw materials and goods.'
'The government ordered passive resistance. The French reacted harshly to this, killing over 100 workers.'
'As no goods were being produced, there were no goods to trade so the government printed more money. They also had to pay the striking workers. Prices rocketed and the money was worthless. This was hyperinflation. Businesses went bankrupt and peoples' savings were wiped out.'
'There was the Munich Putsch with Hitler attempting to seize power from the Weimar Republic. Because of its financial difficulties, Hitler believed the Republic was on the verge of collapse. Although it failed, the Putsch gave Hitler publicity.'

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(c) How successfully did the Weimar Republic deal with Germany's problems in the years 1923-8?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It succeeded partly because life did improve for many Germans.'

Level 2 Identifies issues [2–3]

e.g. 'Hyperinflation ended.'
'International relations improved.'
'The economy recovered.'
'Political instability remained.'
'Some did not approve of the changes in the arts.'

Level 3 Explains recovery or problems remaining [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 gold marks.'
'Germany's international position was improved. By the Locarno Pact of 1925, German 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 Kellog-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.'

'Stresemann was criticised for being too willing to co-operate with Germany's former enemies. He believed that revision of the Treaty had to be done with the co-operation of foreign countries.'
'Some argued that the new ideas of culture and art were unpatriotic and they wanted more traditional values. They argued that 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 trouble. If the loans were recalled, Germany would be in 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.'

Level 4 Explains recovery and problems remaining [5–7]

Both sides of Level 3

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

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10 (a) Describe the Nazi plans for self-sufficiency.

Level 1 General answer [1–2]

e.g. 'It was to ensure they could meet their needs.'

Level 2 Describes the policy [2–5]

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

e.g. 'The policy of making Germany economically self-sufficient was called 'Autarky'.'
'Hitler wanted to stop Germany being dependent on imports, especially raw materials and food.'
'Hitler wanted to ensure that Germany was not dependent on imports if war began. He remembered what had happened in the First World War.'
'Farmers were encouraged to increase yields and food prices were controlled.'
'There was manufacturing of synthetic rubber and experimentation to produce petrol from coal to reduce the dependency on foreign countries.'
'The policy was under the direction of Hermann Goering.'

(b) Why did the Nazis introduce the 'Final Solution'?

Level 1 General answer [1]

e.g. 'Because of hatred.'
'Part of their policy against the Jews.'
'To kill all Jews.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It was a long term plan of the Nazis.'
'The policy of mass murder evolved.'
'Hitler's personal dislike of Jews.'
'Their race was the master race'
'They were Aryans.'

Level 3 Explains why [4–7]

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

e.g. 'Nazis believed they were the master race and that other races were inferior.'
'Nazi propaganda blamed the Jews for the defeat in the First world War.'
'Historians have debated whether or not the Final Solution was the result of a long term plan of Hitler. Some historians, however, believe the policy of mass murder evolved during the war years.'
'Hitler had a personal dislike of Jews from his days in Vienna. He saw how successful many Jewish businessmen were and he envied their lifestyle. From these early days, Hitler blamed the Jews for many things – the First World War, the 'stab in the back', and the Depression. In his speeches he regularly talked of the annihilation of the Jews. Hitler was ultimately responsible,'

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(c) How successful was Nazi control of young people?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They were successful as many supported the Nazis.'

Level 2 Identifies reasons [2–3]

e.g. 'There were youth movements.'
'They won over the hearts and minds of many young people.'
'Education was controlled.'
'There were youth groups opposed to the Nazis.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Hitler Youth was founded in 1926. When the Nazis took power there were over 100,000 members, who were volunteers. It covered different age groups.'
'It was used to indoctrinate children with Nazi ideas and prepare them for adult life.'
'In 1936 the Hitler Youth Law made membership compulsory although some were reluctant to join. By 1939 the vast majority of young Germans were members.'
'Many were happy to join as there were few other organisations for them as youth clubs connected to other parties and the churches were closed. They enjoyed many of the activities such as sports and camping. For boys it was a training ground for the army.'
'The Nazis controlled education. They dictated which subjects were to be taught and made sure that Nazi ideas and racial beliefs were included. Text books were re-written to conform to Nazi beliefs.'
'Subjects like history and biology became important. For the girls emphasis was placed on domestic life and role.'

'In the late 1930s, gangs began to appear on street corners. They had their own music and looked for the 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 successful' [7–8]

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11 (a) Describe how Stolypin attempted to deal with Russia's problems.

Level 1 General answer [1–2]

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

Level 2 Describes methods [2–5]

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

e.g. 'He used the 'carrot and stick' approach.'
'To reduce terrorism and revolutionary activity, he had thousands of revolutionaries executed, exiled or imprisoned.'
'He introduced Russification where national groups, such as the Poles, were forced to speak Russian and accept Russian customs.'
'In the countryside, he abolished the peasants annual payment for their freedom.'
'He helped peasants buy land and set up farms. This restored loyalty to the Tsar. It provided more food for the cities.'
'In the cities he introduced health insurance schemes.'
'In 1908 a programme was announced to bring about universal primary education within ten years.'

(b) Why was there growing discontent in Russia from 1906 to 1914?

Level 1 General answer [1]

e.g. 'The Tsar learned little from the 1905 Revolution.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The Tsar lost respect.'
'The elected parliament had disappointing results.'
'Conditions for industrial workers barely improved.'
'There was repression.'
'Possible reforms were blocked.'

