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

0470/13 Paper 13, 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) Describe the revolutionary events in Austria in 1848.

Level 1 General answer [1–2]

e.g. 'The Emperor was driven out.'

Level 2 Describes events [2–5]

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

e.g. 'In March 1848 there was rioting by students and their lecturers.'
'This was supported by civilians to act against repression.'
'Metternich was considered to be the symbol of repression. He and other ministers were swept out of office.'
'The Emperor, Ferdinand, was an imbecile and incapable of reigning and, despite offering a limited constitution, he was driven out of Vienna.'
'Most of the armed forces were dispersed around the Habsburg Empire and unable to support the Emperor and Metternich in the short term.'
'A parliament was elected by universal suffrage and a Central Committee for the defence of popular rights ruled in Vienna.'
'By the end of 1848, a new emperor was in control with the support of the army, thus ending 'democracy'.'

(b) Why was 1848 known as the 'year of revolutions'?

Level 1 General answer [1]

e.g. 'It was started in France.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The demand for constitutional government.'
'The failure of Louis Philippe to address privilege and poverty.'
'The failure of Charles Albert to implement reforms.'
'The election of a liberal Pope in 1846.'
'The demand for self-government in Hungary.'
'A demand for Polish independence.'

Level 3 Explains why [4–7]

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

e.g. 'Louis Philippe was chosen as the 'citizen king' in 1830. He failed to tackle poverty. His friends became very rich while significant numbers of ordinary people lived in extreme poverty.'
'Frederick William of Prussia in 1840 proclaimed liberal ideas and constitutional reforms, but seven years passed and nothing was done. This led to discontent and riots.'
'The election of a liberal pope, Pius IX, in 1846 led to an amnesty for opponents of the Government in the Papal States and was an encouragement to the revolutionary spirit in Italy.'

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(c) 'The revolutions of 1848 failed to change anything.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

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

Level 2 Identifies impact [2–3]

e.g. 'The clash of aims made success impossible.'
'Popular enthusiasm was short-lived.'
'Demands were initially agreed to and then power regained.'
'In Prussia and Austria constitutions were established.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In the long 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.'
'In Italy, the idea of rule without Austria became a dream. In Rome, a republic under Mazzini was established.'
'The emergence of Louis Napoleon meant the improvement of Paris by clearing slums, building sewers and providing piped fresh water. He modernised France with up to date farming methods, railways built and educational standards improved.'

'In Hungary 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.'
'In Lombardy, Charles Albert did not get the expected support and was heavily defeated. He was defeated again and abdicated and Venice was captured by the Austrians.'
'Prussian attempts to become leader of a united Germany were quashed by Austria.'
'In France, Louis Napoleon was elected President but he soon became a dictator.'

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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2 (a) What problems faced the Frankfurt Parliament when it was set up?

Level 1 General answer [1–2]

e.g. 'It had no experience.'

Level 2 Describes problems [2–5]

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

e.g. 'Its organisation was a shambles and it had a weak chairman.'
'It lacked any party discipline.'
'It represented the learned, official and professional classes but failed to represent nobles, wage earners or the business and financial sector.'
'The delegates were split over whether Austria should be included.'
'Frederick William of Prussia turned down the offer of the Crown of Germany because the invitation had not come from fellow heads of state.'

(b) Why was Austria able to re-establish its influence in Germany by 1850?

Level 1 General answer [1]

e.g. 'Because it was the strongest country.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The Frankfurt Parliament had failed to act.'
'Frederick William had rejected the Crown.'
'Austria was strong militarily.'
'Because of the Treaty of Olmutz.'

Level 3 Explains why [4–7]

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

e.g. 'Valuable time was wasted by the Frankfurt Parliament discussing boundaries when the Austro–Hungarian Empire was in disarray. The delegates were split as to Austria being included or excluded. In the end, delegates voted to offer the new Imperial German Crown to Frederick William of Prussia. He turned down the offer as he did not want to antagonise the Habsburg Empire unnecessarily.'
'The League of Princes was set up as a Prussian dominated union. When the ruler of Hesse-Cassel was overthrown, he turned to Austria, not Prussia, for help in suppressing the revolution. Austria sent an army of 200,000 demonstrating clearly to other German states that Austria, not Prussia, was still the dominant force in Germany.'
'Frederick William had little choice but to accept the terms of the Treaty of Olmutz in 1850. This restored the Bund under Austrian leadership. Prussia had been humiliated.'

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(c) 'The unification of Germany was brought about by the activities of countries other than Prussia.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'No, it was due to Bismarck.'

Level 2 Identifies reasons for unification [2–3]

e.g. 'Yes, France frightened Germanic states into unification.'
'Austria was outmanoeuvred over Schleswig-Holstein.'
'France drove the southern states into allying with Prussia.'
'The economic growth of Prussia was important.'
'Bismarck's diplomatic skills and opportunism.'
'Prussia's military might.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'When Schleswig-Holstein was handed over to be ruled jointly by Austria and Prussia, they could not agree and the territories were split. Some think Bismarck deliberately disagreed so that it would be easier to pick a quarrel with Austria.'
'Bismarck came to an agreement with Piedmont which would result in Italian forces attacking Austria and keeping a large part of the Austrian army pinned down in the event of a war between Austria and Prussia. He got a promise of French neutrality and relied on Russia and British neutrality. With this control he picked a war with Austria.'
'Austria's defeat was followed by lenient treatment in the Treaty of Prague, thus ensuring neutrality if Prussia and France went to war. When France was goaded into war, the Southern States, fearful of French aggression, joined with the North German Confederation under the leadership of Prussia.'

'Bismarck was highly intelligent with an unscrupulous view of politics and state affairs. He boasted that force of arms was more important than the negotiating table. Even so, he used negotiating skills in peace agreements such as after the victory against Austria.'
'The Zollverein helped to integrate the economies of north and central Germany.'
'There was rapid economic growth using the natural resources of coal and iron ore and this fuelled high rates of economic growth. This growth stimulated the growth of industrial towns such as Essen. Prussia was growing in economic strength while Austria was not.'

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) In what ways could Japan have been considered 'undeveloped' before the period of the Meiji?

Level 1 General answer [1–2]

e.g. 'Japan was backward.'

Level 2 Describes features [2–5]

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

e.g. ''Japan was very backward in its agricultural and industrial methods.'
'The peasants, who made up the vast majority, were very poor.'
'Japan still had a feudal system with privileged groups like the Samurai.'
'The country lacked a uniform education system and had no universities.'
'Japan lacked electricity and did not have gas lighting.'
'There was a fear of foreign influence on Japan's culture, heritage and language.'

(b) Why did Japan sign an alliance with Britain in 1902?

Level 1 General answer [1]

e.g. 'It was for support.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'A fear of other countries.'
'It gave prestige.'
'It gave security.'
'It recognised other relationships.'

Level 3 Explains why [4–7]

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

e.g. 'Both Britain and Japan were fearful of Russia's ambitions in the Far East and what might result from this. Britain would come to Japan's assistance if they were attacked by more than one foreign power.'

'Britain was a very powerful nation and therefore it gave power and recognition to Japan in world politics including Japan's legitimate interest in Korea.'

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(c) How significant for Japan was the war with Russia, 1904-5? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Very significant because of the result.'

Level 2 Identifies impact [2–3]

e.g. 'Japan checked Russia's influence in the East.'
'Japan gained territory.'
'Japan was recognised as a significant military power.'
'Concern was expressed by the USA.'
'The economic, social and constitutional changes were equally as significant.'
'Being recognised by Britain was significant.'
'Military reforms were important.'

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

e.g. 'The defeat of Russia showed Japan to be a very strong military power both on land and at sea. Japanese forces crushed the Russians at Mukden and Tsushima.'
'Japan became the dominant power in eastern Asia and it checked the aggression and expansion of Russia.'
'In the Treaty of Portsmouth, Russia recognised Korea as a Japanese sphere of influence. The Liaotung Peninsula and the South Manchurian Railway went to Japan. Part of the island of Sakhalin went to Japan.'

'Some would argue that the Anglo-Japanese alliance was equally significant to Japan as it recognised Japan as a major power in the East.'
'The military reforms of the late nineteenth century were significant. Methods of fighting were learned from European states, especially from Britain for the navy. These were to come to fruition in the Russo-Japanese War.'
'Many would argue that there were many other features in Japan which were equally significant. These would include the development of a compulsory education system with the establishment of universities such as Tokyo. Others would point to the development of industry with the use of coal, iron and steel with the building of shipyards and arsenals. Some would point to the constitutional reforms moving Japan closer to being a democracy.'

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

Both sides of Level 3

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

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4 (a) Describe the events of 28 June 1914 leading to the assassination of Archduke Franz Ferdinand.

Level 1 General answer [1–2]

e.g. 'The heir to the Austrian throne was killed.'

