UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2011 question paper

for the guidance of teachers

0470 HISTORY

0470/11 Paper 1, maximum raw mark 60

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

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

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

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UNIVERSITY of CAMBRIDGE
International Examinations

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 progress of the revolutions in Sicily and Naples in 1860.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'The revolutions were successful.'

Level 2 Describes progress [2–5]

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

e.g. 'The rule of Ferdinand II came under attack from uprisings during April 1860 in Messina and Palermo but they were suppressed.'
'In May, Garibaldi and his 1000 volunteers landed in Marsala and won the battle of Calatafimi. By May 14, Garibaldi was proclaimed dictator of Sicily and he seized Palermo.'
'Within six weeks Garibaldi was on the mainland and took Naples in September as thousands joined his volunteers.'
'Ferdinand fled northwards but Cavour and Victor Emmanuel's army moved south. Garibaldi handed over power to Victor in Naples in October, 1860.'

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1 (b) Why did Napoleon III become involved with Piedmont in a war against Austria?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'He always had an interest in Italy.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Napoleon supported early Italian groups.'
'The Orsini Bomb Plot reminded him of Italy.'
'He wanted a strong foreign policy.'
'Cavour persuaded him.'
'Napoleon wanted land and influence.'

Level 3 Explains why [4–7]

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

e.g. 'Napoleon had been a member of the Carbonari during his youth. He wanted to see an Italian state without the influence of Austria.'
'The Orsini Bomb Plot reminded Napoleon of his former interest in Italy. This could have persuaded him that he wanted nothing to do with Italian nationalists, but it had the opposite effect.'
'At Plombieres, Cavour persuaded Napoleon to help remove the Austrians from northern Italy in return for Nice and Savoy.'
'Napoleon wanted to be an international statesman and have an active foreign policy like his uncle, Napoleon I.'

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1 (c) How far does Cavour deserve to be regarded as the creator of the Kingdom of Italy? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Mazzini, Cavour and Garibaldi all played their part.'

Level 2 Identifies politicians' contributions [2]

e.g. 'Mazzini was the prophet for a united Italy.'
'Cavour worked with France in secret.'
'Garibaldi liberated Sicily and Naples.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Cavour's diplomatic skill ensured Piedmont-Sardinia dominated Italian politics and to this end he continued the programme of reform and opposed Austrian domination.'
'Cavour's work as prime minister was designed to strengthen transport communication and telegraph lines, essential for industrial growth and an asset in war. He encouraged industrialists to build factories and he encouraged scientific farming.'
'Cavour's troops acquitted themselves well in the Crimea and at the peace conference he gained the support of Napoleon who was sympathetic to Italian liberation in northern Italy.'
'Following an agreement that France would support him if Austria attacked, Cavour then provoked Austria who declared war. Austria was defeated and Cavour formed a union of NW Italy.'

'Mazzini had formed Young Italy and prepared the way for unification.'
He established the Roman Republic temporarily in 1848/9 and showed what had to be done in the future.'
'Garibaldi led an expedition to Sicily and he liberated the whole of southern Italy. In 1860 he recognised Victor Emmanuel II as King of Italy when he surrendered his conquests.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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2 (a) Describe the different views which existed within the Frankfurt Parliament.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'There were many different views.'

Level 2 Describes views [2–5]

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

e.g. 'Most wanted a united Germany but could not agree whether Austria should be included.'
'Some delegates wanted 'kleindeutschland', a small Germany without Austria, while others wanted 'grossdeutschland', a Germany including Austria.'
'There were split views on who should lead Austria or Prussia.'

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2 (b) Why did Prussia suffer humiliation at Olmutz (1850)?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Austria was stronger.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'The Frankfurt Parliament had failed to act.'
'Frederick William had rejected the crown.'
'Austria was strong militarily.'
'Olmutz made Austria dominant.'

Level 3 Explains why [4–7]

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

e.g. 'Prussia had an opportunity to lead Germany through the actions of the Frankfurt Parliament. It had offered the Imperial Crown to Frederick William of Prussia, but he had turned it down.'
'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.'

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2 (c) 'France posed a greater threat than Austria to German unification.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Both threatened unification during the nineteenth century.'
'France under Napoleon lll became the biggest threat.'

Level 2 Identifies threats [2]

e.g. 'Austria was the dominant threat early in the century.'
'Austria was a spent force in the 1860s.'
'Napoleon had an active foreign policy.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Louis Philippe had a restrained foreign policy, but, when Napoleon lll became emperor, he adopted a more active foreign policy.'
'Napoleon had already involved himself in the Italian question and was to acquire Savoy and Nice. It was rumoured that Napoleon wanted Luxemburg.'
'Napoleon wanted a foreign policy to match his uncle's. He considered himself a 'man of destiny'.'
'The southern German states could be a target for Napoleon's acquisitions.'
'Napoleon's army was growing in strength and was able to defeat the Austrians over northern Italian territory.'

'Austria had been a dominant force from 1815 to 1850.'
'In 1850 at Olmutz it reasserted its power.'
'During the '60s it was a declining power, having been 'pushed around' over Schleswig-Holstein and its defeat by Prussia in 1866.'
'Its army had been strong in the first half of the century, but now it was in decline, lacking reform and investment.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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3 (a) How did many slaves escape to the Northern states of the USA and what was done to stop them?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'They ran away.'

Level 2 Describes actions [2–5]

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

e.g. 'Between 1840–1850 about 1000 slaves escaped to the North each year. Many walked by hiding in forests and swamps. Some made it by horse. Others stowed-a-way on boats or railways.'
'Many sought the help of Quakers or abolitionists who found safe houses.'
'In 1850 Congress passed the Fugitive Slave Act which meant a Federal Marshall had to arrest a runaway slave or be fined $1000. If anyone was found to be aiding a slave they could receive a prison sentence of 6 months and a $1000 fine.'
'Under the Fugitive Slave Act, slaves had to be returned to their owners.'

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3 (b) Why did the North disagree with the South over slavery?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'The South wanted slaves but the North did not.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'There were no slaves in most Northern states.'
'The Southern economy depended on slaves.'
'Lincoln was an opponent of slavery.'
'The Republicans opposed slavery.'
'The North opposed slavery on moral grounds.'

Level 3 Explains why [4–7]

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

e.g. 'The Northern states were mainly 'free' states and did not support slavery, while the whole of the South had slaves. The North opposed the South over slavery on moral grounds. Many Northern writers and politicians thought it was plain wrong to have slaves.'
'The Southern economy based on agriculture and especially cotton needed plenty of cheap or free labour and, therefore, the South supported slavery.'
'The Republican Party dominated Northern politics and opposed slavery. When Lincoln became president it was a matter of time before slavery was abolished.'

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3 (c) 'Black Americans gained little from the Civil War.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'They had no rights.'

Level 2 Identifies positive and/or negative effects [2]

e.g. 'They were better off because they were free.'
'They could vote.'
'There was prejudice.'
'Pay was low.'
'They could move states freely.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The defeat of the South in the Civil War resulted in slavery being abolished. Therefore, they were free.'
'Former slaves could move states. Many moved to the North to find employment.'
'The black vote was confirmed in the Reconstruction Act of 1867.'

'The treatment of the ex-slave population was bad. Blacks were discriminated against and were victims of racial prejudice.'
'The Ku Klux Klan was formed to terrorise black people newly freed from slavery.'
'In Alabama and Texas, Black Codes were introduced that limited rights and tolerated other forms of discrimination.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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4 (a) What military and diplomatic commitments had European countries made with each other by 1914?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Europe was divided into two armed camps.'

Level 2 Describes commitments [2–5]

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

e.g. 'There was the Triple Alliance and the Triple Entente.'
'The Triple Alliance was formed between Germany, Austria-Hungary and Italy. It was a military alliance.'
'In 1894 the Franco-Russian Alliance was formed.'
'In 1904 the Entente Cordiale was signed between France and Britain.'
'In 1907 the Triple Entente was signed between Britain, France and Russia. It was an alliance of friendship.'

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4 (b) Why were relations tense between Britain and Germany between 1900 and 1914?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Both countries wanted to be the dominant power.'
'There was much competition.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Kaiser Wilhelm wanted a German Empire.'
'Wilhelm wanted to test and break the Entente Cordiale.'
'Germany wanted a large navy to challenge Britain's.'
'Britain wanted to keep its naval superiority.'
'Both were part of rival alliances.'
'Because of issues over Morocco.'