Level 3 Explains why [4–7]

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

e.g. 'After the 1905 Revolution, the Tsar realised he had to make concessions and issued the October Manifesto. This promised a constitutional monarchy and elected parliament. By this Manifesto, the Tsar had split the opposition but he had acted in bad faith as he was determined to get back power as soon as he could.'
'When the first Duma met, they made demands for further concessions. The Tsar dissolved the Duma. He acted similarly to the second Duma.'
'In 1907, Tsar Nicholas changed the voting rules so that his opponents were not elected to the Duma. There were few constructive reforms issued.'
'Stolypin was appointed as Prime Minister and he dealt severely with uprisings, strikers or opponents. Thousands were executed (Stolypin's necklace or necktie was the noose),

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imprisoned or exiled. The Tsar blocked some of his reforms because they changed traditional society.'
'After Stolypin's assassination, the Tsar took advice from his wife and Rasputin and ignored his chief advisers.'
'In 1912 the economy took a downturn and conditions for industrial workers worsened. There were numerous strikes and these were harshly dealt with by the Army and the police. There was much unemployment and hunger.'

(c) How important was the First World War in the collapse of the Tsarist regime in March 1917?

Level 1 Unsupported assertions [1]

e.g. 'It was important because Russia was losing.'
'There was unrest.'

Level 2 Describes reasons [2–3]

e.g. 'The Tsar took command of the army.'
'Large numbers of Russians were killed in the War.'
'There were food shortages.'
'The government was not united in the War effort.'
'There was the influence of Rasputin.'
'There was a monetary problem'
'There was industrial discontent and strikes.'
'The Tsar had lost support.'
'The operation of the earlier reforms caused discontent.'
'There was a revolution in 1917.'

Level 3 Explains First World War OR other reasons [3–5]

e.g. 'The War was not going well and the Tsar put himself in personal command of the army. This took him away from governing, leaving it in the hands of his wife.'
'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, while inflation increased, as did prices.'

'The Duma leaders were frustrated by the Tsar's refusal to appoint a representative government that would unite the war effort.'
'Whilst he was away, concern grew at the influence of Rasputin over the Tsarina. She was relying almost entirely on Rasputin's advice.'
'Industry concentrated on the War effort, leaving many shortages. There was discontent and strikes and they wanted the Tsar to end the War.'
'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.'
'There was a revolution in 1917 and the Tsar decided to abdicate.'

Level 4 Explains First World War AND other reasons [5–7]

Both sides of Level 3

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

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12 (a) What qualities did Stalin have which enabled him to be considered as Lenin's successor?

Level 1 General answer [1–2]

e.g. 'Stalin was a clever politician.'
'He was good at scheming.'

Level 2 Describes qualities [2–5]

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

e.g. 'Stalin was clever at using his power within the Communist Party. He was General Secretary and had put many supporters in top Party posts to guarantee support.'
'Stalin was a good political schemer. He associated himself with Lenin whenever possible. He was chief mourner at Lenin's funeral because he misinformed Trotsky of the date of the funeral.'
'Stalin had a ruthless streak, picking off rivals one by one or posting opponents to remote positions.'
'Stalin understood what the people wanted. They preferred his 'Socialism in One Country' rather than Trotsky's world revolution.'

(b) Why was there a struggle for power after Lenin's death?

Level 1 General answer [1]

e.g. 'There were five candidates.'
'Trotsky and Stalin were both potential leaders.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Kamenev and Zinoviev were leading Bolsheviks.'
'Bukharin was a moderate and popular member of the Party.'
'Trotsky was a brilliant speaker and political thinker.'
'Stalin was General Secretary and had popular ideas.'

Level 3 Explains why [4–7]

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

e.g. 'There were five good candidates for Lenin's position. Kamenev and Zinoviev had played leading roles in the 1917 Bolshevik Revolution.'
'Bukharin favoured continuing with the NEP and wanted to introduce Communism gradually to the USSR.'
'Trotsky was the obvious choice as he had organised the Bolshevik Revolution and was the hero of the Civil War as leader of the Red Army. He was a brilliant speaker and a great political thinker.'
'Trotsky was not popular with the Politburo and the old Bolsheviks as he had not joined the party until 1917 having been a Menshevik. He was mistrusted.'
'Stalin was General Secretary and he appointed officials from those who supported him. Stalin's idea for the future was popular. He promoted 'Socialism in One Country' whereas Trotsky's world revolution was less favoured.'

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'Despite allying himself with Kamenev and Zinoviev, Stalin only did this to remove the power of the other candidates. Stalin, between 1924 and 1929, schemed to remove each of the contenders from the Party and, with Trotsky, from the country.'

(c) 'Propaganda was the most effective method used by Stalin to control the people of Russia.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Propaganda was very effective.'
'The use of terror was also very 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 Purges.'
'He held 'show trials'.'
'Many were put in labour camps.'

Level 3 Explains effectiveness of propaganda OR other methods [3–5]

e.g. 'Stalin 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.'
'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.'

'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.'

Level 4 Explains effectiveness of propaganda AND other methods [5–7]

Both sides of Level 3

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

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13 (a) What benefits did Americans gain from increasing prosperity in the 'Roaring Twenties'?

Level 1 General answer [1–2]

e.g. 'Goods were readily available.'
'Prices were reduced.'
'There was fun and entertainment.'

Level 2 Describes benefits [2–5]

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

e.g. 'Mass production made it easier and cheaper to manufacture goods.'
'Industry was boosted giving stability and jobs with money to purchase commodities.'
'Consumer goods such as washing machines and fridges became widely available and saved people time.'
'Wages went up so people had more to spend.'
'Mail order catalogues made goods available across the country.'
'New technology brought new, cheaper materials such as rayon and bakelite.'
'New forms of entertainment, such as radio and cinema, allowed for relaxation.'
'Sports, dancing and jazz became affordable and popular.
'Transport improved and became more affordable, especially cars, giving more freedom to move around.'