Level 2 Describes events [2–5]

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

e.g. 'Archduke Franz Ferdinand and his wife were on a formal visit to Sarajevo.'
'A group of students called 'the Black Hand Gang' crossed from Serbia in order to assassinate the heir apparent.'
'A hand-bomb was thrown at the Archduke's car, but it rolled back and injured bystanders.'
'After visiting the town hall, the couple went to see the injured and the planned route was changed but the driver took the wrong direction. He stopped at Appel Quay and here Gavrilo Princip shot the Archduke and his wife.'
'The Archduke's wife died immediately and he died within a few minutes.'

(b) Why did Britain feel increasingly threatened by Germany's policies after 1890?

Level 1 General answer [1]

e.g. 'The Kaiser decided to increase German strength.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The Kaiser decided to build a navy to rival Britain's.'
'The Kaiser wanted more Dreadnoughts than Britain.'
'Germany developed the best equipped army in the world.'
'Germany wanted colonies to rival France and Britain.'
'Germany wanted to test Britain's friendships.'

Level 3 Explains why [4–7]

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

e.g. 'Britain became concerned that Germany began, in 1898, to build a fleet of battleships to rival the British Navy. In 1906 Germany began to build its version of the Dreadnought, a new type of battleship.'
'Most of the German navy would be based in the North Sea and therefore a direct threat to Britain. Britain's navy was spread across the globe protecting Britain's much bigger empire.'
'Germany already had a fine army in 1890, but the new Kaiser stepped up its development with increased guns, shells, bullets and other weapons more than the other Great Powers. It had modern steel works to produce the weaponry.'
'Kaiser Wilhelm II was determined to build up the German Empire and 'gain a place in the sun'. A large empire would provide Germany with a market for her growing industries. It was also a status symbol showing Germany's greatness and gaining respect. This was going to cause tension between Britain and Germany.'
'The Kaiser wanted to influence affairs in North Africa and he wanted to test the strength of the Entente Cordiale. When Wilhelm visited Tangiers in 1905 and said Morocco should be independent of France, Britain supported France; this was confirmed at Algeciras.'

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(c) 'The main reason why a World War broke out in August 1914 was the German invasion of Belgium.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Tension had been building for years.'
'There was an arms race going on.'

Level 2 Identifies reasons for war [2–3]

e.g. 'Britain guaranteed Belgium's neutrality'
'Europe was divided into rival Alliances.'
'Earlier events such as Morocco fuelled suspicion.'
'Britain and Germany were building bigger ships.'
'There had been disputes in the Balkans.'
'The Archduke was assassinated at Sarajevo.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'On 3 August 1914, Germany, with over one million men, marched into Belgium. On 4 August Britain declared war on Germany. Under the Treaty of London (1839) it had promised to protect Belgium's neutrality. Britain had gone to war over what the Kaiser called 'a scrap of paper.'

'In 1914 the major powers in Europe were divided into two main groups under the Triple Entente and the Triple Alliance. There was a deep suspicion even between allies.'
'Britain felt Germany was threatening its economic superiority and her naval power by building up her naval strength.'
To increase its wealth, Britain feared Germany would try taking over parts of Europe.'
'There was a fear that Germany wanted an Empire and that Germany might use its strength to acquire colonies. This had happened in Morocco where the Kaiser had challenged French control.'
'France had been a bitter enemy of Germany since it had been humiliated in the Franco-Prussian War where it had lost two valuable provinces. France wanted Alsace-Lorraine back and German expansion blocked.'
'Rivalry in the Balkans between Russia and Austria-Hungary threatened to erupt. In June 1914 the heir to the throne of Austria-Hungary and his wife were assassinated, during a state visit to Sarajevo, by a Serb.'

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

Level 1 General answer [1–2]

e.g. 'Germany lost land it had previously won.'
'Germany lost its colonies.'
'Germany lost industrial land.'

Level 2 Describes losses [2–5]

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

e.g. 'Alsace-Lorraine was returned to France.'
'Eupen, Moresnet and Malmedy were given to Belgium.'
'West Prussia and Posen were given to Poland.'
'Danzig was to be a free city under the League of Nations.'
'Memel was given to Lithuania.'
'The area known as the Saar was to be administered by the League of Nations for 15 years.
'Upper Silesia was handed to Poland.'
'Northern Schleswig was given to Denmark.'
'Estonia, Latvia and Lithuania became independent states. Germany had taken these from Russia in 1918.'
'German African colonies were taken away. Togoland and Cameroon to Britain and France. German East Africa to Britain. German South West Africa to South Africa. New Guinea to Australia. Samoa to N.Zealand. The Marshall, Mariana and Caroline Islands went to Japan.

(Not Rhineland)

(b) Why did the Treaty of Versailles cause problems for Germany from 1919 to 1923?

Level 1 General answer [1]

e.g. 'Germans considered the treaty harsh/unfair.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It affected the strength and wealth of the country.'
'It caused inflation/hyperinflation.'
'They lost their military power.'
'It led to an invasion.'
'They could not pay the reparations.'
'It led to political unrest.'

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Level 3 Explains why [4–7]

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

e.g. 'Germany thought the terms were harsh and unreasonable and they were not allowed to negotiate. This upset the German people.'
'Many Germans did not realise they had lost the war and blamed the Weimar Republic for accepting the harsh terms of the Treaty. There were extremist attempts to overthrow the Weimar Republic such as the Spartacist League and the extreme nationalist Freikorps.'
'Germany delayed reparation payments and French and Belgian forces occupied the Ruhr in 1923. The government action of printing more money caused the German mark to lose its value.'
'The Ruhr crisis caused Germany to become bankrupt. A new government under Stresemann accepted that reparations would have to be paid.'
'The harshness of the reparations made it extremely difficult for Germany to recover economically.'
'The loss of the Saar and Upper Silesia did not help Germany's economic recovery.'
'The drastic reduction of the armed forces caused security problems and severe unemployment.'

(c) How far did the 'Big Three' achieve their aims at the Paris Peace Conference? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The 'Big Three' were Wilson, Lloyd George and Clemenceau.'
'They were from different countries with different ideas.'
'They achieved a peace settlement.'

Level 2 Identifies aims/successes/failures [2–3]

e.g. 'Wilson wanted to use his Fourteen Points.'
'Clemenceau wanted security.'
'Lloyd George wanted to protect British interests.'
'Wilson's 14th Point of establishing the League was agreed.'
'Clemenceau's demand for a very weak German army was agreed.'

Level 3 Explains success OR failure of aims [3–5]

e.g. 'Clemenceau had fought in the Franco-Prussian War and wanted revenge for France. He achieved a tough treaty on Germany, which could be considered revenge.'
'Clemenceau also wanted security for France and this was achieved with the drastic reduction in the German armed forces.'
'Clemenceau was successful in regaining Alsace-Lorraine, which had been taken by the Germans at the end of the Franco-Prussian War.'
'Woodrow Wilson was able to use some of his Fourteen Points, the most notable being the establishment of the League of Nations.'
'Wilson was able to achieve some self-determination in the formation of new states such as Poland, Estonia, Latvia and Lithuania.'
'Lloyd George had promised the British electorate to be tough on Germany, although he did not want to be too tough as Germany was a good trading partner. There is some evidence that he managed to moderate Clemenceau's tough demands.'
'Lloyd George wanted to weaken the German navy and this was achieved when the Germans sunk their fleet and in the military terms of the treaty.'

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'Lloyd George wanted German colonies to destroy its empire and this was achieved.'
'Lloyd George wanted to make sure that France did not become too powerful. He managed to resist many of Clemenceau's demands for the break up of Germany and the movement of the French-German border.'

'Clemenceau wanted Germany split into many small states so that it could never threaten France again. This was resisted by Lloyd George and Wilson.'
'Clem wanted the Rhineland to be an independent state and the Saar to be French. Again, this was resisted by Lloyd George and Wilson.'
'Wilson failed to get all his 14 Points as a basis for the Treaty as Lloyd George resisted the freedom of the seas point.'
'Wilson did not want heavy economic penalties on Germany as this might lead to revenge in the future, but he failed to convince Clemenceau.'
'Lloyd George did not want too severe economic penalties because of Britain's trading with Germany, but this was hampered because of the demands for reparations.'

Level 4 Explains success AND failure of aims [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 measures had Hitler taken by 1938 to prepare Germany for war?

Level 1 General answer [1–2]

e.g. 'Hitler broke the terms of the Treaty of Versailles.'

Level 2 Describes measures [2–5]

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

e.g. 'Hitler withdrew from the Disarmament Conference.'
'Hitler withdrew Germany from the League of Nations and started secretly re-arming.'
'In 1935, he introduced an air-force and brought in conscription.'
'In 1935, Hitler signed the Anglo-German Naval Treaty, which allowed Germany 35% of the size of Britain's navy.'
'In 1936 Germany re-militarised the Rhineland.'
'In 1936 Hitler signed the Rome-Berlin Axis and the Anti-Comintern Pact.'
'In 1937 Hitler sent his armed forces to the Spanish Civil War to practise its blitzkrieg tactics.'

