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

0470/12 Paper 12, maximum raw mark 60

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

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

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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 Garibaldi's campaigns in Sicily and Naples.

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

Level 1 General answer [1]

e.g. 'He defeated the Neapolitans.'

Level 2 Describes progress [2-5]

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

e.g. 'Following uprisings in Messina and Palermo, Garibaldi sailed from Genoa with his 1000 Red shirts and landed at Marsala in May 1860.'
'Garibaldi won the Battle of Calatafimi and declared self dictator of Sicily.'
'Garibaldi advanced to Palermo where the Neapolitan army surrendered.'
'Garibaldi crossed the Straits of Messina and entered Naples with 24,000 men in September.'
'While fighting the Battle of Volturno, the Piedmontese army arrived and Garibaldi handed over all conquered territory to them in the name of Victor Emmanuel II. He entered Naples with Victor Emmanuel in November before retiring.'

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(b) Why was it not possible to complete the unification of Italy in 1860-1?

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

Level 1 General answer [1]

e.g. 'The French would not allow it.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'The Pope lived in Rome.'
'French Catholics were powerful.'
'Napoleon lll controlled Rome.'
'Austrians were too strong.'
'Because of the Villafranca agreement.'

Level 3 Explains why [4-7]

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

e.g. 'The Pope's position was unique. He lived in Rome and was supported by Catholics around the world. French Catholics were particularly influential and put pressure on Napoleon lll to allow the Pope to keep his independence.'
'Napoleon kept a garrison in Rome to protect the Pope, which meant the new Italian state would not be able to seize Rome.'
'After the bloody battles of Magenta and Solferino, Napoleon was not willing to spill more French blood against Austrian forces to capture Venetia for the new Italian state. The Austrians were well entrenched behind the Quadrilateral fortresses on the Venetian border.'
'At the Treaty of Villafranca, Napoleon had agreed with Franz Joseph that Austria should keep Venetia.'

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(c) 'The main reason for the creation of the Kingdom of Italy by 1861 was the intervention of Napoleon III.' 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 Cavour and Napoleon played important roles.'

Level 2 Identifies reasons [2]

e.g. 'Napoleon and Cavour made a secret agreement in 1858.'
'Napoleon's forces drove out the Austrian army.'
'Napoleon breached the secret agreement.'
'Napoleon stopped the taking of Rome for the new state.'
'Garibaldi seized the southern half of Italy for the state.'
'Cavour developed Piedmont to dominate Italian politics.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'Napoleon was interested in the idea of liberating Italy and in 1858 held a secret meeting with Cavour at Plombieres. Napoleon agreed to fight Austria if Austria started the war.'
'Napoleon's armies suffered heavy losses in the victories at Magenta and Solferino, but northern Italy was secured from Austria except Venetia.'
'In 1860, Napoleon agreed to a plebiscite uniting Tuscany, Modena and Romagna with Piedmont.'

'Napoleon stopped the war with Austria at Villafranca and agreed that Austria should keep Venetia.'
'Napoleon would not let Rome be occupied and kept a garrison in Rome to protect the Pope. He was influenced by French Catholics.'
'Garibaldi had captured Sicily and Naples from Neapolitan forces before handing over the southern half of Italy to Victor Emmanuel II.'
'Cavour's diplomatic skill ensured Piedmont dominated Italian politics and he continued the programme of reform and opposed Austrian domination.'
'His troops acquitted themselves well in the Crimea and he was able to gain the ear and support of Napoleon, who was sympathetic to Italian liberation.'
'Cavour was able to provoke Austria into declaring war, which brought France into the war and the securing of N.W. Italy.'

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 difficulties the Frankfurt Parliament encountered.

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

Level 1 General answer [1]

e.g. 'It had no experience.'

Level 2 Describes problems [2-5]

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

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

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(b) Why did Roon and Moltke reform the Prussian armed forces?

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

Level 1 General answer [1]

e.g. 'To improve them.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'Prussia was growing in importance.'
'Prussia was the dominant Germanic state.'
'Bismarck gave his support.'
'To produce a modern army capable of beating its enemies.'
'To fight for a new Germany.'

Level 3 Explains why [4-7]

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

e.g. 'During the second half of the nineteenth century, Prussia was growing in economical and political importance. It needed an army to match its status.'
'Prussia was rapidly overtaking Austria as the most developed country within the Germanic area. It might have to fight to keep its dominance over Austria.'
'Bismarck gave his support to the reforms. He wanted to use the army to take on Austria and even France in the future.'
'Prussia's forces must be so modern that they were superior to Austria and France. If a new Germany was resisted by Austria or France, then Bismarck intended to fight for it.'

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(c) How important was the Austro-Prussian War (1866) in the creation of the German Empire? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'The Franco-Prussian War was equally important.'