(b) Why did support for the Ku Klux Klan increase in the 1920s?

Level 1 General answer [1]

e.g. 'To clean up America.'
'Some enjoyed their activities.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To intimidate people.'
'To defend "decent American values."'
'To defend white superiority.'
'To defend Protestant superiority.'
'The problems of the USA were perceived as increasing.'

Level 3 Explains why [4–7]

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

e.g. 'A film, 'The Birth of a Nation', was released in 1915. This helped revive the Klan.'
'To defend white superiority against black people and other ethnic minorities.'
'To defend Protestant superiority against Catholics and Jews.'
'To 'clean-up' American society by attacking anyone, such as drunks and gamblers, who threatened moral standards.'
'With continuing immigration, many considered the problems in the USA were increasing and needed to be addressed rapidly.'

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(c) To what extent was Prohibition a success?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'More people were drinking.'
'Most did not support Prohibition.'

Level 2 Identifies impact [2–3]

e.g. 'Consumption of alcohol rose.'
'Organised crime increased.'
'Most people became law breakers.'
'Many officials took bribes.'
'Some states gave support to Prohibition.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'It is often said that Prohibition was a total failure. This is not entirely correct. Levels of alcohol consumption fell by 30% in the early 1920s.'
'Prohibition gained widespread approval in some states, particularly the rural areas in the mid-west.'
'The government ran information campaigns and prohibition agents arrested offenders. Isadore Einstein and Moe Smith made 4,392 arrests.'

'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.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

Level 5 Explains with evaluative judgement of 'to what extent' [7–8]

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14 (a) Describe Roosevelt's first hundred days in office.

Level 1 General answer [1–2]

e.g. 'He kept people informed of his actions.'
'The 100 Days were from March to June 1933.'

Level 2 Describes actions [2–5]

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

e.g. 'He laid the foundations of the New Deal.'
'He set up state involvement after being granted emergency powers.'
'He set up a number of 'alphabet agencies'.'
'He used 'fireside chats'.'
'He used radio broadcasts to explain what he was doing and to gain the trust of American people.'
'He dealt with the banking crisis.'

(b) Why was the work of the Tennessee Valley Authority important?

Level 1 General answer [1]

e.g. 'It worked to improve the area.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It irrigated dried out land.'
'It provided jobs.'
'It provided electricity.'
'It made the Tennessee navigable.'
'It created leisure facilities.'

Level 3 Explains why [4–7]

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

e.g. 'The problems of the Tennessee Valley were far too large for one state to deal with. The Tennessee Valley cut across seven states. The TVA cut across the powers of the local states.'
'The TVA was important because it transformed the region. The dams made it possible to irrigate the dried out lands. They also provided electricity for this underdeveloped area.'
'The TVA created thousands of jobs, such as building dams, in an area badly hit by the Depression.'
'All year round navigation of the Tennessee River was achieved and it has rendered the danger of floods negligible.'
'Through its provision of reservoirs and the landscaping of the margins, it has made it an attraction for tourists to take holidays in the region.'
'Before the TVA began its work, only 4% of the farms in the river-basin had electricity; the figure now is 100%.'

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(c) How far was the New Deal good for all Americans?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was a success as it helped many Americans.'

Level 2 Identifies impact [2–3]

e.g. 'It helped the unemployed.'
'It introduced social welfare.'
'The government became more involved in peoples' lives.'
'Not all farmers were to benefit.'
'Black Americans saw little benefit.'
'Many became jobless again during the slump.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The New Deal significantly reduced unemployment from a very high level by creating millions of jobs.'
'Millions of poor people received food, shelter, and clothing and emergency relief stopped people from starving.'
'Construction work on dams and roads helped the future development of industry.'
'Workers' rights improved with the regulation of working conditions and the right to join unions. Successful strikes followed.'
'The lives of those farmers with large farms improved significantly with incomes rising.'
'The New Deal raised the morale and confidence of many and they began to believe in themselves again.'

'Although unemployment was reduced, it was not ended. Many argued that the various schemes did not provide real jobs. It took the coming of war to remove unemployment.'
'Many employers resented the improved workers' rights and hired thugs to beat up and intimidate union leaders and workers.'
'The New Deal did not go far enough in dealing with poverty. Many were excluded from social security including five million farm workers and domestics. The programme did nothing for the black Americans' civil rights.'
'The limitations were shown in 1937 when the economy went back into recession when Roosevelt cut the spending on the New Deal.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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15 (a) What changes took place in China's relations with the USSR in the 1950s and 1960s?

Level 1 General answer [1–2]

e.g. 'After Khrushchev came to power relations cooled.'

Level 2 Describes changes [2–5]

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

e.g. 'In February 1956, Khrushchev denounced Stalin. This came as a complete surprise to Mao who was appalled at the public repudiation of a socialist hero.'
'In 1958 the Soviets asked if they could set up a long wave radio station in China and also suggested a Soviet-Chinese submarine fleet. Mao thought he was being patronised and controlled. He demanded Khrushchev come and explain himself. He did, but the visit was not a success.'
'Mao had a cavalier attitude towards nuclear war which worried Krushchev.'
'In 1959, Khrushchev criticised the Great Leap Forward.'
'Khrushchev began to develop more friendly relations with the USA and other capitalist countries in the West and Mao disapproved.'
'There were armed clashes between Soviet and Chinese troops along the Amur River.'
'The USSR stopped all economic aid to China in 1960.'
'In 1964 tension increased when China tested its nuclear bomb.'
'Mao disapproved of the Soviet invasion of Czechoslovakia in 1968.'