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

Level 1 General answer [1]

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

Level 2 Identifies why [2–4]

(One mark for each)

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

Level 3 Explains why [4–7]

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

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

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(c) How far was the policy of appeasement justified? Explain your answer.

Level 1 Unsupported assertions [1]

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

Level 2 Identifies reasons [2–3]

e.g. 'It was right to try to avoid war.'
'Britain was not ready for war.'
'It gave in to a bully.'
'It was morally wrong.'
'It misjudged Hitler.'
'Excellent chances to stop Hitler were missed.'
'It failed to prevent war.'
'The Treaty of Versailles had been harsh.'

Level 3 Explains agreement OR disagreement [3–5]

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 right to avoid another war.'
'Many supported the idea of a strong Germany as a protection against the USSR and Communism. The USSR under Stalin seemed a great 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 on arms.'
'It was thought that by giving concessions to Hitler, he could be trusted and it would reduce the chances of war.'

'The appeasers misjudged Hitler, treating him as a rational person. In fact, it encouraged Hitler to demand more. The mind of a dictator was misunderstood.'
'It gave Hitler an advantage. He grew stronger before war started.'
'Appeasement was wrong. It allowed Hitler to break international relations. They were prepared to give away parts of other countries.'
'Appeasement was simply another word for weakness and cowardice.'
'By following the policy, vital opportunities were missed to stop Hitler such as the re–ilitarisation of the Rhineland.'
'By abandoning Czechoslovakia, an important ally was lost.'
'It did not work as Hitler marched into Poland and war started.'

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 decided at the Yalta Conference of February 1945?

Level 1 General answer [1–2]

e.g. 'How to organise Europe at the end of the War.'
'Germany was to be split up.'

Level 2 Describes what was decided [2–5]

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

e.g. 'Germany was to be defeated and then disarmed.'
'Germany was to be divided into four zones of occupation.'
'Germany would have to pay reparations.'
'The zones were to be controlled by USA, USSR, Britain and France.'
'Berlin was to be in the Soviet zone.'
'Berlin was to be divided into four.'
'Once Germany was defeated, the Soviet Union would join the war against Japan.'
'A United Nations Organisation to be set up to keep the peace.'
'As east European countries are liberated, they would be able to hold free elections to set up democratic governments.'
'In Poland free elections were to be held.'
'Eastern Europe would become a 'sphere of influence' for the USSR.'
'There were to be adjustments to the Polish/USSR border.'

(b) Why was it difficult to reach agreement at the Potsdam Conference?

Level 1 General answer [1]

e.g. 'Because the USSR and the West held differing views.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The West was suspicious of the activities of the USSR.'
Truman was less trusting of Stalin than Roosevelt.'
'Truman informed Stalin of his atomic bomb.'
'They disagreed over what to do about Germany.'
'They disagreed over Soviet policy in eastern Europe.'

Level 3 Explains why [4–7]

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

e.g. 'Soviet troops had liberated countries in Eastern Europe but instead of withdrawing his troops, Stalin had left them there. By the time of the Conference, Stalin's troops controlled the Baltic States. Refugees were fleeing from these states fearing a Communist take-over.'
'Stalin had set up a Communist government in Poland, ignoring the wishes of the majority of Poles. Britain and the USA protested but Stalin insisted it was a defensive measure against possible future attacks.'
'Roosevelt had died and been replaced by Truman who was much more anti-Communist and suspicious of Stalin. Truman saw Stalin's actions as preparations for a Soviet take-over of the rest of Europe.'
'Truman informed Stalin at the start of the Conference that the USA had successfully tested an atomic bomb, leading to increased suspicion and tension.'

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(c) Which country had the more successful policies towards Europe between 1945 and 1949 – the USA or the USSR?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The USSR was more successful.'

Level 2 Identifies reasons [2–3]

e.g. ''Stalin spread Communism across Eastern Europe.'
'The USA introduced economic aid.'
'Stalin did not allow free elections.'
'The USA had the atomic bomb.'
'Stalin set up Cominform and Comecon.'

Level 3 Explains USA OR USSR [3–5]

e.g. 'The USSR began to impose Communist rule on the countries it had occupied rather than allowing free elections. Stalin had removed non-Communist leaders in Poland, replacing them with Communists.'
'Stalin had success in countries such as Hungary, Romania and Czechoslovakia where Communist governments were established.'
'Stalin refused to allow Soviet controlled countries to accept aid as he thought the real purpose was for the USA to build up friendships with European countries. In opposition to the threat Stalin set up Cominform to strengthen co-operation between communists and Comecon to develop economic co-operation between communist countries.'
'The USSR was less successful in Yugoslavia where Tito applied Communism in his own way and Greece where the Communist takeover was unsuccessful.'

'The USA wanted Germany to recover as quickly as possible, realising that it would be a barrier against Communism. The USA successfully supported western Berlin with the Berlin Airlift.'
'The USA responded to Soviet aggression with the Truman Doctrine, which offered support to any free peoples struggling to avoid communism.'
'The Marshall Plan was devised to help the vulnerable European economy suffering from the after effects of the war.'
'The USA helped form NATO, which was designed to enable member countries help each other if attacked by Stalin.'

Level 4 Explains USA AND USSR [5–7]

Both sides of Level 3

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

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8 (a) Describe how relations between the USA and Cuba became worse when Castro took power.

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.'
'The USA refused to buy Cuban sugar from July 1960 and in October 1960 all trade with Cuba was ended.'
'In January 1961, the USA broke off diplomatic relations as it was unable to tolerate Soviet influence so close.'
'The USA was unwilling to get directly involved even though they were concerned as Castro took over American owned companies and land.'
'Kennedy supported exiles who tried to overthrow Castro at the Bay of Pigs.'

(b) Why did the Bay of Pigs invasion take place in April 1961?

Level 1 General answer [1]

e.g. 'The USA did not like Castro.'
'The USA wanted to help Cuban exiles.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Cuban exiles demanded action.'
'US property was taken over.'
'The President authorised it.'
'The media exerted pressure.'
'The USSR became Cuba's friend.'

Level 3 Explains why [4–7]

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

e.g. 'Large numbers of Cubans, who supported Batista, fled from Cuba when Castro took control. These exiles hoped to return and therefore they put pressure on the US government to help them.'
'Castro took over many US businesses and distributed land to Cuban peasants even though that land belonged to American citizens.'
'President Eisenhower wanted to overthrow Castro because of his communist beliefs, and, therefore he authorised the CIA to investigate ways to remove Castro.'
'Pressure groups found support from the American media, who produced a relentless stream of criticism of the Castro regime. This influenced government.'
'In the Summer of 1960, Castro allied himself with the USSR. Khrushchev signed a trade agreement giving Cuba $100 million in economic aid. This annoyed the US government.'
'Castro started to receive arms from the USSR.'
'Kennedy was not prepared to tolerate a Soviet satellite in the USA's sphere of influence.'

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(c) 'Khrushchev gained a victory in the Cuban Missile Crisis.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes he did as he ended the crisis.'

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

e.g. 'He ensured communism remained close to the USA.'
'He became the peacemaker with his offer.'
'Kennedy took a firm line with the USSR.'
'Both sides came to agreements to keep the peace.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Khrushchev was following an incredibly 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 USSR, 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.'

'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.'
'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 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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9 (a) Describe the events of the Spartacist rising of 1919.

Level 1 General answer [1–2]

e.g. 'They were a group who wanted power.'
'They were a threat to the government.'

Level 2 Describes events [2–5]

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

e.g. 'They were a communist group who formed the Spartacist League.'
'They wanted Germany to be governed like Russia after the Revolution of Oct. 1917, with workers' and soldiers' councils in each town.'
'The leaders were Rosa Luxemburg and Karl Liebknecht.'
'At the end of 1918 they renamed themselves the German Communist Party.'
'They tried to seize power in January 1919, occupying public buildings and calling a general strike.'
'After two weeks, the revolution was defeated by the Freikorps and the leaders were shot.'

(b) Why was Germany facing economic disaster by 1923?

Level 1 General answer [1]

e.g. 'Because people could not afford to live.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Reparations had not been paid.'
'The Ruhr was occupied.'
'Money was worthless.'
'There was hyperinflation.'
'There was passive resistance.'

Level 3 Explains why [4–7]

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

e.g. 'Germany had to send large quantities of goods to France and Belgium as part of the reparations payment.'
'There were not enough goods for the domestic market and, therefore, prices rose. The government printed more money.'
'The Ruhr had been invaded by French and Belgium troops because reparation payments had not been met. The workers went on strike and produced passive resistance. The government printed more money to pay the workers. This made inflation worse.'
'With so much money in circulation, prices rocketed causing hyperinflation and money became worthless.'

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(c) 'Up to 1929 the Weimar Republic had greater success with foreign policy than with domestic issues.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'There were major successes in foreign policy from 1924 onwards.'