Level 2 Identifies reasons [2]

e.g. 'The Austro-Prussian War ended Austrian hopes of leading a unified Germany.'
'It ended the separate existence of states of the Confederation.'
'German states helped to defeat France.'
'It was Bismarck's opportunism which helped create the Empire.'
'The Zollverein helped to integrate many of the Germanic states.'

Level 3 Explains contribution of Austro-Prussian War OR other factors [3-5]

e.g. 'Austria had dominated the German Bund during the first half of the nineteenth century. With Austria's defeat, the North German Confederation was formed and Bismarck had control of foreign policy, the armed forces , trade, transport and other functions linking the different states together.'
'The Treaty of Prague was a lenient peace and ensured Austria's neutrality in the future.'

'The Zollverein helped to integrate the economies of north and central Germany.'
'Bismarck had considerable skill in keeping France neutral over the Austro-Prussian War, and Austria neutral during the Franco-Prussian War.'
'Bismarck had developed a very strong army based on the reforms of von Roon and Moltke, and this was vital in defeating Austria and France.'
'Bavaria, Wurttemberg and Baden had sent troops to support the German cause in the war against France and to support the troops of the German Confederation. United by war, the states of Germany formed a German Empire with the King of Prussia as Kaiser.'

Level 4 Explains contribution of Austro-Prussian War AND other factors [5-7]

Both sides of Level 3.

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

Level 4 + evaluation.

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3 (a) Describe the conditions in which slaves lived and worked.

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

Level 1 General answer [1]

e.g. 'Working conditions were hot and humid.'

Level 2 Describes conditions [2-5]

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

e.g. 'Some slaves had good owners who gave them homes and reasonable conditions to work in.'
'Some slaves worked around the owner's home as domestic servants and their conditions were relatively good.'
'Many slaves worked on the cotton and tobacco plantations where the hours were long and the weather hot and humid.'
'Many slaves lived in very basic shacks with poor water supplies and hygiene.'
'Some slave owners handed out severe punishments to their slaves, the most common being whipping.'

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(b) Why did slavery become an increasingly important issue in America in the 1850s?

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

Level 1 General answer [1]

e.g. 'Some did not want change.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'The North was against, the South was for, slavery.'
'The number of free states was increasing.'
'In the South, it was felt that slaves were necessary.'

Level 3 Explains why [4-7]

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

e.g. 'The issue became explosive when the Northern states tried to prevent the extension of slavery into new states opened up by western settlers. The Southern states opposed this since they were afraid the slave states would soon be outnumbered by free states.'
'The South wanted to preserve the traditional freedom of the states. They opposed strong central government by Washington.'
'It was claimed it was impossible to run cotton or tobacco plantations economically without slaves.'
'The Missouri Compromise over whether it should be or not be a slave state caused much argument. In the end it was admitted as a slave state but a dividing line between North and South was established.'
'A principle of self-determination was allowed in relation to Kansas and Nebraska. This resulted in violence and caused a split in the main parties with the formation of the Republican Party dedicated to resist the expansion of slavery.'
'The Dred Scott decision infuriated the abolitionists and hardened the attitude of many Northerners against the South. It also strengthened the new Republican Party.'

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(c) 'The South was badly treated by the North after 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. 'There was little reconciliation.'

Level 2 Identifies impact [2]

e.g. 'Initial representation did not happen.'
'Governments were elected by universal suffrage.'
'Carpet-baggers took advantage.'
'The South was treated with malice.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'Lincoln wanted to restore the Union. In partially re-conquered areas, he installed military government to bring order until enough citizens showed allegiance and accepted the abolition of slavery.'
'Johnson's policy was one of reconciliation. The Southern states were allowed to elect legislatures and send senators and representatives to Washington.'

'The radicals in the North wanted a harsh settlement through confiscation of land and that ex-slaves should have the same rights as white Americans. This caused the Wade-Davis Bill which Lincoln tried to veto.'
'The hardliners prevented Confederate representatives from taking their seats. This gave them a huge majority and they were able to pass laws they saw fit.'
'The Basic Reconstruction Act of 1867 allowed military governors to form governments elected by universal suffrage, but Confederate leaders were disqualified from voting and old Confederate politicians could not stand for office.'
'Carpet-baggers and scalawags were able to take control of the state governments in the Deep South and impose their wishes which were often corrupt.'

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) Describe the colonial rivalry that existed between Germany and the other powers by 1900.

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

Level 1 General answer [1]

e.g. 'The Kaiser wanted 'a place in the sun'.'
'It brought competition.'