Level 3 Explains why [4–7]

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

e.g. 'Tension increased between Britain and Germany when Wilhelm decided that Germany should have a large empire to provide materials and markets for its growing industries.'
'In Morocco in 1905 and 1911, Wilhelm tested the Entente Cordiale by interfering in France's influence over the Sultan of Morocco. Britain gave France support, which annoyed Wilhelm and increased the tension.'
'The German government had believed that sea power was the key to the successful build up of a great empire. It followed, therefore, that Germany needed a much larger navy capable of challenging the world's greatest sea power, which was Britain.'
'The launch of the super-battleship 'Dreadnought' in 1906 made all previous battleships obsolete or out of date. It meant Britain was only one new battleship ahead of Germany. A race developed between the two countries to see who could build the most.'
'Britain feared German world domination if the Kaiser had both the strongest navy and army. Britain worried that the German fleet would be based in the North Sea, while Britain's navy was spread around the world.'

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4 (c) How far did problems in the Balkans cause the First World War? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Problems in the Balkans brought war closer.'

Level 2 Identifies problems [2]

e.g. 'Austria was alarmed at Serbia's growing power in the Balkans.'
'Austria had added Bosnia-Herzegovina to its empire.'
'Russia supported Serbia, while Germany supported Austria.'
'The assassination of Franz Ferdinand triggered the war.'
'Naval rivalry between Britain and Germany.'
'Colonial rivalry between Britain and Germany.'
'The rival alliances caused tension.'

Level 3 Explains problems in the Balkans OR other reasons [3–5]

e.g. 'The Serbians wanted to make Bosnia part of a 'greater Serbia' but Austria-Hungary added Bosnia-Herzegovina to its own empire in 1908. The Serbians asked Russia for help and Russia called for an international conference to discuss Austria's action. Austria refused to attend and Germany supported Austria. Russia backed down. Russia drew closer to France and Britain.'
'In 1912–13, the armies of the Balkan League drove Turkey out of Europe. Austria was alarmed at this as Serbia emerged as the strongest Balkan state.'
'When Serbian conspirators assassinated Franz Ferdinand in 1914 at Sarajevo, the Austrians decided that Serbia was responsible and had to be punished, thus triggering the start of the war.'

'The formation of the Triple Entente and the Triple Alliance meant war was more likely. If one state within one of the alliances was offended by a member of the rival alliance it could lead to many nations being pulled into war.'
'The decision by Wilhelm to form a German empire caused alarm amongst the British and French. They now had a colonial rival with a rapidly growing fleet, which particularly concerned Britain.'
'The naval race between Britain and Germany in the twenty years before war became intense. The building of dreadnoughts on both sides increased the tension.'

Level 4 Explains problems in the Balkans AND other reasons [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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5 (a) In what ways was the Treaty of Versailles designed to restrict Germany's ability to attack France?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Land was taken away from Germany.'
'Germany's armed forces were restricted.'
'There were economic restrictions.'

Level 2 Describes ways [2–5]

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

e.g. 'Alsace-Lorraine was returned to France.'
'The Rhineland was to be de-militarised.'
'The Saar Basin was to become a mandate under the League. It was handed over to France for fifteen years.'
'Eupen-Malmedy was handed over to Belgium and Northern Schleswig to Denmark. This strengthened these countries and, therefore, helped protect France.'
'Limiting the German army to 100,000 and not allowing conscription lessened the threat to France.'
'Germany was not allowed tanks or military aircraft and this meant less threat to France.'

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5 (b) Why did the Treaty of Versailles punish Germany?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Because Germany lost the war.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Germany started the war.'
'Germany had invaded Belgium and France.'
'Germany had inflicted massive damage on Belgium and France.'
'Germany had punished Russia severely at Brest-Litovsk.'

Level 3 Explains why [4–7]

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

e.g. 'It was expected that if a country lost a war it would be punished by the victors. The French had been heavily punished in 1871 by the newly formed Germany and, therefore, Germany could expect similar treatment.'
'Clause 231 had stated that Germany was solely responsible for starting the war and, therefore, should be punished. The 'war guilt' clause was highly controversial.'
'Germany took the first major action of the war by following the Schlieffen Plan and invading Belgium and then invading France.'
'Germany had caused massive damage to the infrastructure of Belgium and France. Even in retreat, the Germans deliberately destroyed mines, railways, factories and bridges.'
'By the end of 1917, Russia was defeated. In March 1918, Russia's new Bolshevik government signed the Treaty of Brest-Litovsk. The Germans inflicted severe punishment on Russia by taking Finland, the Baltic States, its Polish provinces and the Ukraine. It is not surprising the Allies wanted to heavily punish Germany similar to Germany's treatment of Russia.'

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5 (c) 'The peacemakers of 1919–20 dealt successfully with the problems they faced.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'At the time, it was the best that could be achieved.'

Level 2 Identifies agreement/disagreement [2]

e.g. 'The Treaty of Versailles could have been harsher.'
'The Treaty of Versailles failed to encompass the Fourteen Points.'
'The treaties led to another war.'
'The treaties failed with the countries of central Europe.'
'They blamed the wrong people.'
'Creating the League dealt with the problems of the time.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Many at the time thought it was about right. A more generous treaty would not have been acceptable to the people of Britain and France who wanted compensation for loss of lives and damage.'
'The treaties made some progress in giving self determination as recommended in the Fourteen Points. This led to Czechoslovakia, Poland and Yugoslavia being formed.'
'In the Armistice, the Germans agreed to reductions in their armed forces, losses of territory and the principle of reparations. They should not have been surprised when these were included in the peace treaty.'
'Many think a reasonable job was done as the problems faced were very complex with strong demands for the Treaty to be even harsher against Germany as Germany had forced a much harder peace on Russia under the Treaty of Brest-Litovsk.'

'The treaties left defeated countries very bitter and determined to get revenge. This is particularly true of Germany where Hitler gained support to overthrow the Treaty.'
'The treaties failed in Central Europe as they created states with too many rival minorities, such as the Serbs, Bosnians and Croats forming Yugoslavia.'
'Turkey was treated unfairly to satisfy France, Britain and Greece. The Treaty of Sevres only lasted three years.'
'The Treaty punished the ordinary German people rather than those responsible. Would it have been better to keep Germany relatively happy with the rise of Communism in Russia?'
'It was wrong to put the sole blame on Germany as other countries had followed aggressive imperialism including Britain and France.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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6 (a) What steps did the League of Nations take against Japan following the invasion of Manchuria?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'They did very little.'

Level 2 Describes steps [2–5]

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

e.g. 'They used moral condemnation.'
'When China appealed to the League for help, it instructed Japanese forces to withdraw.'
'The League decided to set up a Commission of Inquiry under Lord Lytton.'
'The Commission was sent to the area to gather information and report on what happened. It took nearly a year to do so.'
'When the Report was published in late 1932, it condemned Japan's actions.'
'The members of the League accepted Lytton's conclusions and again instructed the Japanese to leave. The Japanese ignored the report and instruction, and left the League.'

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6 (b) Why did the Depression cause problems for the League?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Countries looked after themselves.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'One of the League's aims was to encourage economic trade between countries.'
'The Depression turned people to extreme political parties.'
'Extremism increased militarism.'
'Countries began to look after themselves.'
'Countries were invaded for economic reasons.'

Level 3 Explains why [4–7]

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

e.g. 'The World Depression had political consequences. Many had lost their jobs and turned to extreme political parties that promised solutions to the economic crisis. These extremist parties, like the Nazis in Germany, did not believe in democracy and international co-operation. They cared for themselves and ignored the authority of the League.'
'Many extreme parties were nationalist and an aspect of extreme nationalism was militarism. Parties, like the Nazis, built up their armed forces and used aggression against other nations. This was against the aims of the League.'
'Economic rivalry increased and replaced co-operation with many countries being badly hit by loss of exports which in turn lost imports. Some of these countries, such as Japan, turned to expansion.'
'The Depression had damaged world trade and the imposition of economic sanctions would damage it further.'

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6 (c) 'The League of Nations was based on sound ideas.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'The League was too idealistic.'

Level 2 Identifies ideas [2]

e.g. 'It was introduced to keep the peace.'
'It was set up to keep the peace settlement.'
'The idea was to use collective security.'
'The League was to encourage international trade.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The creation of the League was an attempt to make sure nations did not have to live through the horrors of world war again. It encouraged governments to strive for world peace by urging them to talk over their problems rather than going to war. The League wanted countries to disarm so that they would not be tempted to use military action to settle their differences.'
'The League's agencies were to raise peoples' awareness on a whole range of social issues.'