(b) Why did Communist China regard the USA as her enemy during the 1950s and 1960s?

Level 1 General answer [1]

e.g. 'They followed different ideologies.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'China feared the US military.'
'They were nuclear rivals.'
'The US supported Taiwan.'
'The US opposed China's entry to the UN.'

Level 3 Explains why [4–7]

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

e.g. 'China was hostile because the US and its allies kept China out of the United Nations and completely isolated. With US support, China's seat at the UN was occupied by Chiang Kai-shek's Taiwan.'
'China viewed the USA as helping their old enemy, Chiang Kai-shek.'
'China saw the large, powerful US forces as a threat as they did not have the strength of military to stand up to them. US activity on their borders in Korea and Vietnam was a concern to them.'
'China feared a nuclear attack and so in defence developed their own capability.'

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'The US had shown hostility towards Communist China from the beginning and this worried Mao. To the USA, the success of Mao in China was part of a worldwide advance of Communism in the years after 1945.'

(c) How far have China's relations with other countries improved since Mao? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Relations were improved significantly.'

Level 2 Identifies change [2–3]

e.g. 'China steadily increased contacts with the rest of the world.'
'It became easier to visit China.'
'Hong Kong was returned.'
'Relations with the USSR improved.'

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

e.g. 'In 1984 Britain agreed to return Hong Kong to China in 1997 when the lease ran out. China agreed to keep the capitalist system for at least fifty years.'
'In the early 80s, Deng Xiao-ping adopted an 'open door' policy towards the West. Many American and Western companies set up businesses in China and China started to purchase military and industrial equipment from abroad.'
'After his appointment, Gorbachev, leader of USSR, brought hostility to an end between USSR and China.'

'The US continued to support Taiwan and this delayed the recognition of Beijing as the government of all China until 1979. In the 1980s, a peaceful unification with Taiwan was proposed.'
'In 1979, the Chinese invaded Vietnam as they were rivals for power in South-east Asia. China found the PLA no match for the Soviet-armed Vietnamese.'
'The international community was shocked by the Tiananmen Square massacre in 1989. China faced overwhelming international criticism for its human rights policies. This event was an important factor in the rejection of Beijing as the venue for the 2000 Olympic Games.'

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

Both sides of Level 3

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

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16 (a) What was the 'Democracy Wall'?

Level 1 General answer [1–2]

e.g. 'It was a long brick wall'
'The Chinese could write on the wall.'

Level 2 Describes the wall [2–5]

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

e.g. 'It was a long brick wall in Xidan Street, Beijing.'
'It became the focus for democratic dissent.'
'From December 1978, the Communist Party of China was 'seeking truth from facts' and allowed big character posters to be displayed.'
'This was during the period known as the 'Beijing Spring.'
'Activists were encouraged to criticise the Gang of Four as part of Deng' struggle to gain power.'
'The wall was closed in December 1979 and dismantled when the leadership of the Communist Party were being criticised.'

(b) Why was Deng Xiaoping able to become leader of China by 1980?

Level 1 General answer [1]

e.g. 'Mao died in 1976.'
'Deng had many leadership qualities.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Mao and Zhou died in 1976.'
'Deng was a veteran of the Long March.'
'The Gang of Four were arrested.'
'The Cultural Revolution was deemed a failure.'
'Deng had not played a part in the Cultural Revolution.'

Level 3 Explains why [4–7]

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

e.g. 'When Mao and Zhou died, Deng was one of the few senior politicians remaining from the Long March and the founding of the Chinese Communist Party.'
'Deng had experience as deputy premier to Zhou from 1973-1976. He had previously consolidated the CCP's power in Tibet and the south west regions.'
'Deng out manoeuvred Mao's successor, Hua Guofeng, by repudiating the Cultural Revolution which had been a disaster and Deng was not a part.'
'In 1977 Deng launched the 'Beijing Spring' which allowed open criticism of the excesses and suffering of the Cultural Revolution. This weakened the position of politicians who owed their position to the Cultural Revolution.'
'The Gang of Four were arrested and blamed for the excesses of the Cultural Revolution.'
'Deng was very popular with the masses. He was a pragmatist and was willing to look at capitalist methods if it improved modern socialism.'

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(c) How far did economic development change the lives of the Chinese people in the period 1976 to c.1990?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Tight control was maintained.'

Level 2 Identifies changes [2–3]

e.g. 'Greater freedom within industry and agriculture.'
'Foreign involvement encouraged.'
'Unemployment was high.'
'Education was seen as important.'
'Birth control was introduced.'
'Communist control remained.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Deng saw that China needed to increase production and modernise industry and this resulted in greater incentives for the workers. Prices paid by the state to peasants increased and sales at market value were allowed.'
'Foreigners were encouraged to visit China and invest money. The income of the workers tripled between 1977 and 1983.'
'Deng reversed the educational reforms of the Cultural Revolution. Success in academic subjects once again became essential and students received the skills required for China to prosper.'
'The one-child policy has been effective in towns and cities where it is easier to police.'