Level 2 Describes the rivalry [2-5]

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

e.g. 'Britain and France already had large empires compared to Germany and Kaiser Wilhelm was determined to build up the German Empire. This may cause conflict.'
'A large empire would provide Germany with raw materials and a market for her growing industries. It would need a large navy to protect it and this could bring it into conflict with the British and French navies.'
'It would be a status symbol showing Germany's greatness and gaining it respect.'
'Colonial rivalry encouraged the Kaiser to congratulate Kruger in his famous telegram.'
'Britain and France were not over worried about the territory taken by the Germans. It proved to be a burden. Britain and France already had the most desirable colonies.'

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(b) Why was the first Moroccan crisis (1905-6) important?

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

Level 1 General answer [1]

e.g. 'The Kaiser did not get his way.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'It was a test for the Entente Cordiale.'
'France had control of Morocco.'
'The Kaiser did not gain international support.'

Level 3 Explains why [4-7]

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

e.g. 'Britain and France had agreed the Entente Cordiale in 1904 giving France a free hand in Morocco. The Kaiser wanted to test the strength of the Entente to try and cause a split as he did not believe Britain would stand by France over Morocco.'
'The Kaiser had hoped to have influence himself in Morocco. He did not want France to extend her North African Empire. Germany was building up her African Empire in central and Southern Africa and Wilhelm wanted to show that Germany was an important power in North Africa as well.'
'The Kaiser suffered an embarrassing defeat at the Algeciras Conference with only Austria-Hungary supporting him.

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(c) How far did the actions of Austria-Hungary 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. 'It was not caused by one event.'

Level 2 Identifies reasons [2]

e.g. 'Serbia upset Austria.'
'Because of the Alliances.'
'Because of the assassination of the Archduke.'
'Increasing German naval power.'
'Germany invaded Belgium.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'Serbia had emerged in 1914 as the most powerful country in the Balkans. It had a strong army and was supported by Russia. This was serious for Austria as it stirred up Slavic people in Austria. Austria was then looking for any reason to crush Serbia.'
'With the murder of the Archduke Ferdinand, Austria blamed Serbia and gave an ultimatum. Serbia did not accept the conditions and Austria declared war. Austria was supported by Germany.'

'The two rival alliances, the Triple Entente and the Triple Alliance, would swing into action if one member was threatened by a rival member.'
'Germany began to increase the strength of its navy with powerful ships and Britain felt threatened. An Anglo-German naval race developed with both sides building Dreadnoughts. This created tension.'
'In 1871 Germany had taken Alsace-Lorraine from France. France was waiting for an opportunity to recover these states.'
'Under the Treaty of London, Britain declared war on Germany when they attacked Belgium.'

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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5 (a) With reference to the terms of the peace settlement of 1919-20 what were (i) mandates (ii) plebiscites?

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

Level 1 General answer [1]

e.g. 'A way to deal with captured territory.'

Level 2 Describes terms [2-5]

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

e.g. 'A mandate was territory taken from the defeated powers and controlled by the League of Nations.'
'Most mandates were effectively controlled by Britain and France, but some went to Australia, South Africa, New Zealand and Japan.'
'Examples of mandated territory: German East Africa went to Britain, German South West Africa went to South Africa, Syria went to France, Iraq went to Britain.'
'A plebiscite was when a popular vote was taken to determine to which country the population wished to be attached.'
'Examples of plebiscites: North Schleswig voted to join Denmark and there was a plebiscite to be held over Saarland after 15 years of supervision by the League.'

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(b) Why was Germany disappointed with the Treaty of Versailles?

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

Level 1 General answer [1]

e.g. 'Germany felt it was unfair.'
'Germany felt it was harsh.'
'Germany was disappointed because they felt humiliated.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'It affected the strength and wealth of the country.'
'Germany lost military power.'
'They felt reparations were too harsh.'
'Germany resented the War Guilt Clause.'
'Germany lost important pieces of territory.'
'Many of the terms were not based on Wilson's 14 Points.'
'They were disappointed that they were not allowed to negotiate the terms.'

Level 3 Explains why [4-7]

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

e.g. 'Limiting the German armed forces would create unemployment and a lack of security. The Army had been held in high esteem by the German people and, therefore, limiting it hurt their pride.'
'The Germans did not think that Germany was solely responsible for starting the war as implied in Article 231 and, therefore, should not have to pay the massive reparations.'
'The Germans were not allowed into the discussions at Versailles. They were simply presented with the terms and told to sign. It was considered a 'diktat'. All criticisms of the Treaty made by the German representatives were ignored, except one objection.'
'Many Germans were disappointed to find that part of Germany had been handed over to Poland and they were now under Polish rule. Those living in Alsace-Lorraine found themselves being governed by the French while those living in Eupen-Malmedy were now living under Belgian rule. The loss for 15 years of the Saar Basin to France also disappointed Germans as the German economy would suffer from its loss.'

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(c) How far did the peace settlements of 1919-20 reflect the aims of President Wilson? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'He failed to get agreement on many things.'