'The League was too idealistic to believe that all countries would sit around a table to solve their problems. Not all countries were members and some left when problems arose. Countries were not willing to disarm as this would give away their security.'
'The League had no standing army and this was unrealistic in its belief that moral and economic sanctions would work in all cases or that countries would give military support.'
'The League was trying to uphold the peace settlement even when founder members thought some terms were too harsh and were willing to make adjustments to the treaties or ignore parts.'
'All members were to have equal voting rights. All decisions in the Assembly and the Council had to be unanimous. This was fine if members agreed with each other, but not when they disagreed.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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7 (a) What measures were taken in 1961 to prevent movement of people between East and West Berlin?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'A wall was built.'

Level 2 Describes measures [2–5]

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

e.g. 'On the 13th of August, East German soldiers erected a barbed-wire barrier along the frontier between East and West Berlin, ending all free movement from East to West.'
'It was quickly replaced by a concrete wall. All the crossing points from East to West Berlin were sealed, except one, known as 'Checkpoint Charlie'.'
'People were shot.'
'They built the Berlin Wall.'
'They guarded the wall.'

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7 (b) Why did the Polish government attempt to suppress 'Solidarity' in the early 1980s?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'It was a threat.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Solidarity was becoming too powerful.''
'Solidarity's 'open letter' went too far.'
'Jaruzelski and Walesa could not agree.'
'Solidarity was acting as a political party.'
'There were many factions in Solidarity.'
'The Soviet Union had seen enough.'
'The Polish government wanted to avoid Russian intervention.'

Level 3 Explains why [4–7]

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

e.g. 'The Solidarity Congress produced an 'open letter' in 1981 saying that they were campaigning not only for their own rights but for the rights of workers throughout the Communist bloc. This worried the Polish and Soviet governments.'
'Jaruzelski and Walesa negotiated to form a government of national understanding but this broke down in December 1981 after many tense exchanges.'
'The government declared that it had secret tapes of a Solidarity meeting setting up a new provisional government, without the Communist Party.'
'There were many factions within Solidarity. Some felt that the only way to make progress was to push the Communists harder until they cracked under pressure.'
'The Soviet Union had seen enough. It thought the situation in Poland had gone too far. If Poland's leaders would not restore Communist control in Poland, then it would. This was something the Polish leaders wanted to avoid and, therefore, they felt they had to take action.'

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7 (c) 'The collapse of Soviet control in Eastern Europe was not the fault of Gorbachev.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Yes it was because he was in power.'

Level 2 Identifies reasons [2]

e.g. 'The economy of the Soviet Union was failing.'
'He introduced reforms.'
'He made links with the West.'
'Communist countries were no longer dominated.'
'The USSR was broken up.'
'Gorbachev introduced 'perestroika' and 'glasnost'.'
'Solidarity was responsible more than Gorbachev.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Gorbachev proposed many changes that hard-line communists found difficult to accept. He was unpopular because his economic reforms did not work as they expected too much too quickly.'
'Gorbachev's withdrawal of Red Army support for other communist countries resulted in, one by one, the communist governments coming to an end.'
'Gorbachev proposed that the economy be improved by 'perestroika', which included some capitalist practices.'
'He wanted more 'glasnost', an openness to restoring faith in government and ending corruption. Criticism of government would be allowed. He cut back money spent on the arms race and signed a treaty with USA.'

'The USSR was already in crisis and needed change because there was much corruption with many Party members living in luxury whilst the workers were living in poverty.'
'Industry and agriculture were not efficient and this led to expensive imports and this was affecting the economy.'
'Large sums of money were being spent on defence at the expense of many citizens living in poverty. An expensive war was being fought in Afghanistan.'
'The Solidarity movement showed that if people stood together against oppression it was difficult to deal with.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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8 (a) Describe the structure of the United Nations Organisation (UNO).

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'It is a meeting of countries.'

Level 2 Describes structure [2–5]

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

e.g. 'The Security Council consists of five permanent members – USA, Russia, Britain, France and China. Any permanent member can veto any UNO action.'
'The General Assembly consists of all member states. Each has one vote. If it has a two-thirds majority, it can overrule the Security Council.'
'The International Court of Justice deals with legal disputes between members.'
'There are Agencies which aim to improve living standards and guarantee human rights e.g. UNESCO, WHO, UNICEF, FAO, ILO.
'There are numerous other bodies like the Trusteeship Council, the International Criminal Court, the Economic and Social Council, the UNHC for Refugees.'
'There is a Secretary-General and there is a Secretariat.'

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8 (b) Why did the United Nations become involved in the Korean War?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Because of a threat to peace.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'North Korea invaded the South.'
'North Korea was being aggressive.'
'The USSR was boycotting the UN.'
'The USA was concerned over the spread of communism.'

Level 3 Explains why [4–7]

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

e.g. 'President Truman believed the Soviet Union had told North Korea to invade and he persuaded the United Nations to send a force to help the South Koreans.'
'The UN Security Council decided that the North Koreans had broken world peace and were guilty of planned aggression. The UN called on them to withdraw to the 38th Parallel.'
'The North Koreans ignored this demand. The Security Council met again and called on UN members to repel the attack.'
'The USSR was absent from the Security Council in protest against China being represented by the Chinese Nationalists and therefore was not present to use its power of veto.'
'The USA was concerned about the spread of communism and as the single biggest contributor to the UN budget, was in a powerful position to influence other UN members.'

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8 (c) How successful has the United Nations been? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'It has been better than the League of Nations.'
'There have still been wars.'

Level 2 Identifies successes / failures [2]

e.g. 'Humanitarian agencies have been successful.'
'It has a wide membership.'
'It arranges ceasefires and negotiations.'
'There have still been long wars like Vietnam.'
'It failed to solve the Cold War.'
'It stood up to aggression as in Korea.'

Level 3 Explains successes OR failures [3–5]

e.g. 'The UN has a much wider membership than the League and, therefore, it is a genuine world organization. Both the USA and USSR were founder members of the UN. By 2002 there were 191 members.'
'The UN has many successful humanitarian agencies such as the WHO, which wages a continual battle against malaria, tuberculosis, leprosy and cholera. It keeps stocks of vaccines and it trains doctors and nurses for developing countries. It eliminated smallpox in the 1980s.'
'UNESCO encourages the spread of literacy. It fosters international co-operation between scientists, scholars and artists in all fields, working on the theory that the best way to avoid war is by educating people's minds in the pursuit of peace. It has spent much time and money setting up schools and teacher-training colleges in under-developed countries.'
'In the Korean War, the UN took decisive action to stop the attack on southern Korea by communists from the North. It was able to preserve the frontier between the two Koreas.'

'The UN proved to be ineffective when the Russians crushed the Hungarian Rising in 1956. The Hungarian government appealed to the UN, but the Russians vetoed a Security Council resolution for withdrawal.'
'In the civil war between Bosnian Muslims and Serbs, the UN failed to send enough troops to impose law and order. In 1995, the UN failed to stop the Serbs from capturing Srebrenica and Zepa, supposedly safe areas for Muslims. It led to the murder of 8000 Muslim men in Srebrenica.'

Level 4 Explains successes AND failures [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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9 (a) What part did Hitler play in the Munich Putsch?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Hitler was the key figure in the Putsch.'
'Hitler organised the Putsch.'

Level 2 Describes part played by Hitler [2–5]

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

e.g. 'On 8 November 1923, Hitler led his supporters to a Munich beer-hall where they broke up a meeting of the Bavarian state officials.'
'Hitler forced the officials to agree to take part in a putsch against the government.'
'On the 9 November, Hitler led 3000 Nazis with General Ludendorf on a march through Munich, seizing buildings.'
'Hitler escaped in a car.'

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9 (b) Why was the Munich Putsch important for Hitler and the Nazi Party?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'It showed they would not gain power by violence.'
'The Nazis needed to change.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Hitler miscalculated the public mood.'
'It highlighted that the Nazis needed to outline their main beliefs.'
'It gained Hitler enormous publicity.'
'Prison gave Hitler time to reflect.'
'Progress for the Nazis would only come through the ballot box.'

Level 3 Explains why [4–7]

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

e.g. 'The Putsch showed that the SA was no match for the police and armed forces in Bavaria and yet this was one of the strongest areas for the Nazis.'
'It meant that it was most unlikely that the Nazis would be able to seize power in the future because they did not have sufficient military force or the support from the people for a putsch.'
'The Putsch turned Hitler into a nationally known politician. Hitler gained enormous publicity for himself and his ideas as every word was reported in the newspapers.'
'As a result of the Putsch, Hitler realised that power could best be achieved in Germany through the ballot box rather than an armed uprising.'
'While in jail, Hitler dictated Mein Kampf which set out the Nazis' main beliefs and this became the basis of the party's manifesto at future elections.'

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9 (c) To what extent was Hitler's appointment as Chancellor in 1933 a result of his personal popularity? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Other politicians were failing to solve the problems.'
'Hitler had a magnetic personality.'