Level 2 Identifies issues [2–3]

e.g. 'Stresemann improved foreign relations.'
'He made Germany acceptable in the eyes of the international community.'
'Stresemann helped the economic recovery.'
'He worked with the USA.'
'There was a cultural revival.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In 1922, Germany and the USSR re-established diplomatic relations in the Treaty of Rapallo.'
'Stresemann signed the Locarno Pact in 1925. Germany confirmed its western borders with Belgium and France.'
'As a result of Locarno, Germany was accepted into the League of Nations in 1926 as it had shown a responsible attitude.'
'In 1928 Germany was one of the signatories of the Kellogg-Briand Pact which had stated that countries would not go to war to settle international disputes.'
'Stresemann had worked closely with the Americans in securing loans under the Dawes Plan (1924) and reducing and extending the payment period of reparations in the Young Plan (1929).'

'The early domestic problems of the Weimar Republic, such as the Spartacist rising and the Kapp Putsch, were overcome.'
'The economic problems up to 1924 were severe, especially the hyperinflation. Stresemann ended hyperinflation and brought confidence back by introducing a new currency and reducing government spending.'
'A more open approach resulted in a revival in art and culture through newspapers, theatre, painters and literature.'
'Economic prosperity was based largely on foreign loans. Exports were falling and yet huge sums were being spent on welfare and health care.'

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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10 (a) What changes did the Nazis make to the school curriculum?

Level 1 General answer [1–2]

e.g. 'The Nazis controlled education.'
'Education pushed Nazi views.'

Level 2 Describes changes [2–5]

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

e.g. 'They dictated which subjects were to be taught and made sure that Nazi ideas and racial beliefs were included in the teaching of subjects.'
'Text-books were re-written to conform to Nazi beliefs and racial purity.'
'Subjects like history and biology became important.'
'For the girls, emphasis was placed on domestic life and role.'
'There was an emphasis on physical fitness.'
'Teachers were forced to swear an oath of loyalty to Hitler and join the Nazi Teachers' League.'

(b) Why was the Hitler Youth Movement an important part of Nazi policy?

Level 1 General answer [1]

e.g. 'To deliver Nazi policy.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To indoctrinate'
'To control'
'To ensure loyalty.'
'To ensure that the German youth were ready for adulthood.'

Level 3 Explains why [4–7]

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

e.g. 'So they could be indoctrinated with Nazi ideas.'
'To prepare them for adult roles; boys as soldiers and girls as mothers and wives.'
'The life of young people was controlled in school and the Nazis wanted to control it away from school.'
'To ensure fitness and therefore be able to fit into their role in society.'
'To ensure that the first loyalty was not to the family but to Hitler.'

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(c) To what extent did the German people turn against Hitler during the course of the Second World War?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Many Germans were very loyal to Hitler.'
'Some started to turn against him as defeat loomed.'

Level 2 Identifies reasons [2–3]

e.g. 'Many remained loyal because of what Hitler had done for Germany.'
'Groups like the Swing and Edelweiss Pirates voiced their discontent.'
'Dissatisfaction in the Army.'
'Propaganda kept morale high until the last few months.'

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

e.g. 'The German people stayed loyal to Hitler because of the recovery brought about in Germany. People had employment, there was order and a sense of purpose.'
'Hitler had reversed the Treaty of Versailles and had also gained considerable land. His popularity was at its height when France was defeated.'
'The loyalty can be seen by the German war effort when factory workers, including women, worked fifteen hours a day or when asked for fur coats for the Eastern Front, 1.5 million were donated.'

'During the War the opposition did grow. Some of the army officers were worried the war was going badly and planned to blow up Hitler.'
'Some young people also began to rebel during the war like the Swing Youth. They were fed up with the Nazis controlling their lives and giving them no freedom.'
'The Navajos gang and Edelweiss Pirates were generally regarded as delinquents but during the war they got involved in spreading anti-Nazi propaganda and in 1944 took part in an attack in which a Gestapo officer was killed. Some were executed.'
'Hans and Sophie Scholl led a student group in Munich called the White Rose Movement. They were executed in 1943 for anti-Nazi activities.'

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

Both sides of Level 3

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

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11 (a) Describe the main features of Tsarist rule over Russia at the beginning of the twentieth century.

Level 1 General answer [1–2]

e.g. 'It was ruled by a Tsar.'
'He had total power.'

Level 2 Describes features [2–5]

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

e.g. 'Russia had no parliament or elections and so the Tsar had total power.'
'This power was supported by the Russian Orthodox Church and the wealthy landowning class.'
'Tsar Nicholas II was hard working but weak and indecisive.'
'There was the problem of ruling a vast empire.'
'Local government was in the hands of people appointed by the Tsar.'
'The Tsar was supported by the Okhrana, his secret police.'

(b) Why did the Tsar face revolution in 1905?

Level 1 General answer [1]

e.g. There was a growth in general discontent.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Because of the defeat in the war against Japan.'
'There was a demand for reform.'
'Because of the events of Bloody Sunday.'
'Control by the Tsar was repressive.'
'The Government was weak and corrupt.'
'Many were experiencing poor living/working conditions.'

Level 3 Explains why [4–7]

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

e.g. 'The Russians were expecting to win the war against Japan but suffered a disastrous defeat. This was humiliating.'
'The Tsar was unpopular and his government weak and incompetent. Middle classes demanded political reform including a constitutional monarch.'
'Conditions for working people became worse because of increased prices and food shortages.'
'The troops opened fire on the Bloody Sunday marchers, killing and injuring hundreds. By this act, the Tsar lost the respect of the ordinary people of Russia.'
'The use of the Okhrana, with its methods of repression, was hated, and feared, by the people.'

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(c) How did the Tsarist rule over Russia change in the period 1906 and 1914? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Very little, as the Tsar had not learned the lesson of 1905.'

Level 2 Identifies Tsar's actions/impact on people [2–3]

e.g. 'The Tsar issued the October Manifesto.'
'There was an elected parliament.'
'The Duma achieved very little.'
'The peasants' conditions improved.'
'There was repression.'

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

e.g. 'The Tsar realised he had to make concessions after the problems of 1905. He issued the October Manifesto which promised a constitutional monarchy and elected parliament.'
'Stolypin, the Tsar's chief minister from 1906-1911, introduced land reforms. He helped peasants buy land and set up farms. This improved food supplies to the towns.'
'Stolypin introduced a health insurance scheme and improved elementary education.'
'There were some improvements in working conditions under Stolypin and considerable growth in industrial output.'

'As the first two Duma met and demanded more concessions, Nicholas dismissed the Duma.'
'The third and fourth Duma lasted longer and made more sustained criticism of the government, but they had no power to make Nicholas change his policies.'
'People who were strikers, revolutionaries or protesters were harshly dealt with under Stolypin. Over 20,000 were exiled and over 1,000 hanged (the noose came to be known as 'Stolypin's necktie').'
'When Stolypin was assassinated in 1911, Nicholas relied more on his own judgement and the influence of Rasputin. The Tsar's opponents seized on Rasputin as a sign of the Tsar's weakness and unfitness to rule Russia. The fact that the Tsar didn't notice their concern, or didn't care, showed just how out of touch he was.'

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

Both sides of Level 3

Level 5 Explains with evaluative judgement [7–8]

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12 (a) What actions did Stalin take to create a 'cult of personality'?

Level 1 General answer [1–2]

e.g. 'He got himself noticed.'

Level 2 Describes actions [2–5]

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

e.g. 'To create this, his image was everywhere.'
'The history of the USSR was re-written so that Lenin and Stalin were the only real heroes of the Revolution.'
'The people were deluged with portraits, photographs and statues of Stalin.'
'Every Russian town had a 'Stalin Square' or a 'Stalin Avenue' and a large statue of Stalin in the centre.'
'Poets and playwrights praised Stalin, while composers wrote music praising him, such as Shostakovich.'
'Soviet artists developed a style known as Socialist Realism. Its aim was to praise Stalin's rule and achievements.'

(b) Why was Stalin able to become dictator of Russia by 1929?

Level 1 General answer [1]

e.g. 'By using people and then ditching them.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Stalin had a power base.'
'He played one group against the other.'
'Stalin was underestimated by the other contenders.'
'He used his power within the Communist Party.'

Level 3 Explains why [4–7]

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

e.g. 'Stalin put himself forward as the great friend of Lenin, such as appearing as chief mourner at Lenin's funeral.'
'He tricked Trotsky into missing Lenin's funeral.'
'He was General Secretary of the Communist Party and had put many supporters in top Party posts to guarantee support.'
'Trotsky's ideas were too extreme for many as he wanted permanent revolution whereas Stalin's policy was 'Socialism in One Country'.'
'Lenin's warning about Stalin was ignored because of the jealousy most communist leaders felt towards Trotsky. Many also disliked Trotsky because he was a Jew.'
'Stalin, Zinoviev and Kamenev accused Trotsky of trying to split the communist party.'
'Stalin had Zinoviev and Kamenev sacked having accused them of working with Trotsky.'
'Lenin's 'Political Will' was not made public. This would have revealed Lenin's warning about Stalin.'
'In the politburo Stalin now argued against NEP and in favour of expanding industry. When the right opposed this, Stalin used his majority to vote them down. In 1929 Bukharin was forced to resign.