'Despite the changes in industry and agriculture, the cost of consumer goods remained high, as did unemployment at 12 % in 1983. Modernisation brought Western-style problems including a rising crime rate.'
'Sons are supposed to continue the family line. The birth of a daughter has been greeted with disappointment and there is evidence of discrimination against girls, including withholding food and health care.'
'At first it appeared that Deng would move closer to democracy but this was not so and the 'Gang of Four' were given long prison sentences.'
'Political activists pasted posters on 'democracy wall'. At first Deng appeared to support this but in 1979 the wall was demolished and activists arrested.'
'Over a thousand students were on huger strike in Tiananmen Square in 1989. They were massacred, many in the streets around the square.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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17 (a) Describe the migrant labour system.

Level 1 General answer [1–2]

e.g. 'Migrants were harshly treated.'

Level 2 Describes system [2–5]

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

e.g. 'They were employed under short-term contracts.'
'Wages were low but housing and food were provided.'
'They were housed in squalid compound blocks.'
'They had to carry a passbook.'
'The system enabled segregation of blacks and whites.'

(b) Why was the pass system hated by black South Africans?

Level 1 General answer [1]

e.g. 'It was a book that had to be carried.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It was a book that had to be shown on demand.'
'It contained personal information.'
'Women had to carry them from 1956.'

Level 3 Explains why [4–7]

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

e.g. 'They had to carry documentation which had to be produced on demand. Failure to do so resulted in punishment.'
'Citizens were classified according to race and this was supported by the pass system. This led to raids in the black townships to check passes and often resulted in law-abiding citizens serving time in gaol for 'pass offences'.'
'It helped the government to control where the blacks lived and worked. It contained personal information as well as their finger prints.'

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(c) How effective was resistance to segregation before 1948? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Not very as segregation continued.'

Level 2 Identifies resistance [2–3]

e.g. 'The moderate approach of the ANC was not successful.'
'Some women were successful against the Pass Law.'
'Non-violent resistance had some success.'

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

e.g. The ANC: 'Was ineffective for many years, believing the best way was to keep on good terms with the whites, gaining their respect.'
'Deputations to London to put their case failed.'
'By 1930 it was in the hands of moderates worried about becoming involved in issues such as the anti-Pass Laws protests.'
Anti-pass demonstrations: 'When first introduced they only applied to men. An attempt to introduce them for women in 1913 was met by an effective protest in Bloemfontein.'
'Many demonstrations by men were not successful but their effect was to draw black Africans into political activity.'
The Indian community: 'There were many protests using non-violent resistance. This led to mass arrests, which flooded the courts and brought the work of the government to a standstill.'
Trade Unions: The first effective black trade union was the Industrial and Commercial Union. In 1919 they held a strike of dockworkers and were successful in winning wage increases. The white government was determined to crush the ICU and had succeeded by 1930.'
The Communists: Not successful as black leaders were suspicious of Communism.'

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

Both sides of Level 3

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

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18 (a) Describe the student riots of June 1976.

Level 1 General answer [1–2]

e.g. 'There were protests.'
'It was about teaching in schools.'
'People were killed.'

Level 2 Describes events [2–5]

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

e.g. 'On 15th of June, 15,000 pupils in Soweto staged a demonstration.'
'They were protesting about the decision to halve the lessons in Africaans.'
'Police stopped the march with tear gas and bullets.'
'A number of children were killed and wounded.'
'Exact numbers are not known as police refused to reveal them.'
'The police confiscated photographer's film.'
'The black community reacted with a wave of demonstrations.'
'The police arrested 6,000 and banned the Black Consciousness organisation.'

(b) Why was Steve Biko important in the struggle against apartheid?

Level 1 General answer [1]

e.g. 'Biko increased publicity.'
'He enthused young black people.'
'Many whites thought he was dangerous.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Biko raised black consciousness.'
'He was a threat to apartheid.'
'He founded the SASO.'
'It inflamed public opinion against South Africa.'

Level 3 Explains why [4–7]

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

e.g. 'The 'wind of change' was blowing through Africa and white South Africans were finding it increasingly difficult to prevent demonstrations and opposition and Biko was a dangerous man in the eyes of white supremacists.'
'A Black Consciousness movement, led by Biko, taught that black people should celebrate their blackness and stop thinking of themselves as second-class citizens.'
'As many of this group were young and better educated, they were determined to get their voice heard.'
'Black frustration boiled over into rioting and the events at Soweto, whilst Biko was not directly involved, it was inspired by Biko's ideas.'
'With Biko's death, resistance seemed futile as the government, backed by powerful armed forces and police, appeared invincible.'

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(c) 'The role of Mandela was more significant than that of De Klerk in ending minority rule.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They both played a vital role.'
'De Klerk was important as he brought change.'

Level 2 Identifies impact [2–3]

e.g. 'De Klerk looked at a mandate for reform.'
'Through the ANC and whilst in prison Mandela worked for reform.'
'Mandela's charisma helped.'

Level 3 Explains actions of De Klerk OR Mandela [3–5]

e.g. **De Klerk**
'Following the whites-only election of 1989, DK chose to treat the result as a mandate for reform, although there was not a clear majority of voters wanting change.'
'In Feb 1990 in a speech to Parliament, he announced that the ban on the ANC, the PAC and the SACP would be lifted.'
'He promised hundreds of political prisoners, including Mandela, would be released.'
'He stated he was prepared to work with all political groups.'
'In 1992 he held a referendum among the whites to ascertain the level of support for the negotiations. It was 70%.'
Mandela and De Klerk
'In mid 1992 negotiations broke down and there was violence. Mandela and DK worked together towards power sharing and they signed the Record of Understanding.'
'In Oct 1993 an interim Constitution emerged.'
Mandela
'In June 1952 the ANC with Mandela as a member of the National Executive began a Defiance Campaign against the Pass Laws, Curfew laws and 'white' only areas.'
'ANC protests turned to violence in 1961 and in Aug 1962 Mandela was arrested, put on trial and put in jail for raising issues of white supremacy.'
'In Oct 1992 Chris Hani(SACP) was killed. Mandela on TV appealed for calm.'
'The first democratic election was held in April 1994 and in May was sworn in as President.'