Level 2 Identifies reasons [2]

e.g. 'Hitler was a great orator.'
'Hitler made good use of propaganda.'
'Hitler became popular with industrialists.'
'There were economic and political crises.'
'Hitler had attractive policies.'
'Opposition groups were weak.'
'Disillusionment with democracy.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Hitler was a skilled public speaker and proved to be very persuasive. For the difficult times, he had attractive policies for the German people. Joseph Goebbels made effective use of propaganda and helped to portray Hitler as a commanding figure who had the answers to Germany's problems.'
'Hitler was popular amongst many industrialists, who feared that a communist government would take over their businesses.'
'Hitler was popular amongst military leaders as he recommended a strengthening of the German armed forces.'
'Hitler was admired by ordinary Germans because his policies were becoming popular. He wanted to abolish the Treaty of Versailles; he was anti-communist and he had ideas as to how the unemployment problem could be tackled.'

'The death of Stresemann and the Wall Street Crash in 1929 caused an economic crisis for Germany. People began to lose faith in parliamentary democracy and turned to those offering a radical solution.'
'There were a series of chancellors between 1929 and 1933 – Muller, Bruning, von Papen and von Schleicher – none of them were able to tackle the underlying problems.'
'Increasingly, Hindenburg ruled by presidential decree as the Reichstag met less and less.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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10 (a) What did Hitler hope to achieve from staging the 1936 Olympic Games, and what actually happened?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'He hoped for success.'

Level 2 Describes [2–5]

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

e.g. 'Hitler hoped to show that Germany was superior.'
'Hitler hoped to use the Games to show the supremacy of the Aryan race.'
'Hitler wanted to show the world the achievements of Nazi Germany and its technical efficiency.'
'Foreign visitors were highly impressed with the excellence of the facilities and the efficiency of the organisation.'
'The German team won 33 gold, 26 silver and 30 bronze medals, far more than any other team.'
'The star of the Games was Jesse Owens, a black American, winning four gold medals and breaking eleven world records. This did not please Hitler.'

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10 (b) Why did the Nazis persecute minorities in Germany in the 1930s?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Because of hatred.'
'To maintain the German race.'
Also – who they persecuted.

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Because they thought they were inferior.'
'Some were not worthy of respect.'
'Because Germany lost the war.'
'Because they were Aryans.'
'Their race was the master race.'

Level 3 Explains why [4–7]

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

e.g. 'Nazis believed they were the master race (Aryan) and that other races were inferior. The Nazis persecuted other groups including homosexuals and the mentally disabled as they did not match up to the master race.'
'Nazi propaganda blamed the Jews for the defeat in the First World War. Because of the Nazi belief in extreme pride in racial background.'
'Communists were accused of undermining Germany's efforts in the First World War.'

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10 (c) How successful was the Nazi regime in dealing with opposition? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'The Nazi regime was very successful in dealing with opposition as it ended up with very few opponents in Germany.'

Level 2 Identifies reasons for success and/or lack of success [2]

e.g. 'The SS and Gestapo crushed opposition.'
'Political parties were banned.'
'The Enabling Act stifled opposition.'
'Some Church leaders spoke out against the Nazis.'
'Opposition groups like the Edelweiss Pirates existed.'
'There was an attempted bomb plot on Hitler's life.'
'There was passive resistance and non-co-operation.'
'The Night of the Long Knives was successful.'

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

e.g. 'The Nazis were mostly successful at getting rid of opposition. The SS went round terrorising people into obedience. They could arrest people without trial and put them into concentration camps where people were tortured or indoctrinated.'
'The Gestapo spied on people. They had informers everywhere and encouraged people to inform on their neighbours and children to inform on their parents. It meant for a long time there was little opposition.'

'During the war opposition grew. Some army officers were worried the war was going badly and planned to blow up Hitler. It went wrong and they were all executed.'
'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 arrested and executed in public.'
'Hans and Sophie Scholl led a student group in Munich called the White Rose Movement. They were executed in 1943 for anti-Nazi activities.'
'Martin Niemoller was one of a number of Church leaders who spoke out against the activities of the Nazis. He was a theologian and Lutheran pastor. He spent the years 1937-1945 in concentration camps.'

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

Both sides of Level 3.

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

Level 4 + evaluation.

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11 (a) Describe events in Petrograd on 6–7 November which brought the Bolsheviks to power.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'The Red Guards seized important buildings.'
'The Bolsheviks took the Winter Palace.'

Level 2 Describes events [2–5]

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

e.g. 'On 6 November Trotsky led the Red Guards to seize control of the post offices, bridges and State Bank.'
'The cruiser Aurora anchored near the Nicholai Bridge fired a shot in support of the Revolution.'
'On the 7 November, the Red Guards continued to take over railway stations and then they stormed the Winter Palace.'
'The Red Guards arrested the ministers of the Provisional Government.
'Kerensky managed to escape and tried to rally troops, but he failed and he fled into exile.'
'The Congress of Soviets assembled at Smolny. The Mensheviks and Social Revolutionaries denounced the Bolshevik seizure of power and left the hall. Effectively, the Bolsheviks were now in command.

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11 (b) Why was there a civil war in Russia after 1917?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'People were unhappy.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'There was so much opposition to the Bolsheviks.'
'There was a lack of democracy.'
'Many did not accept the peace treaty.'
'Many countries opposed Russia withdrawing from the war.'
'There was a fear of nationalisation.'
'The Mensheviks and Social Revolutionaries opposed Bolshevik rule.'
'Religion was under threat.'

Level 3 Explains why [4–7]

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

e.g. 'The Mensheviks and Social Revolutionaries opposed the Bolsheviks because, despite promising free elections, the Bolsheviks allowed the Constituent Assembly to sit for only one day. The SRs had 38% and the Bolsheviks 24%. Bolshevik troops dispersed the SRs and Mensheviks.'
'Land owners feared the loss of their land as the Bolsheviks promised to re-distribute land.'
'Factory owners had their property nationalised and they were now subjected to compulsory and menial labour.'
'Devout members of the Orthodox Church viewed the Bolsheviks as militant atheists bent on destroying organized religion.'
'Many foreign powers were opposed to a communist state as they feared it would spread ideas to their own country.'
'Foreign countries, including Britain, wanted Russia to stay in the war and not allow Germany to concentrate on one front.'

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11 (c) 'The Bolsheviks won the Civil War because of War Communism.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'It was Lenin and Trotsky who made the difference.'

Level 2 Identifies reasons [2]

e.g. 'War Communism maintained supplies.'
'The Bolsheviks were better led and a better army.'
'The Whites lacked focus and clear leadership.'
'The armies of the Whites were spread widely.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'To win the war and ensure that the Red Army was fed and equipped, War Communism was introduced. The state took over all aspects of the economy, nationalising industry and controlling the production and distribution of goods.'
'Factories with more than ten workers were taken over by the state and strikes made illegal. Strikers could be shot. Food was rationed in the cities. The Cheka was used to seize peasants' grain stores.'
'Peasants were forced to give up all their surplus produce to the government.

'The Whites had no single command. Their leaders had different aims. They were geographically split and unable to co-ordinate their efforts as communications were poor.'
'The Whites had limited support from the Russian people as they treated the people harshly. In 1920 the Whites lost foreign help when they withdrew their armies.'
'The Bolsheviks were united under one leader, fighting for a cause and survival. The Red Army was created and led by Trotsky, who was an outstanding leader. He enforced strict discipline and used encouragement and terror to make soldiers fight.
'The Bolsheviks had control of Moscow and Petrograd and also the railways which enabled arms and food to be supplied to the troops.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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12 (a) What was GOSPLAN?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'It was a Soviet plan for industry.'

Level 2 Describes Gosplan [2–5]

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

e.g. 'It was an organisation formed in February 1921 sited in Moscow.'
It started in an advisory role, co-ordinating the economic plans of the Union's republics and it created a common Union plan.'
'It was made up of experts in industry, business and finance.'
'In 1925 it started creating annual economic plans.'
'In 1928, with the introduction of 5 Year Plans, it became responsible for the creation and supervision of the plans.'
'The goals were set by the Council of Ministers. The Plan stipulated the major aspects of economic activity in each economic sector and in each republic or region.'

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12 (b) Why was changing agriculture in the USSR important to Stalin?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Stalin wanted to control the countryside.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Farming methods were outdated and not producing enough food.'
'To make farming more efficient.'
'Collectivisation fitted in with common ownership.'
'To deal with the kulaks.'