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(c) 'During the 1930s Stalin had complete control over the Soviet Union.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'He took action to remove possible rivals.'
'Stalin could not control people's private lives.'

Level 2 Identifies impact [2–3]

e.g. 'Stalin gained control by his 'purges'.'
'The 'Great Terror' removed opposition.'
'Many generals were shot.'
'He did not have control as millions had to be sent to labour camps.'
'Local officials often ignored instructions.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'Stalin gained control by removing important rivals to his power. In 1934 Kirov was murdered, while Kamenev, Bukharin and Zinoviev were subjected to 'show trials'.
'Over 500,000 party members were arrested on charges of anti-Soviet activities and were either executed or sent to gulags. Army officers, including the Supreme Commander of the Red Army, were removed from office. 25,000 officers were removed.'
'Teachers, lecturers, engineers and factory managers all disappeared. By 1937, 18 million people had been transported to labour camps. 10 million died from their experience.'

'Stalin only had control because he inflicted such vicious measures to remove opposition or potential opposition.'
'Although open opposition was rare, local officials and managers would often fail to co-operate with orders that they did not like.'
'Stalin found it difficult to control people's personal lives. Petty crime and hooliganism were common in the cities; divorce and abortions were also rising fast. There is plenty of evidence that people in their private lives behaved as they wanted rather than as the government wished.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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13 (a) What were the 'Roaring Twenties'?

Level 1 General answer [1–2]

e.g. 'A period of fun and enjoyment.'
'The popular image is of one long party.'

Level 2 Describes the period [2–5]

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

e.g. 'Increased prosperity after the war meant that Americans had more money to spend on entertainment. They were determined to enjoy themselves.'
'Young women felt freer than ever before and wore short skirts and smoked and drank in public. One group became known as flappers.'
'The movie industry developed rapidly with the stars becoming household names. People worried about the effect of movies on public morality.'
'There was a craze for new dances such as the Charleston and the Black Bottom. Jazz music provided excitement and danger to whites who for the first time were exposed to black music.'
'A time when the sales of radios increased significantly as did the mass ownership of cars.'
'Sport became popular with many sports stars becoming popular heroes.'

(b) Why was it difficult to enforce prohibition?

Level 1 General answer [1]

e.g. 'People ignored it.'
'Alcohol was too popular.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Banning it made alcohol more attractive.'
'Alcohol was still made although illegally.'
'Alcohol was smuggled into the country.'
'It was costing too much to enforce.'
'The vast majority of Americans did not agree with it.'
'There was gang violence which was difficult to control.'
'There was corruption amongst officials.'

Level 3 Explains why [4–7]

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

e.g. 'Alcohol was attractive with 'speakeasies' opening up, resulting in an increase in alcohol consumption. They were difficult to detect.'
'Many people made 'moonshine' secretly. This was dangerous and some people died from its effects.'
'Alcohol was smuggled into the USA with many smugglers making huge amounts of money illegally. Huge profits were made by gangs. They became powerful and used bribery and violence to keep their trade.'
'With the depression, it was felt that there was little point in spending money on enforcing something they could not enforce. Money would be better spent on helping the poor.'
'Many of the enforcement agents and the police were in the pockets of many of the gang leaders. The agents were paid so little compared with the money they could 'earn' from not enforcing the law.'

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(c) To what extent was America an intolerant society in the 1920s? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'America was a mix of intolerance and greater freedom.'

Level 2 Identifies examples [2–3]

e.g. 'Attitudes towards sex and contraception were changing.'
'Women had greater freedom.'
'Attitudes towards immigrants and immigration were harsh.'
'The Ku Klux Klan fuelled hatred.'
'There was discrimination against Black Americans.'
'The Sacco and Vanzetti Trial.'

Level 3 Explains intolerance OR tolerance [3–5]

e.g. 'Life for women changed. Contraception reduced the size of families and labour saving devices allowed more women to work making them financially independent.'
'For some women the traditional restrictive role changed. Women wore more daring clothes. They smoked in public and went out with men without a chaperone.'

'The Ku Klux Klan showed how intolerant American society could be. It was an organisation mainly in the South that believed in white supremacy. It attacked Jews and Black Americans because it regarded them as inferior. Klan members often lynched Black Americans for no reason at all. They hated anyone who was not white.'
'A teacher who worked in Tennessee, where teaching of evolution was illegal, decided to put the law to the test. He taught his class the theory of evolution and was arrested. He was found guilty of breaking the law. The prosecution lawyer was made a laughing stock when in court he tried to defend the Bible's version of creation.'
'Most foreigners who entered the USA could only find low-paid jobs. Immigrant ghettoes began to appear where violence and crime were high. This increased the American distrust of foreigners. Sacco and Venzetti were victims of the anti-immigrant feeling at the time. They criticised openly the American system of government and were arrested and charged with a murder. Despite witnesses, many of whom were Italian immigrants, proving their innocence, they were found guilty and executed.'

Level 4 Explains intolerance AND tolerance [5–7]

Both sides of Level 3

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

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14 (a) What were Roosevelt's 'Hundred Days'?

Level 1 General answer [1–2]

e.g. 'When new measures were introduced.'
'His first days in office.'

Level 2 Describes the 'hundred days' [2–5]

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

e.g. 'The time when he introduced 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 gain the trust of the American people.'
'He used the Emergency Banking Act to deal with the bank crisis.'
'He set up the Tennessee Valley Authority.'

(b) Why did the Republicans oppose the New Deal?

Level 1 General answer [1]

e.g. 'Because they did not like it.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'People were helped by the state.'
'It was the opposite of 'rugged individualism' promoted by the Republican Party.'
'It was expensive.'
'It was a waste of money.'
'It created unnecessary jobs.'
'Parts were unconstitutional.'
'It encouraged union activity.'

Level 3 Explains why [4–7]

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

e.g. 'The Republicans argued the New Deal was making people too dependent upon the state. They believed in 'rugged individualism' where individuals helped themselves rather than being helped by the state.'
'They felt Roosevelt was acting like a dictator, forcing Americans to do what he wanted.'
'The New Deal was expensive and the huge cost was objected to by the Republicans who thought people's money was being wasted.'
'The wealthy were wealthy because they had worked hard. High taxes discouraged people from working hard and gave money to people for doing nothing or unnecessary jobs.'
'Schemes, such as the TVA, created unfair competition for private companies.'

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(c) 'The New Deal solved the problems of the USA.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was a success as conditions got better.'
'It was a failure because it did not help all Americans.'

Level 2 Identifies the impact

e.g. 'The economy began to recover.'
'It helped the unemployed.'
'It introduced social welfare.'
'Many farmers did not benefit.'
'Black Americans saw little benefit.'
'It did not solve unemployment.' [2–3]

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Roosevelt reduced unemployment providing work for millions on public construction projects and the Alphabet Agencies.'
'He gave hope back to the country and a determination to deal with the Depression through fireside chats.'
'He rescued the banking system and saved many businesses from collapse.'
'Millions of poor people received food, shelter and clothing. Emergency relief stopped people from starving.'
'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.'

'Although unemployment was reduced it was not ended. Many argued 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 has Communist China's policy been towards Tibet?

Level 1 General answer [1–2]

e.g. 'One of suppression.'
'It shows hostility.'

Level 2 Describes policy [2–5]

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

e.g. 'China maintains sovereignty over Tibet.'
'It has a policy of 'One China'.'
'It has encouraged a mass influx of 'non-ethnic' Chinese to dilute the Tibetan population.'
'China is encouraging the vanishing of a cultural identity.'
'It has crushed any demand for the independence of Tibet.'
'Considers the Dalai Lama as a rebel and separatist.'

(b) Why did Mao's relations with the USSR change in the 1950s and 1960s?

Level 1 General answer [1]

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

Level 2 Identifies why [2–4]

(One mark for each)

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

Level 3 Explains why [4–7]

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

e.g. 'Mao did not like Khrushchev as he thought he was betraying Marx and Lenin. Mao thought his form of Communism based on the peasants was what Marx and Lenin had preached.'
'Khrushchev developed more friendly relations with the West and was suggesting that USSR and the capitalist West could follow peaceful co-existence. Mao strongly disagreed.'
'Khrushchev was giving privileges to Party members and experts so that they lost contact with the people.'
'The disagreement was not helped by a series of military related issues. There were armed clashes on the border between the two countries. Mao also disapproved of the Soviet invasion of Czechoslovakia in 1968.'
'Mao was annoyed as USSR refused to help China develop an atomic bomb and assist in the 1962 border war with India. In 1964 China tested its own atomic bomb.'

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(c) How far was China established as a superpower by the time of Mao's death? Explain your answer.