Level 4 Explains actions of De Klerk AND Mandela [5–7]

Both sides of Level 3

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

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19 (a) Describe the German colonisation of Namibia to 1900

Level 1 General answer [1–2]

e.g. 'Germany wanted to gain power.'
'There were many disputes.'

Level 2 Describes colonisation [2–5]

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

e.g. During the nineteenth century, merchants from Germany tried to trade with Africa.'
'With the establishment of the German Empire (1871) there was a demand that Germany should have its own colonies.'
'In April 1884 Namibia was declared as being under German protection.'
'It was called German South West Africa.'
'Land holding was increased around Walvis Bay, but Chief Maharero refused to cooperate.
'Warships were sent and in 1895 a number of protection treaties were drawn up to make the claim legal and reduce opposition.'

(b) Why was there resistance to the German colonisation of Namibia?

Level 1 General answer [1]

e.g. 'Because they did not get on.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The Herero were unhappy with their treatment by the Germans.'
'The treaty was invalid.'
'Germany sent troops and von Francois built a fort.'
'Germany was after their land.'

Level 3 Explains why [4–7]

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

e.g. 'The Herero were unhappy how they were treated by the Germans- taking cattle, provocative behaviour, failure to protect.'
'Tension still existed after the protection treaty because of the rudeness shown by the increasing number of Germans coming to Namibia.'
'In 1888 Maharero declared the treaty with the Germans invalid.'
'British rights and mining concessions were recognised and German ones ignored.'
'Germany sent troops to Namibia to put down resistance.'
'von Francois built a fort at Windhoek, pretending to create a neutral zone. It was to exercise greater control. Namibians offered peaceful resistance.'

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(c) How far did the people of Namibia benefit from the First World War? Explain your answer

Level 1 Unsupported assertions [1]

e.g. 'Most Namibians were not involved.'

Level 2 Identifies how/describes the war [2–3]

e.g. 'The Germans surrendered to a South African force in July'15.'
'Some Rehobothers were killed as they refused to guard S.African POWs.'
'Many Namibians were forced to move settlements during the war.'
'The mandate was given to the British.'
'South Africa wanted Namibia.'

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

e.g. 'The majority of Namibians were not affected by the fighting as this was mainly between Germany and South Africa.'
'The defeat of Germany removed control from a harsh and cruel country.'
'Namibia became a mandated territory. It was the intention that the mandate was to prepare the country for independence.'

'During the war, the Germans evacuated many settlements with the inhabitants forced to leave behind all their possessions.'
'The defeat of Germany did not mean the end of colonial oppression as the country was now occupied by a South African army.'
'The mandate was to be administered by South Africa who wanted to annex Namibia and make it the fifth province. The L of N refused to agree.'
'South Africa wanted to exploit the people and the natural resources through oppression and exploitation.'
'Farmland was wanted and a settlement of Boers took land from Namibians.'

Level 4 Explains benefits AND not benefiting [5–7]

Both sides of Level 3

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

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20 (a) What was Zionism?

Level 1 General answer [1–2]

e.g. 'The longing for a homeland for the Jews.'

Level 2 Describes [2–5]

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

e.g. 'It is the international political movement supporting the re-establishment of a homeland for the Jewish people.'
'The historic homeland of the Jews was in the land of Israel.'
'Since its establishment, Zionists continue to support it.'
'It encourages the migration of Jews to Israel.'
'40% of Jews live in Israel and this % is rising.'
'Zionism wants to strengthen and protect Jews and the State off Israel.'

(b) Why did the British leave Palestine?

Level 1 General answer [1]

e.g. 'The British couldn't cope.'
'Let the new UN tackle the problem.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'There was so much violence.'
'It was very costly.'
'It was difficult warfare.'
'British were considered anti-Jewish.'

Level 3 Explains why [4–7]

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

e.g. 'The style of warfare was guerrilla warfare, which needed troops who were very experienced in that style of warfare.'
'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.'
'The Zionist campaign was particularly bitter.'
'The UN set up a commission which called for the partition of Palestine. This was accepted by Ben-Gurion but rejected by the Palestinians.'
'The British turned away refugees and were accused of being anti-Semitic.'

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(c) 'The war of 1948-9 was unavoidable.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was because both sides were unhappy.'

Level 2 Identifies why [2–3]

e.g. 'The British had left without ending the difficulties.'
'The UN proposals were unacceptable to the Arabs.'
'Nationalism played its part.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Britain could have brokered a settlement before leaving.'
'Britain could have allowed the UN more access before they left.'
'Britain could have allowed Jordanian troops to stay in Arab areas of Palestine to keep order.'
'The UN could have been more sympathetic to Palestinian demands before partition.'

'The British refused to allow a UN administrator into Palestine to ensure an orderly transfer of power..'
'The British ordered the King of Jordan to withdraw his troops when they had been originally been invited in by Britain.'
'The partition of Palestine did not have the agreement of the Palestinians. Why should Palestinian Arabs give up half their land just because the West felt guilty about the persecution of the Jews in Europe?'
'In Dec.1947 the Arab League declared the UN partition illegal.'
'The attacks by Jewish terrorists such as Deir Yassin spread panic among the Arab population and many fled their homes.'
'The Palestinians turned to the Arab League for support and when Ben Gurion proclaimed the state of Israel, war was inevitable.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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21 (a) Describe the treatment of Palestinian refugees after the 1948-9 war.