Level 3 Explains why [4–7]

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

e.g. 'The inefficient farming methods were not producing enough food for the workers in the cities and, if the USSR was to industrialise successfully, even more workers would have to be fed.'
'Farming had to start using more machinery as the number of farm workers would decline as peasants went to work in the factories.'
'The government wanted a surplus to sell abroad in order to make the money it needed to spend on developing industry. If Stalin controlled the countryside, he could fix the price of food and this would help to keep the wages of the industrial workers down.'
'Stalin wanted to control the countryside and the peasants, particularly the kulaks who he disliked and wanted to remove.'

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12 (c) How successfully did Stalin reform agriculture? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Stalin took control of agriculture.'
'Production levels remained low.'

Level 2 Identifies successes / failures [2]

e.g. 'There was more mechanisation.'
'More specialisation.'
'Produce was sold for hard currency.'
'There was famine in the countryside.'
'Grain production did not increase through much of the 1930s.'
'The death of the kulaks removed the best farmers.'

Level 3 Explains successes OR failures [3–5]

e.g. 'Some modernisation occurred. Machine tractor stations were set up to help mechanise agriculture. Farms began to specialise in certain products, which made it easier for new ideas and techniques to be adopted.'
'Stalin was able to gain control of USSR's agricultural produce and sell it for the hard currency he desperately needed. 1930 and 1931 were excellent years for exports.'
'Stalin succeeded in removing the kulaks who he considered were the enemies of communism.'

'Grain production did not increase at all, except 1930; in fact it was less in 1934 than it had been in 1928. Agricultural production as a whole did not reach pre-First World War levels until the 1950s.'
'Nearly 10 million kulaks were executed or removed from their land. These peasants had the skill but they were replaced by many who had little idea about modern farming. Most kulaks had slaughtered their animals and burnt their crops rather than hand them over to the state.'
'Peasants were allowed to keep a small plot of their own; they tended to work harder on their own plots and do the minimum on the kolkhoz.'
'There were dreadful famines during 1932–3, especially in the Ukraine, and yet 1.75 million tons of grain was exported while 5 million peasants died of starvation.'

Level 4 Explains successes AND failures [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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13 (a) In what ways did Americans benefit from increasing prosperity in the 1920s?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

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

Level 2 Describes benefits [2–5]

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

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

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13 (b) Why were Republican policies an important factor in the industrial prosperity of the USA in the 1920s?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'The policies offered protection.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'The government believed in laissez-faire.'
'Taxation was low.'
'Tariffs protected home produced goods.'
'Trade unions were discriminated against.'
'Presidents Harding and Coolidge believed in a policy of laissez-faire or not interfering with the economy.'

Level 3 Explains why [4–7]

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

e.g. 'Presidents Harding and Coolidge believed in a policy of laissez-faire or not interfering with the economy, allowing businesses to prosper.'
'They encouraged the growth of industry by low taxes. These encouraged business owners to invest and give consumers more money to spend.'
'They also protected American industry by introducing tariffs as part of the US isolationist policy. A tax was placed on foreign goods coming into the US, making them more expensive than those produced at home and thus making them harder to sell.'
'The Republican governments did not like trade unions. Employers were allowed to use violence to break strikes and refuse to employ union members. This meant employers could hold down wages and keep working hours long.'

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13 (c) 'The most important reason for the economic 'boom' in America was the introduction of new technology.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'New technology meant cheaper goods.'

Level 2 Identifies reasons [2]

e.g. 'Goods were mass produced.'
'New products created a new range of goods.'
'The availability of electricity increased demand.'
'Government policy encouraged growth.'
'Credit facilities became readily available.'
'Advertising was used.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The use of assembly line methods, pioneered by Henry Ford, made it cheaper and quicker to manufacture goods than to use hand methods, making them more available to members of the public.'
'The emergence and expansion of the motor industry stimulated other industries such as steel, rubber and glass. The oil industry was boosted by the demand for petrol.'
'Newer industries emerged, including the production of electrical goods. Consumer goods, such as radios, washing machines and fridges, became widely available because of mass production and the availability of electricity.'
'The chemical industry developed new materials such as rayon, bakelite and cellophane. These were used in the production of other goods, helping to reduce costs.'

'Republican governments believed in low taxes which meant people had more money to spend on consumer goods and services.'
'Republican governments protected home industries from foreign competition by introducing import tariffs.'
'Hire purchase became widely available allowing the buying of goods on credit. This allowed a buy now – pay later culture.'
'Growth was stimulated by widespread advertising in mail order catalogues, posters, on radio and cinema commercials.'
'The USA was rich in raw materials such as oil, iron ore and coal and did not have to purchase these abroad, keeping costs down.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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14 (a) What is meant by (i) speculation and (ii) buying on the margin, in relation to the stock market?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Playing the stock market.'

Level 2 Describes terms [2–5]

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

e.g. '(i) hoping to make a profit.'
'(ii) buying with someone else's money.'
'Speculation was a form of gambling. Speculators did not expect to keep their shares for long. They bought shares with the sole purpose of selling them to someone else at a higher price.'
'Speculators hoped to profit from the fluctuations in the stock's price, they were not interested in the underlying value of the share.'
'Buying on the margin was a risky technique involved in purchasing shares with borrowed money. The money could be lent by a bank using other securities, like your house, as collateral.'
'In the 1920s, speculators could buy on the margin by only putting down 10% of the cash needed to buy shares and borrowing the rest.'

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14 (b) Why were the Bonus Marchers seen as a threat by the government?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'They demonstrated.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Servicemen wanted their war bonus early.'
'They were considered as communist agitators.'
'Sheer numbers worried the government.'
'The marchers had public sympathy.'
'Thousands marched on Washington.'

Level 3 Explains why [4–7]

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

e.g. 'In the summer of 1932, First World War ex-servicemen and their families arrived in Washington demanding the 'bonus' payment that had been promised to them by an act passed in 1924.'
'In camps around the city, about 25,000 veterans gathered and the government was worried by the threat posed by their presence.'
'Hoover appointed General MacArthur to handle the situation. He was convinced that the marchers were revolutionaries and were probably communist agitators and had to be removed.'
'The ex-servicemen had considerable public sympathy, which was increased when MacArthur used force to disperse them.'

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14 (c) 'The most important reason for Roosevelt's election as President was the Wall Street Crash.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Hoover failed the people.'

Level 2 Identifies reasons [2]

e.g. 'Hoover did not deal with the Crash well enough.'
'Hoover offered little until it was too late.'
'Hoover's treatment of the Bonus Army.'
'Roosevelt offered a New Deal.'
'Roosevelt had schemes to put the USA back to work.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Wall Street Crash brought an end to the economic boom of the 1920s, which had been aided by the Republican policies. Hoover was notably unsuccessful in dealing with the effects of the Crash and this failure saw him voted out of office in 1932.'
'Hoover created an image of being heartless and uncaring by believing that the government should stay out of business matters. He assumed eventually everything would return to normal.'
'Hoover believed in 'rugged individualism', the idea that people should work hard for themselves and not expect the government to help them.'
'Hoover's treatment of the Bonus Army was considered to be heartless, especially as these men had fought for their country.'

'In contrast to Hoover, Roosevelt felt that intervention was the answer to the effects of the Wall Street Crash. He promised a "New Deal" and came over with energy and determination. He could offer some hope. He made people feel he was on their side.'
'Roosevelt had a reputation for helping the unemployed by using public money to fund job-creation schemes. He promised government schemes for new jobs, measures to revive industry and agriculture and relief for the poor and unemployed.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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15 (a) What problems faced Chinese peasants before the Communist takeover?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Most lived a very poor life.'

Level 2 Describes problems [2–5]

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

e.g. 'They were often short of basics such as food in the rural areas.'
'Peasants were often starving but knew that profiteering merchants were hoarding wheat and rice.'
'For peasants there were high taxes and forced labour.'
'For tenant farmers, rent alone took 40–60% of the crop.'
'They were ill-treated by the Nationalists.'
'They had just gone through a civil war.'

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15 (b) Why did attempts to avoid a civil war in 1945–6 fail?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Both sides hated each other.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Ideology was so different.'
'Peasant support was with Mao.'
'Chiang was weakened more by the Japanese war.'
'Neither side trusted each other.'

Level 3 Explains why [4–7]

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

e.g. 'The Communists had peasant support as many were fed up with the way the Nationalists treated them. Mao's reputation from the Long March was also strong.'
'When the Japanese surrendered in 1945, the Communists controlled 300,000 square miles and 95 million people. They did not want to give this up'.
'The Nationalists and the Communists believed in different ideologies which could not be reconciled. The Communists believed in helping the working class whereas Chiang got his support from landlords, generals and people with privilege. It was a corrupt regime. Both believed they were the rightful rulers.'
'Despite the work of General Marshall, neither side trusted the other and so war broke out.'