Level 1 Unsupported assertions [1]

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

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

e.g. 'Mao introduced Land Reform.'
'He improved education.'
'He changed the role of women.'
'He introduced the Great Leap Forward.'

Level 3 Explains achievements OR failures [3–5]

e.g. 'He introduced the Agrarian Reform Law where a more equitable sharing of food and land was introduced.'
'He introduced peacefully the idea of farming collectives where by the middle of the 1950s, 95% of the peasants were using this method.'
'Mao realised that China needed to develop industrially and he concentrated on the heavy industries with targets set and new industrial centres growing up. As most industries were nationalised, he was able to control prices and wages and attempt to reduce inflation.'
'He promised equal rights to women and a Marriage Reform Act was passed. This abolished arranged marriages and made divorce easier for women.'
'Large sums of money were invested in education to ensure the supply of highly skilled workers.'

'In 1956, Mao took stock of his achievements, encouraging the people to voice their opinions. These opinions were often very critical and the scheme was ended quickly with many being arrested. It highlighted that there was still a long way to go for China to become a superpower and that opposition to communism still existed.'
'Mao introduced the Great Leap Forward but despite his claims it was not a success. In agriculture and industry, China's output was far behind the superpowers of the USA and USSR.'
'Because of the lack of Russian support, China had not developed atomic weapons. This followed a disagreement between Mao and Khrushchev. Again, it showed China was way behind the superpowers.'

Level 4 Explains achievements AND failures [5–7]

Both sides of Level 3

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

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16 (a) Describe the power struggle after Mao's death.

Level 1 General answer [1–2]

e.g. 'Mao died in 1976.'
'Power lay in the hands of the Gang of Four.'

Level 2 Describes the struggle [2–5]

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

e.g. 'With Mao's death, his widow, Chiang Ching, with the help of three other leading Communists, tried to seize power.'
'This attempt by the so-called 'Gang of Four' failed and they were arrested.'
'In Oct'76, Hua was appointed successor to Mao and Party Chairman.'
'By the middle of 1977, Deng Xiaoping had emerged as the real leader of China even though he refused to become Chairman of the Party.'
'Deng exercised tight control over the Chinese Communist Party. The Gang of Four were put on trial and given long prison sentences.'

(b) Why did Deng introduce economic reforms in China?

Level 1 General answer [1]

e.g. 'China was backward.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To support the large population.'
'To increase production.'
'To satisfy demand.'
'To improve the lives of the Chinese people.'
'To modernise the Communist state.'

Level 3 Explains why [4–7]

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

e.g. 'China had a very large population to support. It was in excess of one billion people and Deng thought that China needed to increase its agricultural and industrial production to service that vast number.'
'To increase production, Deng suggested incentives such as piecework, overtime, bonus payments and profit sharing.'
'To increase agricultural production, Deng allowed peasants to grow more cash crops and then they could sell them at market prices.'
'Deng introduced reforms because there was a demand to satisfy whether it was in cycles, sewing machines or other consumer goods.'
'Deng said that he wanted reforms so that he could improve the life of the people and make society richer. He wanted to raise the wealth of workers e.g. '77–'83 agricultural workers income tripled.'
'Deng needed to keep the support of the people for the Communist Party and therefore he needed to up-date Communism to reflect the needs of the people in the late twentieth century.'

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(c) How far did economic changes in the 1980s change the Communist way of life in China?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Many things changed for the better.'

Level 2 Identifies features [2–3]

e.g. 'There was less state control in industry and agriculture.'
'The cost of living remained high.'
'Foreign visitors and investment was encouraged.'
'Education was seen as important.'
'Birth control policies were introduced.'
'There was little movement towards democracy.'

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

e.g. 'Under Mao, the communes of the Great Leap Forward had been unsuccessful with strict rationing to prevent a famine. Deng saw that China needed to increase production and modernise industry to support the huge population. Incentives drove up production figures.'
'People were free to own their own businesses; record numbers of consumer goods were produced; foreigners were encouraged to visit China and external investment, even from the USA, was encouraged. Under the GLF industry was inefficient and China lost USSR expertise after Mao fell out with the Soviets. During Mao's Five Year Plan, industry had been nationalised.'
'Deng reversed the educational reforms of the Cultural Revolution introducing tougher examinations and making academic success essential.'
'Deng was determined to reduce the rate of population growth and introduced the 'one-child' policy and birth control.'

'Despite increased trade, the cost of living remained high and wages low. Unemployment in 1983 was 12% and with modernisation came Western-style problems of increasing crime and football hooliganism.'
'China did not move closer to democracy and tight control was exercised. In 1986 unrest spread to students in universities. Deng was determined to crush all opposition, resulting in the Tiananmen Square massacre (1989).'

Level 4 Explains changes AND lack of changes [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 development of black trade unionism in the 1920s.

Level 1 General answer [1–2]

e.g. 'The first union helped the dockworkers.'

Level 2 Describes development [2–5]

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

e.g. 'The Industrial and Commercial Workers Union represented dockworkers in Cape Town.'
'It expanded to include workers in textiles, food, clothes, engineering and agriculture.'
'The leader Clement Kadalie had little time for the ANC.'
'By 1928 the membership was about 150,000.'
'The ICU collapsed by 1930 because Hertzog's government would not give any concessions and Kadalie had been replaced as leader.'
'There had been some successes such as in Durban when the union took employers to court for mistreating workers and won the case.'

(b) Why was black resistance to segregation ineffective before 1948?

Level 1 General answer [1]

e.g. 'The ANC was not strong enough.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The moderate approach of the ANC was not successful.'
'Anti-pass demonstrations had no success for men.'
'There was suspicion about Communism.'
'Non-violent resistance led to mass arrests.'
'A lack of strong leaders.'

Level 3 Explains why [4–7]

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

e.g. 'The ANC was ineffective for many years believing the best way to achieve its aims was to keep on good terms with the whites, gaining their respect. Deputations to London to put their case for a share in government failed.'
'There was a lack of decisive leadership and by 1930 the ANC was in the hands of moderates worried about becoming involved in issues such as the anti-Pass Law protests.'
'When the Pass Laws were introduced, they applied only 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 except to draw black Africans into political activity.'
'There were many protests using non-violent resistance. This led to mass arrests, which flooded the courts and brought the work of government to a standstill.'

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(c) How successfully did the South African economy develop in the thirty years after Union?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The economy fluctuated.'

Level 2 Identifies changes [2–3]

e.g. 'There was a period of prosperity during the First World War.'
'There were hard times for the farmers in the 1920s.'
'The world depression hit in the early '30s.'
'The economy grew again after 1934.'

Level 3 Explains progress OR regression [3–5]

e.g. 'The economy did well during the First World War when South Africa fought alongside Britain. A rising gold price helped both the gold mines and local industry to prosper.'
'From 1934, the economy began to grow again fast, a period of growth which lasted forty years. This was fuelled by another international rise in the price of gold, which helped manufacturing industry. The additional income was used to help white farmers.'

'Hard times came in the 1920s when Afrikaner farmers were hit by drought and disease. Many left the land to look for work in the cities. A response to the 'poor whites' was the creating of jobs mainly on the railways, at the expense of the blacks.'
'In the early '30s, the depression hit leading to a political crisis. Trade slumped with the world economic crisis.'

Level 4 Explains progress AND regression [5–7]

Both sides of Level 3

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

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18 (a) What was the 'Black Consciousness' movement?

Level 1 General answer [1–2]

e.g. 'A movement to raise awareness.'

Level 2 Describes the movement [2–5]

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

e.g. 'It was a movement that arose because of political frustrations of black people.'
'It centred around the idea that blacks should gain confidence in their ability to change things for themselves, end their dependence on whites and win their own freedom,'
'It was influenced by the writings of Frantz Fanon, the black power movement in the USA and the international student revolts of the late 1960s.'
'In 1969, black students broke away from the NUSAS to form the South African Students' Association (SASO)'
'In 1972, the Black People's Convention was founded to promote the work of political groups in sympathy with Steve Biko's ideas.'

(b) Why were there violent uprisings in Soweto in 1976?

Level 1 General answer [1]

e.g. 'The students were unhappy with the treatment they were receiving.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It was a protest against government education policy.'
'They were facing unemployment.'
'There was a housing shortage.'
'Black people could not afford to pay increasing costs.'

Level 3 Explains why [4–7]

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

e.g. 'Rioting began when the government ruled that half the lessons should be taught in Afrikaans. Very few people around the world speak Afrikaans and therefore it was far less useful than English.'
'It was more proof that the white government intended education for black people to be no more than to prepare them to be servants or unskilled workers.'
'They had to pay for education whilst whites received it free.'
'Unemployment for black people was rising and housing was scarce in Soweto. They feared being forced into the overcrowded 'homeland'.'
'A recent act had abolished urban local authorities and introduced local boards. This put the cost of running the townships on black residents and they could not afford it.'