Level 1 General answer [1–2]

e.g. 'They were not treated well.'
'They were placed in camps.'

Level 2 Describes treatment [2–5]

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

e.g. 'After some Jews had killed the population of an Arab village in Israel, nearly a million Arabs fled to Egypt, Lebanon, Jordan and Syria where they lived in camps.'
'They lived in an overcrowded tented area.'
'The camps had no water, electricity or sewers.'
'Food was in short supply.'
'A lack of medical facilities meant a high death rate for the old and young.'

(b) Why did some Palestinians become terrorists?

Level 1 General answer [1]

e.g. 'To help Palestinians.'
'To make a point.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To destroy Israel.'
'To give Palestinians a voice.'
'To attract attention to the Palestinian cause.'
'To speed up the Palestinian goal.'
'Peaceful methods were not working.'

Level 3 Explains why [4–7]

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

e.g. 'Since the formation of the Israeli state, there had been very little progress using peaceful means in achieving a united Palestinian state.'
'During the '60s and '70s, more violent methods were attempted to attract the attention of both the Arab and Western worlds to the Palestinian cause.'
'There was massive publicity for the hijacking of planes in Jordan in 1970 and for the hijacking of a French plane which was taken to Entebbe.'
'In 1972 massive publicity was gained for the death of 11 Israeli athletes at the Olympic Games in Munich.'
'It was not until 1988 that Arafat finally accepted the existence of Israel and therefore effectively ended the terrorists' wish to totally destroy Israel.'

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(c) How effective was the PLO before 1990?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was effective in the eyes of some, but many condemned the violence.'

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

e.g. 'It provided a voice for Palestinians.'
'It gained massive publicity with its tactics.'
'There were many splinter groups.'
'They had to change their approach.'

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

e.g. 'The success of Fatah at Karama in 1968 encouraged more recruits to the PLO and it became the independent voice for the Palestinians.'
'In 1970 they began killing civilians to attract attention. In 1970 they gained publicity by hijacking and destroying three airliners in Jordan.'
'In 1972 massive publicity was gained for the death of 11 Israeli athletes at the Olympics and in 1976 for hijacking a French plane which was taken to Entebbe.'
'In 1974 the PLO became the sole legitimate representative of the Palestinian people with Arafat being invited to speak at the UN.'
'In 1987 the images of stone-throwing Palestinians confronting heavily armed Israeli soldiers became familiar during the Intifada and gained much sympathy for the Palestinian cause worldwide.'
'In 1988 Arafat finally publicly accepted the existence of Israel and the principle of UN Resolution 242. The Americans invited the PLO to talks.'

'Arafat hoped that after the Six Day War that the PLO would fight a successful guerrilla war against Israel. The Israeli forces were too strong and there existed too many PLO splinter groups with different aims.'
'Many people condemned the PLO for its attacks on civilians despite many understanding the thinking behind the approach.'
'The PLO was based in Jordan but there was hostility between them and King Hussein. Fighting followed (Black September) and Palestinian guerrillas were forced to leave Jordan and move to Lebanon and then to Tunisia.'
'Although by 1982 the PLO had been accepted by most of the world as the voice of the Palestinian community, the use of force had brought little success in the struggle with Israel.'

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

Both sides of Level 3

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

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22 (a) What objections did people have to the building of railways?

Level 1 General answer [1–2]

e.g. 'They feared something new.'

Level 2 Describes objections [2–5]

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

e.g. 'Farmers objected as railways often went across good farming land.'
'Farmers argued that cows would yield less milk and hens would stop laying.'
'Those with a vested interest in other forms of transport such as canals and stage coach owners, thought the railways would take away profit and jobs.'
'Some feared the speed, noise and pollution.'

(b) Why were canals and roads inadequate in meeting the transport needs of industry by the early nineteenth century?

Level 1 General answer [1]

e.g. 'Canals and roads were either slow or costly for moving goods.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Many roads were in a poor condition.'
'Roads were poor for carrying heavy goods.'
'Turnpike roads were expensive to use.'
'Canals were very slow and not good for moving fresh goods.'
'In poor weather they could be frozen.'

Level 3 Explains why [4–7]

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

e.g. 'Roads were in a poor condition because of the lack of maintenance and therefore struggled to carry heavy, bulky goods, especially in the winter months.'
'Turnpike trusts improved some roads but it became very costly to move goods or animals because of the high tolls.'
'Canals could carry bulky goods but only slowly. This meant fresh foods like fish and milk could not be transported this way.'
'Locks and tunnels without towpaths meant movement was very slow. Some canals were different widths and goods had to be transferred to different barges.'
'With the increasing population and the speed of the Industrial Revolution, the need for the volume of goods and speed of movement were not met adequately by canals and roads.'

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(c) 'Railways were built to help industry but had greater effects on the way people lived.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes because they helped people become more mobile.'
'No because they helped industry to grow.'

Level 2 Identifies impact [2–3]

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

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

e.g. '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 penny post.'
'Standard time was used with the introduction of railway timetables.'
'Organised sport developed as players and spectators could travel.'

'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 these industries to develop.'
'They encouraged the growth of towns such as Crewe, Swindon and Doncaster where associated industries developed.'

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]

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23 (a) Describe what the Tolpuddle Martyrs did and what happened to them.

Level 1 General answer [1–2]

e.g. 'They were a group of agricultural labourers.'