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15 (c) 'The outcome of the Civil War was decided by the quality of the leadership of the two sides.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Chiang was less popular than Mao.'

Level 2 Identifies reasons [2]

e.g. 'Chiang was a dictator.'
'Chiang used the USA.'
'Mao had the support of the peasants.'
'Mao was seen as looking after China's interests.'
'Mao's military tactics were successful.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'As Chiang became older, he became more of a dictator. Inflation was high and aid from the USA went into the pockets of Chiang, his family and friends.'
'The Kuomintang had become the party of the landlords. His soldiers, unlike the Red Army, treated the areas they went into badly.'
'US support made Chiang appear to be no more than a puppet of the Americans.'

'Mao was a popular leader which came from the Long March. During the Second World War, he was seen as a liberator because of his successful guerrilla tactics against the Japanese. This won him huge backing from both the peasants and the middle classes. They recognised that Mao was fighting to defend China's national interests.'
'Mao ensured the Communists were popular. They cared for the peasants and did not take businesses. They treated people fairly, keeping firm law and order.'
'The successful military tactics used against the Japanese, including guerrilla tactics, were continued. The Red Army (PLA) continued to win over the peasants.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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16 (a) In what ways did the Communists attempt to establish equality for women between 1949 and 1958?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'They treated women better.'

Level 2 Describes impact [2–5]

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

e.g. 'The government introduced a marriage law. Arranged marriages were banned and women were given equal rights.'
'Women were given equal rights and so, for example, were able to divorce men.'
'Mao realised women were a great source of untapped labour and made every effort to provide nurseries and introduce compulsory work under the Great Leap Forward.'
'The killing of unwanted female babies was made illegal.'
'Family property was now jointly owned by a husband and wife.'
'Maternity benefits were given for two months after the birth of a child.'

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16 (b) Why did the Communists make 'thought reform' one of their priorities on coming to power?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'To increase their control.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'To gain control over the population.'
'To change peoples' views.'
'To improve the economy.'
'To remove opposition.'
'To understand Communism.'

Level 3 Explains why [4–7]

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

e.g. 'Many opponents needed to be persuaded to reform their ways and be 're-educated' to Communism. They could be sent to the fields or factories. They had to learn about Communism through manual labour. Large campaigns of 'thought reform' were launched against enemies, usually landowners or businessmen. Mao wanted to root out the 'evils' in society.'
'Mao wanted complete control over society and this meant the way people thought. He needed to make sure people thought as he wanted.'
'Mao wanted to improve the economy and this meant changes in universities and colleges. Students were persuaded that courses such as sociology were no longer useful and engineering was more practical. Considerable force was used if persuasion did not work to change these courses.'
'Campaigns followed linked to Mao's 'thought reform' to root out feudalism, capitalism, imperialism and corruption.'

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16 (c) How successful were attempts to improve agriculture before 1958? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Not very as it was still inefficient.'

Level 2 Identifies impact [2]

e.g. 'The peasants were encouraged by land reform.'
'Small farms were still inefficient.'
'The growing population needed more food.'
'Co-operatives were introduced.'

Level 3 Explains successes OR failures [3–5]

e.g. 'Land reform had made Mao popular as land was taken from the landlords and re-distributed to the peasants. Grain production had climbed to a record high by 1952.'
'Many were disappointed that they did not have the equipment or the money to buy it, but this led to some joining mutual aid teams sharing equipment and animals.'
'Despite opposition, co-operatives were encouraged so resources could be pooled on a larger scale and crops grown efficiently.'
'Most peasants' farms were too small to be farmed efficiently, meaning they could not increase food output to the level needed for the Five Year Plan and change was needed.'

'The government feared that if the peasants kept their plot of land, they would become a new class in society concerned only with making a profit for themselves.'
'The census of 1951 showed that China's population was 600 million and rising fast. If famine was to be avoided, food production needed to be increased greatly. Larger farms and modern methods were needed.'

Level 4 Explains successes AND failures [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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17 (a) Describe the events of the war of 1880–1.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'The British were defeated.'

Level 2 Describes events [2–5]

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

e.g. 'The British annexed Transvaal in 1877 because it could not defend itself. With the defeat of the Zulus in 1879, Transvaal saw no advantage in preserving its British connection.'
'Kruger and Joubert led a revolt of the Boers in Transvaal against the British between Dec 1880 and March 1881.'
'There were 3 decisive engagements: at Laing's Nek, Ingogo River and Majuba Hill. All three were lost by the British army.'
'The British army was dressed in scarlet uniforms and white helmets. They were sitting targets for the marksmen Boers, who acted like light cavalry.'
'At Majuba Hill, Maj. Gen. Colley took the high ground, but had no artillery. 280 British were killed or wounded, compared to 6 Boers.'
'Gladstone gave way and signed the Pretoria Convention, giving Transvaal internal autonomy, while foreign relations remained under British control.'

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17 (b) Why was Britain trying to expand its influence and territory in Southern Africa in the last quarter of the nineteenth century?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'To remain powerful.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Because of the development of imperialism.'
'Concern about the growing interference from other countries.'
'The keenness to develop free trade.'
'To participate in the new found wealth.'

Level 3 Explains why [4–7]

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

e.g. 'Diamonds and gold had been found and the British government was anxious to control the huge potential profits. One of the keenest imperialists was an Englishman, Cecil Rhodes.'
'The British government feared that this new wealth would encourage the Boers to demand formal independence and they were concerned that this would allow interference from other states such as Germany.'
'Britain was keen to exploit free trade and free trade agreements to benefit from markets in colonial countries.'

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17 (c) To what extent were South Africa's problems solved by the formation of the Union in 1910? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'No, they were not solved as the Union did not deal with certain issues.'

Level 2 Identifies impact [2]

e.g. 'It failed to deal with the rights of blacks.'
'Segregation was continued.'
'It was a unitary state.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'It was a self-governing dominion of the British Empire. The constitution stated that the Westminster style of government would be used with a unitary state in which political power would be won by simple majority.'

'Many Britons had felt guilty about the Boer War and wished to win over their defeated foe. To do this they created the Union of South Africa. This was an excellent deal for the Afrikaners and an appalling one for the blacks. Only a handful of Cape blacks were allowed to vote in elections.'
'The practices by which races had been segregated in the two Boer Republics now became part of the new constitution. It was a union of two races, the British and the Afrikaners. The black African was excluded.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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18 (a) Describe international reactions in the 1960s and 1970s to apartheid.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'The UN was often a lone voice.'
'There was a fear of losing trade.'

Level 2 Describes reactions [2–5]

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

e.g. 'In November 1962, the UN passed a resolution against apartheid.'
'The UN proposed tough economic sanctions but the main trading nations of Britain, France and the USA vetoed the action because their investments were doing well in South Africa.'
'In 1963 the UN passed an arms embargo on South Africa, which the USA and Britain joined in 1964.'
'In 1964, South Africa was banned from the Olympic Games in Tokyo.'
'In 1969 the Organisation for African Unity passed the Lusaka Manifesto, outlawing apartheid.'
'In the 1970s international sanctions began to take effect and companies stopped investing in South Africa.'

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18 (b) Why did young people lead the fight against apartheid during 1976?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Because they were unhappy with the treatment they were receiving.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'It was a protest against government 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 overcrowded 'homelands'.'
'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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18 (c) 'The main reason F. W. de Klerk abandoned minority rule was because the South African economy was experiencing problems.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'The country was losing money.'

Level 2 Identifies reasons [2]

e.g. 'The lack of investment by the USA.'
'De Klerk believed in reform.'
'Mandela's charisma helped.'
'The work of the ANC was having an effect.'
'International opposition was building up.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'During the late 1970s and 1980s, foreign investment began to decrease. Britain, USA, Japan and France had been its main investors, but they were under pressure at home to stop.'
'There was a policy in the 1980s in the USA of disinvestments in South Africa. This was where companies actually withdrew their investments.'
'Foreign companies like Barclays Bank began withdrawing their investments in protest at apartheid.'

'The ANC had for decades campaigned against apartheid. Mandela was jailed but even in jail he was a figure head for freedom.'
'The assassination of Chris Hani in 1993 led to near anarchy. De Klerk and Mandela began to work together to avoid chaos.'
'De Klerk treated the whites-only election result of 1989 as a mandate for reform. He genuinely wanted to work for change.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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19 (a) Describe the exploitation of Namibian workers under South African rule.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Namibians were not happy under South African rule.'

Level 2 Describes exploitation [2–5]

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

e.g. 'South Africa exploited 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.'
'When the National Party took power, they introduced racist laws including "homelands".'
'As more whites came to settle, more Namibians were forced to move to desolate places.'
'Taxes such as the dog tax were introduced to make Namibians even poorer, so they were forced to work for the white farmers.'