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(c) How far was Mandela responsible for the achievement of majority rule? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Mandela was an outstanding leader of his people.'
'De Klerk was important as he brought change.'

Level 2 Identifies impact [2–3]

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

Level 3 Explains Mandela's actions OR other reasons [3–5]

e.g. '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 August 1962 Mandela was arrested, put on trial and put in jail for raising issues of white supremacy.'
'In October 1992 Chris Hani was assassinated. Mandela appeared on TV to appeal for calm.'
'Amid fear of anarchy, Mandela and De Klerk began working together and that power be shared. They signed the Record of Understanding.'
'On 18th of October 1993, after eight years of working together, an interim Constitution emerged.'
'The first democratic election was held in April 1994 and, in May, Mandela was sworn in as President.'

'The other key figure in moving to majority rule was De Klerk. Following the whites-only election of 1989, De Klerk 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 that 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%.'

Level 4 Explains Mandela's actions 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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19 (a) Describe the way of life in Namibia before European colonisation.

Level 1 General answer [1–2]

e.g. 'A series of immigrants moved into Namibia.'

Level 2 Describes events [2–5]

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

e.g. 'The original inhabitants were the Bushmen who were hunters and gatherers.'
'Bantu groups arrived with cattle. They were farmers and fishermen. They produced and traded metal goods.'
'In the 17th century, the Herero moved into Namibia. They were a pastoral and nomadic people who kept cattle. They enslaved some groups and displaced others like the Bushmen to marginal areas.'
'In the19th century, Boers moved northwards occupying some Herero lands, although some intermarried; these were called Basters.

(b) Why was there a Herero uprising in 1904?

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 the way they were treated by the Germans.'
'The Treaty was invalid.'
'Germany sent troops.'
'von Francois built a fort.'
'Germany was after land.'
'The Germans took cattle.'

Level 3 Explains why [4–7]

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

e.g. '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. They were said to be a scientific expedition.'
'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 important was the First World War for the people of Namibia? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Most Namibians were not involved in the fighting.'

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

e.g. 'The Germans surrendered to a South African force in July 1915.'
'Some Rehobothers were killed as they refused to guard South African prisoners of war.'
'Many Namibians were forced to move settlements during the war.'
'The mandate was given to the British.'
'South Africa wanted Namibia.'

Level 3 Explains agreement OR disagreement [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 often cruel country.'
'Namibia became a mandated territory. It was the intention that the mandate was to prepare a 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 Nations refused to agree.'
'South Africa wanted to exploit the people and the natural resources through oppression and exploitation.'
'Farmland was wanted and a large settlement of Boers started on land stolen from Namibians.'

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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20 (a) Describe events immediately following the collapse of the British mandate in Palestine.

Level 1 General answer [1–2]

e.g. 'Partition was proposed.'
'Violence broke out.'

Level 2 Describes events [2–5]

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

e.g. 'The United Nations set up a commission in May 1947 to decide the future of Palestine.'
'It produced a report calling for the partition into a Jewish and Arab state.'
'The Jewish leader, David Ben-Gurion, accepted partition but the Palestinians rejected it. They felt it was wrong to give over half the land to a third of the population.'
'They did not like the idea that large numbers of Arabs would be ruled by a Jewish government.'
'On 14th of May, 1948, Ben-Gurion proclaimed the state of Israel was now in existence.'
'Violence increased as the Arab armies attacked the Jews.'

(b) Why did many Jews go to Palestine between 1945 and 1948?

Level 1 General answer [1]

e.g. 'They went hoping for a better life.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To join existing family and relations already there.'
'To set up a national homeland for Jews.'
'There was nowhere to live in Europe after the War.'
'There was only limited entry into USA and Britain.'
'The USA encouraged Jews to go to Palestine.'

Level 3 Explains why [4–7]

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

e.g. 'Many Jews had left Germany and other European states during the mid 1930s to escape persecution. Some settled in Palestine. In 1945 many Jews wanted to find and settle with existing settlers in Palestine who were their relatives.'
'During the Second World War, many Jews had been displaced, especially those in Germany or German occupied states. Many had no place to return to or, if they did, they found it totally destroyed. This particularly applied to concentration camp survivors. Those who did survive such horrors were glad to leave Europe.'
'With the tragedies for Jews in the Second World War, there was a feeling that Jews should have a homeland of their own and many wanted that in Palestine, their ancestral homeland.'
'After the War, both the USA and Britain put limits on the numbers of Jews allowed in as immigrants. The USA even encouraged Jews to go to Palestine. The USA had much influence because it had a large population of Jews living in the USA.'

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(c) 'There was no winner in the hostilities between Arabs and Israelis in the years 1948-9.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'There were no winners as there was war again soon after.'

Level 2 Identifies impact [2–3]

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

Level 3 Explains success OR failure [3–5]

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

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

Level 4 Explains success AND failure [5–7]

Both sides of Level 3

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

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21 (a) What problems did the arrival of the PLO in Lebanon in 1970 create for that country?

Level 1 General answer [1–2]

e.g. 'Lebanon became a target.'
'The PLO used a lot of violence.'

Level 2 Describes problems [2–5]

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

e.g. 'The PLO established bases in south-east Lebanon and its headquarters in Beirut. It trained people for raids against Israel.'
'These raids led to reprisal raids such as Beirut airport where 13 Lebanese planes were destroyed. Another example of reprisal came after the death of Israeli athletes at the Munich Olympics.'
'Full scale civil war came in 1975 when large areas of Beirut were destroyed. There were 40,000 people killed and hundreds of thousands of people lost their homes.'

(b) Why was the PLO expelled from Jordan in 1970?

Level 1 General answer [1]

e.g. 'Because of the violent action of the PLO.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The main base for the PLO became Jordan after 1967.'
'Some members of the PLO disapproved of Hussein.'
'The PLO became too powerful.'

Level 3 Explains why [4–7]

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

e.g. 'King Hussein disliked Fatah and the PLO as they were a threat to his authority. In towns in Jordan they were often driving around in jeeps, heavily armed, organising roadblocks and demanding money for their cause.'
'Tension increased as new guerrilla groups, using extreme methods, came into being. They organised a series of aircraft hijacks in which many civilians died.'
'Some Palestinians disapproved of Hussein and wanted him removed from power. This led to fierce fighting between the PLO and the Jordanians. The PLO was forced to leave.'

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(c) 'The most significant result of terrorism by the PLO was unpopularity with the rest of the world.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was popular with some, but condemned by many.'

Level 2 Identifies unpopularity/other results [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 unpopularity OR other results [3–5]

e.g. 'The success of Fatah at Karama in 1968 encouraged more recruits to the PLO and the PLO became an independent voice for the Palestinians.'
'Around 1970, they began killing civilians to attract more attention. They also gained massive publicity with the hijacking and destruction of three airliners in Jordan.'
'In 1972, massive publicity was gained for the death of 11 Israeli athletes at the Olympic Games and in 1976 for the hijacking of 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 Palestinians' cause world-wide.'
'In 1988, Arafat finally publicly accepted the existence of Israel and the principle of UN Resolution 242. The Americans invited the PLO to talks. Many welcomed this change of policy.'

'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 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. A period of 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 much 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 unpopularity AND other results [5–7]

Both sides of Level 3

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

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22 (a) What were turnpike trusts?

Level 1 General answer [1–2]

e.g. 'They were set up by Parliament.'
'They were set up to improve the roads.'

Level 2 Describes trusts [2–5]

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

e.g. 'They were bodies set up by Act of Parliament with powers to collect road tolls for maintaining the main roads in Britain during the 18th and 19th centuries.'
'By 1830 there were 1,000 trusts administering 30,000 miles of road and taking tolls at 8,000 toll gates and side bars.'
'Each trust needed a separate Act of Parliament. It usually came from a local initiative and the Act gave trustees responsibility. These were local gentlemen who were unpaid but they employed a clerk, treasurer and surveyor.'
'They erected toll houses and were obliged to put in milestones.'
'Trusts went into decline with the coming of the railways and were taken over by the 1888 Local Government Act.'

(b) Why was it necessary to improve methods of transport by the beginning of the nineteenth century?

Level 1 General answer [1]

e.g. 'The Industrial Revolution was growing rapidly.'
'Goods had to be moved for industry.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The population was growing and needed supplies.'
'Raw materials needed to be moved to the manufacturing areas.'
'Needed a reliable form of transport to move goods to market.'
'Stretches of roads were mud tracks or rutted.'
'Some roads were expensive to use.'
'Movement of goods was slow on canals.'
'Diets needed improving.'

Level 3 Explains why [4–7]

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

e.g. 'Britain had seen a rapid rise in the population during the latter half of the eighteenth century. This population needed feeding, clothing and housing, which meant agriculture and industry increased production.'
'Raw materials such as cotton, coal, iron, limestone and timber needed to be moved to manufacturing areas from ports or mines.'
'Finished goods needed to be moved to market quicker and in good condition.'
'Horses and wagons were struggling to move bulky goods on many roads because of their poor condition, or, if they had come under a turnpike trust, they were too expensive to use.'
'Canal transport was ideal for the movement of bulky goods if there was no urgency and they were good for moving pottery to market, but if the goods needed to be moved quickly then both road and canals struggled. The age of the railway was urgently needed.'