Level 2 Describes events [2–5]

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

e.g. 'In 1834, 6 men formed a branch of the Friendly Society of Agricultural Labourers in Tolpuddle in Dorset.'
'They were protesting at the gradual lowering of wages in agriculture.'
'They swore a secret oath as members of the Friendly Society.'
'A local landowner contacted the authorities pointing out that this was against the Unlawful Oaths Act of 1797.'
'The 6 men were arrested and sentenced to transportation to Australia for 7years.'
'The new Home Secretary, Lord John Russell, released the men in 1836-7, when they returned home to be treated as heroes.'

(b) Why was it difficult for workers to form trade unions in the first half of the nineteenth century?

Level 1 General answer [1]

e.g. 'The laws were against them'
'They had little experience of organising.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The Combination Acts made it difficult to organise unions.'
'The courts were hostile to unions.'
'Early unions were poorly organised and funded.'
'Because of the case of the Tolpuddle Martyrs.'
'Because of the collapse of the GNCTU.'

Level 3 Explains why [4–7]

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

e.g. 'Until the Combination Acts were repealed in 1825, unions had no legal right to exist. After the repeal, workers could bargain collectively, but they were still subjected to the common law of conspiracy.'
'Trade unionists were still unsure what they could do and not do in the eyes of the law and how it was applied in the courts, which tended to be hostile to unionists.'
'Most early trade unions were poorly organised and run. They collected small sums of money per member, which put unions in a financially precarious position.'
'Until 1855 there was no legal protection of funds and there were many cases of treasurers embezzling funds and the courts taking no action.'
'The Tolpuddle Martyrs case frightened unionists of the severity of the law and this meant many renounced their membership of unions causing collapses e.g. GNCTU.'

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(c) 'Chartism failed because of the use of physical force.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was because people did not like violence.'
'It was ridiculed.'

Level 2 Identifies reasons [2–3]

e.g. 'Members were split on methods.'
'There were risings in Monmouthshire and Lancashire.'
'There were other movements to follow.'
'Prosperity was increasing.'

Level 3 Explains impact of physical force OR other reasons [3–5]

e.g. 'The Chartists presented a petition to Parliament. It contained many false signatures and it was ridiculed.'
'Because of the split in policy, many turned to alternative movements such as the Anti-Corn Law League.'
'In the 1840s there was an upturn in trade giving more jobs and therefore less need to protest.'

'Feargus O'Connor's Physical Force lost the respect of the middle classes and many of the working class.'
'O'Connor was a colourful and exciting orator but he appealed to all diverse currents of working-class discontent.'
'The physical force approach lacked respectability.'
'The physical force caused disunity with the 'moral force' and encouraged members such as John Frost to cause a rising in Newport.'

Level 4 Explains impact of physical force AND other reasons [5–7]

Both sides of Level 3

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

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24 (a) What was the nature of Chinese society in the early nineteenth century?

Level 1 General answer [1–2]

e.g. 'Afraid of change.'
'A dislike of foreigners.'
'Privileged society.'

Level 2 Describes society [2–5]

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

e.g. 'There was a fear of the impact of foreign influence.'
'The fear of changes to the culture, heritage and language.'
'Chinese society was feudal like and wanted to keep its privileges.'

(b) Why was there a war between China and Britain from 1839 to 1842?

Level 1 General answer [1]

e.g. 'They fell out over trade.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Over opium.'
'They had to give an undertaking.'
'It affected trading rights.'

Level 3 Explains why [4–7]

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

e.g. 'The Chinese decided to clamp down on drug dealing by making a determined effort to stop the opium trade.'
'British traders were forced to surrender 20,000 chests of opium and forced to sign an undertaking not to import the drug in the future.'
'This gave the British government an excuse to send warships to China. The expeditionary force included 4000 soldiers.'
'The Chinese were forced to sign the Treaty of Nanjing which stated that trading was to be resumed.'

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(c) 'The Self-Strengthening Movement had little effect on China.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'There was some effect as China became stronger.'

Level 2 Identifies impact/states aims [2–3]

e.g. 'It was designed to strengthen China by making it more modern.'
'The know-how was to come from abroad and be applied from within.'
'Military strength was increased.'
'Raw materials were mined.'
'Communications were improved.'
'Manufactured goods increased.'
'Progress was slow.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Military strength was increased by building 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 naval bases of Port Arthur and Weihaiwei.'
'Trade and manufacturing were increased by the opening of coal and iron ore mines, ironworks and textile mills in the 1870s and 1880s.'
'Communications were developed with railways being constructed and telegraph lines from 1881.'

'Compared to Japan, who had a similar programme, progress was slow.'
'Coal production in China was one-tenth of Japan's production.'
'China's railway was only one-eighth of that of Japan's.'
'China failed to change the way its society was organised despite trying to adopt western ideas.'
'New weapons for the armed forces were bought but no thought was given to how they would be used or the training required.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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25 (a) What did Africa offer to European imperialists?

Level 1 General answer [1–2]

e.g. 'It offered huge areas of land.'
'It offered untold wealth.'

Level 2 Describes impact [2–5]

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

e.g. 'European countries were keen to expand their empires.'
'Countries wanted colonies.'
'European countries wanted the vast wealth from minerals and crops.'
'The chance to convert natives to Christianity.'

(b) Why was the Berlin Conference of 1884-5 held?

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 in the scramble for Africa, so that they were aware they had to give formal notice.'

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(c) How far did Western imperialism help Africa?
Explain your answer.

Level 1 Unsupported assertions [1]

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

Level 2 Identifies impact [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]

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