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19 (b) Why did South Africa struggle to retain control over Namibia after the Second World War?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Nationalism was increasing.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'The United Nations increased pressure.'
'There were petitions from groups in Namibia.'
'Namibians were supported by pressure from the ANC.'
'Independence was being achieved by other nations.'
'South Africa failed to comply with UN directives.'

Level 3 Explains why [4–7]

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

e.g. 'The United Nations put pressure on South Africa after the League of Nations mandate was passed over. Numerous resolutions were passed by the UN, including a proposal of a trustee system. Eventually in 1996, the UN decided to end the South African mandate and set up the United Nations Council for South West Africa.'

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19 (c) To what extent was the weakening of South African control over Namibia the result of the role played by the United Nations. Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'There was increasing opposition.'

Level 2 Identifies reasons [2]

e.g. 'The UN worked through its International Court.'
'The UN introduced sanctions.'
'SWAPO was recognised by the UN.'
'The UN gained independence for Namibia.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The General Assembly passed a resolution ending the mandate in Oct 1966 and established a committee to take over. In May 1967 a UN Council was established to take over until independence.'
'South Africa was requested by the UN to withdraw but refused and the UN requested member states to introduce limited sanctions against South Africa.'
'The International Court ruled in June 1971 that the UN was acting lawfully and South Africa should be removed.'
'In 1978 the UN passed Resolution 435 spelling out how SWA should become independent and how South Africa had gone against UN wishes.'

'The Church opposed injustice and criticised acts of oppression.'
'SWAPO gained the support of the peasants and they gave valuable information to SWAPO guerrillas when fighting the South African army.'
'In 1971 SWAPO became recognised by the UN as representing the majority of Namibians and therefore their demands were made in the name of the people of Namibia.'
'In March 1977 the Western Five made it clear that the independence was unacceptable without the participation of SWAPO but SWAPO would not participate unless South African troops were withdrawn.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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20 (a) What actions did Nasser take to prepare Egypt for war in 1956?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'He built up his armed forces.'

Level 2 Describes actions [2–5]

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

e.g. 'Nasser created guerrilla fighters, known as Fedayeen, to carry out murder and sabotage.'
'He blocked the Gulf of Aqaba with Egyptian ships.'
'When the 1936 treaty with Britain expired in 1956, Nasser told Britain it could not keep troops at Suez.'
'Nasser persuaded King Hussein of Jordan to dismiss his British army Chief-of-Staff.'
'Nasser signed an arms deal with Czechoslovakia in Sept 1955 for Russian fighters, bombers and tanks. Russian military experts went to train the Egyptian army.'
'Nasser became the leader of the Arab world. He used this to use airbases in Saudi Arabia, Sudan, Syria and Jordan.'
'To show his anti-West bias, Nasser recognised Communist China, much to the annoyance of USA, Britain, France and Israel.'

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20 (b) Why did countries from outside North Africa and the Middle East become involved in the Suez Crisis of 1956?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'They had interests in the region.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'To protect oil supplies.'
'To resist possible communism in the region.'
'To keep control of the Canal.'
'It was part of the Cold War.'
'To gain influence in the region.'
'To keep influence in the region.'

Level 3 Explains why [4–7]

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

e.g. 'The communist bloc blamed Britain and France for the Suez Crisis, accusing them of imperialist tactics by trying to keep control in the Middle East against the wishes of the Arab nations. They also accused the Americans of encouraging Britain to attack.'
'When Egypt signed an arms deal with Czechoslovakia, this outraged the Americans since it meant that the West no longer controlled arms supplies to Egypt. Egypt now became part of the Cold War. Any country which was not part of the Western alliance and which bought arms from Eastern Europe was, in American eyes, just as bad as a communist country.'
'It was seen as a sinister plot by the Russians to 'move into' the Middle East. The Americans therefore cancelled a promised grant towards building the Aswan Dam.'
'Anthony Eden believed Nasser was on the way to forming a united Arabia under Egyptian control and communist influence, which could cut off Europe's oil supplies at will.'
'Britain and France had much influence in the region for over a century and wanted to retain its influence. The majority of shareholders in the Canal were British and French, although Nasser had promised compensation.'

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20 (c) In the period from 1956 to 1973, how successful was Israel in dealing with threats posed by its neighbours? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Israel won the wars.'
'Terrorism increased.'

Level 2 Identifies success/problems [2]

e.g. 'The war of 1967 showed Israel's military strength.'
'By 1973 the strength of the Arab world was increasing.'
'Nasser was defeated in 1956 but survived.'
'All territory was handed back in 1956.'
'After 1967 PLO raids were stepped up.'
'By 1973 there was international sympathy for the Arab position.'

Level 3 Explains successes OR problems [3–5]

e.g. 'Israel had considerable success in 1956 by capturing the whole of the Sinai peninsula. It had inflicted heavy losses on the Egyptians in men and equipment, which would take years to make good.'
'For the time being, the Fedayeen raids ceased and Israel had a breathing space in which to consolidate.'
'Following Britain's humiliation, the Israelis now looked towards the USA as their chief supporter.'
'The 1967 war was a spectacular success for Israel. It retained Sinai, the West Bank and the Golan Heights and this meant it was easier to defend Israel. The war of 1973 was again won by Israel and territory retained.'

'In 1956 Nasser survived politically and was considered as a hero of the Arab world. All land taken by Israel was returned to Egypt. Israel was still not recognised by the Arab world.'
'After the 1967 war, Israel inherited a million extra Arabs, many living in refugee camps on the West Bank and in the Gaza Strip.'
'Between the 1967 and 1973 wars, the PLO became active in terrorist attacks to draw world attention to the injustice being done to the Arabs of Palestine. This included the murder of some of the Israeli team at the 1972 Munich Olympics.'
'Israel suffered from the crippling expense of their defence budget in a time of world recession.'

Level 4 Explains successes AND problems [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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21 (a) Describe the Palestinian refugee problem up to 1949.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'They were placed in camps.'
'The Arabs didn't look after the Palestinians.'

Level 2 Describes problems [2–5]

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

e.g. 'After some Jews had killed the population of an Arab village in Israel, nearly a million Arabs fled to Egypt, Lebanon, Jordan and Syria where they lived in camps.'
'They lived in overcrowded tented areas with no water, electricity or sewers. There was a lack of medical facilities, leading to a high death rate.'
'Jewish leaders were not prepared to allow refugees to return as Israel was battling for survival and felt that an influx of Palestinians would make the Jewish state less secure.'
'Many Palestinians were made homeless by the Israelis and their homes were filled by Jewish settlers, making it impossible for Palestinians to return to their homes.'

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21 (b) Why were events at Deir Yassin in 1948 significant for both Jews and Palestinians?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'It led to a lot of killing.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Palestinians were expelled.'
'Jews occupied Palestinian villages.'
'It led to a refugee problem.'
'Surrounding states helped the Palestinian refugees.'
'Palestinians were not allowed to return once they had fled.'

Level 3 Explains why [4–7]

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

e.g. 'In March 1948, the Haganah began an offensive against Arabs by destroying villages and expelling inhabitants.'
'In the village of Deir Yassin over 250 villagers were killed and this set shock waves through the Palestinian Community. Palestinians in Haifa and Jaffa fled their homes, feeling under threat.'
'Jewish leaders were not prepared to allow the refugees to return as Israel was battling for survival. The lower the number of Palestinians, the more Jews would feel secure.'
'Throughout 1948, the abandoned Palestinian towns were quickly filled by Jewish settlers.'
'Palestinians hoped that surrounding states would look after them, but they were mainly placed in refugee camps.'

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21 (c) How far can the Israelis be held responsible for the Palestinian refugee problem up to c.1994? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Both nations were responsible.'

Level 2 Identifies responsibility [2]

e.g. 'The Israelis seized Palestinian land.'
'The Israelis expelled Palestinians.'
'The Israelis would not let refugees return.'
'Arab states kept Palestinians in camps.'
'The refugees were used for propaganda purposes by Arab nations.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Israelis were initially responsible for the refugee problem because they seized Palestinian land.'
'From March 1948, the Haganah destroyed Arab villages and expelled the inhabitants.'
'After the murders in Deir Yassin, Palestinians fled to neighbouring states.'
'Refugees were not allowed to return by the Israelis, who allowed former Palestinian homes to be occupied by Jewish settlers.'
'When Israel captured the West Bank and Gaza, they inherited a refugee problem, which they did little to alleviate in the twenty years from 1973 to 1993.'