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(c) 'Brunel contributed more to the development of the railways than the Stephensons.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They were equally great pioneers.'
'The Stephensons developed the railways in the north, while Brunel developed them in the south.'

Level 2 Identifies impact [2–3]

e.g. 'Stephenson introduced the standard gauge.'
'Brunel introduced the broad gauge.'
'The Stephensons built the Rocket.'
'Brunel built Box Tunnel.'
'George Stephenson was engineer of the Liverpool to Manchester Railway.'
'Brunel was Chief Engineer of the Great Western Railway.'

Level 3 Explains impact of Brunel OR the Stephensons [3–5]

e.g. 'George Stephenson was the engineer of the Stockton and Darlington railway built to improve the transportation of coal.'
'George introduced the standard gauge of 4 feet 8 ½ inches.'
'George was chief engineer and Robert chief surveyor of the Liverpool to Manchester railway and overcame many difficulties including Chat Moss.'
'The Liverpool and Manchester railway was the first passenger railway.'
'The Rocket, designed by George and Robert won the Rainhill Trials.'
'The London to Birmingham railway was designed by Robert over difficult ground.'

'Brunel was Chief Engineer of the Great Western Railway and built the line from Bristol to London.'
'It included two difficult engineering problems overcome by the Sonning Cutting in Berkshire and Box Tunnel near Bath. The tunnel was two miles long and took six years to complete.'
'Brunel used his broad gauge of just over seven feet to ensure comfort, safety and increased speed.'
'Brunel built the Bristol to Exeter line, the South Devon railway and Cornish railway. He built the Royal Albert Bridge over the Tamar. Here he pioneered the sinking of iron caissons into deep water to enable secure foundations for supporting piers to be made on bed rocks, 80 feet below high water.'

Level 4 Explains impact of Brunel AND the Stephensons [5–7]

Both sides of Level 3

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

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23 (a) What were the 'New Model Unions' of the 1850s and 1860s?

Level 1 General answer [1–2]

e.g. 'They were craft unions.'
'They were well organised.'

Level 2 Describes features [2–5]

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

e.g. 'These unions were organised on a restrictive craft basis. They represented engineers, boiler makers, builders, spinners and weavers.'
'They amalgamated smaller unions. They were nationally led and their fees and benefits were fixed nationally. There were no strikes without authorisation from national headquarters.'
'Fees tended to be high. The Amalgamated Society of Engineers paid one shilling per week. This was well administered and could give substantial benefits.'
'These unions encouraged apprenticeships to keep up standards.'
'These unions gained the support of the middle classes because they tended to be cautious and conservative and rarely went on strike. If they went on strike, they often had very large strike funds.'

(b) Why did unions for the unskilled grow in the 1870s and 1880s?

Level 1 General answer [1]
e.g. 'They grew because they were needed.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To represent the lower paid.'
'There were large numbers of workers enduring very poor conditions.'
'There were people willing to stand up for these workers.'

Level 3 Explains why [4–7]

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

e.g. 'The number of unskilled workers was growing and they needed representation.'
'Political parties helped unskilled workers to form unions.'
'Many saw the value of unions during periods of depression.'
'The success of the Match Girls encouraged others.'
'Wages had increased and they could afford subscriptions.'
'Union membership put members in a stronger bargaining position.'
'There were a number of strong willed and determined leaders, such as Tillett and Mann. They were determined to stand up to the employers in an attempt to improve working conditions.'

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(c) How successful were the courts and Parliament in limiting the power of unions between 1865 and 1913?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Some of the Acts passed reduced the powers of the unions.'

Level 2 Identifies impact [2–3]

e.g. 'Hornby v Close was about stolen union funds.'
'The Trade Union Act and the Criminal Law Amendment Act affected the power of the unions.'
'The Conspiracy and Protection of Property Act changed the law about pickets.'
'The Taff Vale case affected the right to strike. This was changed by the 1906 Trades Disputes Act.'
'The Osborne Judgement and the 1913 Trade Union Act were about the political levy.'

Level 3 Explains progress OR loss of power [3–5]

e.g. 'Under the Trade Union Act of 1871, trade unions became full legal organisations and, as a result, their funds were legally protected from theft by officials.'
'The Conspiracy and Protection of Property Act of 1875 permitted trade unions to use peaceful picketing during strikes. Unions could now organise effective strikes.'
'The Trades Disputes Act changed the Taff Vale ruling by stating that unions were not liable for losses caused by strike action.'
'The Trade Union Act of 1913 said that a political levy was legal. Anyone could opt out.'

'In Hornby v Close of 1867, the union was refused permission to prosecute their treasurer for the funds he stole. This meant they could not sue for money stolen from a union.'
'The Criminal Law Amendment Act prohibited picketing. This angered trade unionists as they considered it to be a valid weapon against bosses.'
'The Taff Vale Judgement of 1901 made unions compensate for losses suffered from strike action. This made strikes almost impossible.'
'The House of Lords (The Osborne Judgement, 1909) decided the political levy was illegal. This was a severe blow to the Labour Party as this money was used to support Labour MPs in Parliament.'

Level 4 Explains progress AND loss of power [5–7]

Both sides of Level 3

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

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24 (a) Describe China's relations with European countries in the nineteenth century.

Level 1 General answer [1–2]

e.g. 'China wanted isolation.'
'European nations wanted to trade.'

Level 2 Describes relations [2–5]

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

e.g. 'At the beginning of the century, China wanted isolation, but countries such as Britain wanted to trade for Chinese silk, porcelain and tea.'
'Britain began trading opium illegally, leading to two wars. Britain gained most favoured status.'
'China began to copy some of the Western ways and also traded regularly with Britain, France, Russia and Germany.'
'In the last five years of the century, further concessions were made to these four countries.'

(b) Explain the significance of the Boxer rising.

Level 1 General answer [1]

e.g. 'It removed foreigners.'

Level 2 Identifies significance [2–4]

(One mark for each)

e.g. 'It showed anti-foreign feeling.'
'It expressed the concern that China was being taken over.'
'It showed resentment towards missionaries.'

Level 3 Explains significance [4–7]

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

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

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(c) 'By 1900 Western Imperialism had made little impact on Chinese society and culture.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Some adopted western ideas but most were untouched.'

Level 2 Identifies impact [2–3]

e.g. 'The vast majority were ruled by custom and tradition.'
'The Emperor, Mandarins and landlords resisted change.'
'Opium had been introduced.'
'Western equipment and training was made available.'
'Education reforms at the end of the century were rejected.'
'The Boxer Rising showed the hatred towards foreign influence.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Emperors were against change. They studied the writings of Confucius, who said that in the past everything was good, and that therefore, all change is bad.'
'When Emperor Guangxu attempted moderate reforms in education as suggested by the western powers, he was overthrown by his aunt, the Emperor Dowager Cixi.
The Boxer Rising showed that foreign influences were hated. The secret society, the Boxers, organised a rising to get rid of foreigners. They killed 200 missionaries and 30,000 Chinese.'

'From the 1840s onwards the European powers took advantage of the weakness of China and started to divide the country among them. They introduced factories and trade and the Chinese took part reluctantly.'
'Many had been influenced by the introduction of opium in the early part of the nineteenth century. This definitely affected the culture.'
'Chinese society was changing as foreign powers encouraged the building of railways, the introduction of the telegraph, and the development of mines for coal and iron and mills for textiles.'

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 was the outcome of the Berlin Conference of 1884-5?

Level 1 General answer [1–2]

e.g. 'It sorted out Africa.'

Level 2 Describes impact [2–5]

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

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

(b) Why was there a rush to create colonies in Africa in the nineteenth century?

Level 1 General answer [1]
e.g. 'To increase wealth.'
'To get more land.'
'To increase status.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Many saw the value of these territories financially.'
'To maintain a balance of power.'
'It encouraged patriotism.'
'To establish trade.'
'To build an empire.'

Level 3 Explains why [4–7]

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

e.g. 'Missionaries, like Dr.Livingstone, drew attention to the opportunities presented by unexplored territories.'
'Many statesmen wanted colonies to balance those acquired by their competitors.'
'Some thought the acquisition of an empire was something to be proud of.'
'There were strong economic reasons. The colony would be expected to contribute raw materials and food products and provide a market for manufactured goods.'
'To give an opportunity to invest surplus profits into new projects and so create new markets for their manufactures.'
'To provide new areas for emigration for the growing populations.'

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(c) How significant was the impact of European civilisation on Africans in the nineteenth century?
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 positive effects OR negative effects [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 only improved to benefit trade.'
'The wealth from minerals and crops produced was taken by the West.'

Level 4 Explains positive effects AND negative effects [5–7]

Both sides of Level 3

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

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