'When the surrounding Arab states received Palestinian refugees in 1948–9, they kept the refugees in camps without facilities.'
'The Arab states did not allow the Palestinians to integrate, but kept them in camps to use as propaganda against Israel.'
'Arab states were unhappy with the refugee problem as they thought they might have to support them.'
'The refugee problem led to extremists and this led to the PLO being expelled from Jordan, although they caused problems on the Lebanese-Israeli border which the Lebanese government failed to suppress.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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22 (a) What threats to health existed in towns in mid-nineteenth century Britain?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'People were killed by disease.'

Level 2 Describes threats [2–5]

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

e.g. 'A rapid rise in population had caused overcrowding where disease could spread easily.'
'House building was unplanned and houses lacked amenities such as running water.'
'Privies were insanitary as they overflowed, spreading disease.'
'Drinking water was often polluted.'
'Drains were often open ditches.'

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22 (b) Why did some towns grow rapidly in the nineteenth century?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Because more houses were needed.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Population grew dramatically.'
'Towns grew up near to the new factories.'
'People needed to be near their work.'
'Because of the Industrial Revolution.'

Level 3 Explains why [4–7]

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

e.g. 'People were seeking employment in the factories and needed a place to live. Industries were growing quickly and needed a workforce housing nearby.'
'The population was growing quickly and people needed somewhere to live.'
'Some towns grew because of the coming of the railways, such as Crewe and Swindon.'

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22 (c) How successful were attempts to improve conditions in towns in the second half of the nineteenth century? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Early attempts had made little difference.'

Level 2 Identifies successes / failures [2]

e.g. 'The Acts to improve housing failed to work as there was little money.'
'The 1875 Act was compulsory.'
'Joseph Chamberlain improved Birmingham.'
'Lever and Cadbury built model towns for their workers.'

Level 3 Explains successes OR failures [3–5]

e.g. 'The Public Health Act of 1848 had made little difference because Boards did not have the powers to force towns to improve conditions.'
'Progress was slow because money was not available to rebuild an area when slums were pulled down.'
'The work of Chamberlain, Salt, Lever and Cadbury only affected small areas.'

'The Public Health Act of 1875 was a major step forward as it was compulsory. Sewers and drains were built, water supply controlled and refuse collected.'
'The Government began to take action on housing. The Torrens Act of 1868 said that landlords had to keep their property in good repair.'
'The Artisans Dwellings Act of 1875 gave local authorities power to remove slums.'
'Lever and Cadbury built housing for their workers with tree lined streets and open spaces.'

Level 4 Explains successes AND failures [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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23 (a) What problems faced working-class movements in the first half of the nineteenth century?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

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

Level 2 Describes problems [2–5]

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

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

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23 (b) Why was the Grand National Consolidated Trades Union (GNCTU) formed?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'To help the working classes.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'To protect workers.'
'To destroy the capitalist system.'
'To give labour a voice.'
'To form a large union.'

Level 3 Explains why [4–7]

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

e.g. 'In times of economical difficulty, employers tended to cut the rates of pay or increase hours. The Union was formed to stop pay cuts and to reduce hours of work.'
'Some in the Union wanted to use Union funds so that workers could withdraw their labour for up to a month to destroy the capitalist system and some even wanted the government to collapse.'
'The Union was formed to give the labour force a greater say in the means of production.'
'To form one large union would give strength to the workers which would make it more difficult for employers to 'pick off' workers.'

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23 (c) How successful was the Chartist movement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Most of its aims have been achieved.'
'It was ridiculed.'

Level 2 Identifies successes / failures [2]

e.g. 'Many turned to the Chartists instead of the unions.'
'The Moral Force gave a reasoned argument.'
'Tainted petitions did not help the cause.'
'The violence of the Physical Force alienated many people.'

Level 3 Explains successes OR failures [3–5]

e.g. 'The early history of trade unions was fraught with dangers for the ordinary union member. With the failure of the GNCTU and the uncertainty caused by the Tolpuddle Martyrs case, many left the unions and joined the Chartists.'
'William Lovett and the Moral Force created an air of respectability with moderate, appealing methods.'
'Of the six key points in 'The People's Charter', only one has failed to be achieved; that is, annual elections.'

'Three huge petitions were presented to Parliament. Unfortunately, many signatures were duplicated and with signatures such as 'Queen Victoria', the petitions were held up to ridicule.'
'Feargus O'Connor's Physical Force lost the respect of the middle classes and many of the working class.'
'The Physical Force caused disunity with the Moral Force and encouraged members such as John Frost to cause a riot in Newport.'

Level 4 Explains successes AND failures [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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24 (a) What did Britain gain from the Treaty of Nanjing (1842)?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'Britain gained territory.'

Level 2 Describes terms [2–5]

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

e.g. 'Trading between Britain and China resumed.'
'Five Treaty Ports were established and British merchants were allowed to live there. They were controlled by British Consuls and made to pay taxes to the Chinese government.'
'The island of Hong Kong was ceded to Britain, giving Britain control of an important area.'
'Britain was given "most favoured nation" status. This meant that if any other country was given trading rights any extra concessions would be given to Britain.'
'British citizens were to be tried according to British, not Chinese, law.'
'Britain had to agree any tariffs China wished to impose on foreign imports.'

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24 (b) Why was China easily defeated by Britain and France in the mid-nineteenth century?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'China was weak.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Britain and France had strong navies.'
'Britain and France used their empires.'
'Chinese military training was poor.'
'Weapons improved but not how to use them.'

Level 3 Explains why [4–7]

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

e.g. 'In the middle of the nineteenth century, the combined British and French navies were a match for any country in the world.'
'Both countries had extensive empires and were able to use them to re-fuel and re-stock their forces en-route to the Far East.'
'The Chinese had spent considerable sums on new weapons, but had failed to employ the foreign expertise on how to use them effectively.'
'Unlike the Japanese, the Chinese did not send officers to learn their trade in Europe and, therefore, lacked the knowledge of the latest tactics and military reforms.'

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24 (c) 'The Self-Strengthening Movement was a complete failure.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

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

Level 2 Identifies impact / states aims [2]

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

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Military strength was increased by building arsenals at Shanghai, Nanjing and Fuzhou.'
'Naval strength was increased with a new dockyard at Fuzhou and a powerful navy was based at the new bases of Port Arthur and Weihaiwei.'
'Trade and manufacturing were increased by the opening of coal and iron ore mines, ironworks and textile mills in the 1870s and 1880s.'
'Communications were developed, with railways being constructed and telegraph lines from 1881.'

'Compared to Japan, who had a similar programme, progress was slow.'
'Coal production in China was one-tenth of Japan's.'
'China's kilometres of railway track was one-eighth of Japan's.'
'New weapons for the armed forces were bought but no thought was given to how they would be used or the training required.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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25 (a) How did Britain govern India in the first half of the nineteenth century?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'It was a system that had evolved over the years.'

Level 2 Describes features [2–5]

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

e.g. 'It was through the East India Company.'
'It was indirect rule.'
'The Indian princes were left to rule their own territories.'
'The company had its own army to protect these friendly governments.'
'There was a governor general who had overall control of the Company.'
'Locals were left to continue their lives.'

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25 (b) Why did a rebellion against British rule take place in 1857?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer [1]

e.g. 'It took place because of unrest.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'The British were trying to bring in reform.'
'The views of the Indians were ignored.'
'Religion was an issue.'

Level 3 Explains why [4–7]

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

e.g. 'The British were trying to bring in reform and opposition to the British presence had been growing for some time.'
'There was opposition and unrest brought about by the reforms which Lord Dalhousie was trying to introduce. They were being introduced too quickly.'
'The reforms were not only being introduced too quickly, they ignored many Eastern customs and religious practices.'
'The Mutiny broke out among the "sepoys" in the Bengal army of the East India Company who believed they were issued with bullets greased with cow or pig fat. This offended Hindu and Muslim religions.'
'They feared that they would be forcibly converted to Christianity.'

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25 (c) 'British rule after 1857 made little difference to the Indian way of life.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions [1]

e.g. 'Things must have improved as there were no more mutinies.'

Level 2 Identifies reasons [2]

e.g. 'British culture was a strong influence.'
'Attempts were made to change the culture.'
'Communications improved.'
'New technology was introduced.'
'British control was strengthened.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Many British failed to adopt the culture and lifestyle of India, preferring to bring Britain to India with balls and tea parties.'
'There remained enormous poverty and frequent famines (1887) when 5 million died.'
'Most government posts remained with Europeans and Queen Victoria took the title of Empress of India in 1877.'

'Good roads and railways were built across India to improve communication.'
'Western technology introduced dams and irrigation schemes and factories.'
'Hospitals, schools, clinics and universities were opened, based on British ideas.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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