Level 2 Identifies aims [2]

e.g. 'Wilson wanted to achieve world peace.'
'He believed in self-determination.'
'Wilson did not want defeated countries treated harshly.'
'Wilson wanted freedom of the seas.'
'Wilson wanted to strengthen democracy.'
'Wilson achieved some of his 14 Points.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'Wilson hoped nations would co-operate to achieve world peace and in his 14th Point he proposed the setting up of an international body called the League of Nations. The establishment of the League was achieved.'
'Wilson believed in 'self-determination' and he wanted the different peoples of Eastern Europe to rule themselves rather than be part of the Austro-Hungarian Empire. Some new states were established, such as Czechoslovakia, Poland, Estonia, Latvia and Lithuania.'
'Wilson wanted to strengthen democracy in the defeated nations so that its people would not let its leaders cause another war. This was partially achieved with the setting up of the Weimar Republic in Germany.'

'Wilson failed to get all his 14 Points as a basis for the peace settlements. Lloyd George resisted the freedom of the seas point as it would be against Britain's interests.'
'Wilson did not want Germany treated harshly because he thought that if Germany was punished severely then, in the future, Germany would want revenge. He failed to persuade Clemenceau, who wanted revenge for the Franco-Prussian War and the fact that most of the fighting in the First World War had taken place in 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 were the main aims of the League of Nations when it was set up in 1920?

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

Level 1 General answer [1]

e.g. 'To improve the world.'

Level 2 Describes aims [2-5]

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

e.g. To uphold the Treaty of Versailles.'
'To maintain peace/avoid war/settle disputes peacefully.'
'To discourage aggression from any nation.'
'To encourage countries to co-operate, especially in trade.'
'To encourage nations to disarm.'
'To improve living and working conditions in all parts of the world.'
'To encourage international co-operation.'
'To encourage collective security.'

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(b) Why was the League of Nations dominated by Britain and France?

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

Level 1 General answer [1]

e.g. 'They were founder members of the League.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'Britain and France were the most powerful members in the League.'
'The USA was not a member.'
'Germany and USSR were not allowed to join at the start.'
'Britain and France wanted the Treaty upheld.'
'Its headquarters were in Europe.
'Japan, Italy and Germany all withdrew from the League.'

Level 3 Explains why [4-7]

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

e.g. 'Britain and France had agreed with Wilson's 14th Point to establish the League. They were founder members. They had just won the First World War and, therefore, had powerful armies.'
'Both countries wanted to uphold the Peace Settlement as they had a lot to gain. To do this, they supported the League.'
'Although Wilson had suggested the League, the USA senate refused to ratify the Treaty and, therefore, the setting up of the League. The USA never joined the League, leaving Britain and France as the most powerful and dominant members.'
'At the start, defeated countries, like Germany, were not allowed to join or they held unacceptable views, like the USSR.'
'Members in the Far East, like Japan, considered the League as a European club. Its headquarters were in Geneva. These factors helped Britain and France's domination.'
'In the '30s, Japan, Italy and Germany all left the League, leaving Britain and France even more dominant within the League.'

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(c) How far did the League of Nations achieve its aims in the 1920s? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'It settled disputes between nations.'

Level 2 Identifies achievements/failures [2]

e.g. 'It resolved the Aaland Islands dispute.'
'It arranged to help Austria and Hungary financially.'
'It settled a dispute over Upper Silesia.'
'It settled a dispute between Greece and Bulgaria.'
'It failed in Lithuania.'
'It failed with Corfu.'
'It failed to bring about disarmament.'
'It succeeded in its humanitarian work.'

Level 3 Explains achievements OR failures [3-5]

e.g. 'Both Sweden and Finland claimed the Aaland Islands and were ready to fight. The League decided they should be awarded to Finland and this was accepted by Sweden. The League achieved its aim of avoiding war.'
'Austria and Hungary faced bankruptcy after the war. The League arranged international loans to aid recovery.'
'Upper Silesia was a plebiscite area wanted by both Poland and Germany. The League decided to share the area and this was accepted.'
'The League was successful in dealing with refugees and former prisoners of war. It returned around 400,000 to their homelands. In Turkey, it moved swiftly to stamp out cholera, smallpox and dysentery in the camps.'
'The League worked hard against the drug trade and it freed 200,000 slaves in Sierra Leone.'

'Vilna was claimed by Lithuania and Poland. It was occupied by Polish forces. The League tried to negotiate but failed. League members were not willing to supply armed forces and Britain and France saw Poland as a barrier against Germany and Russia.'
'Five Italians were killed on the Greek side of the Greek-Albanian border. Mussolini demanded compensation from the Greek government. He did not get it and attacked Corfu. The League would not condemn Italy and put pressure on the Greeks to apologise.'

Level 4 Explains achievements 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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7 (a) Describe how the Berlin Wall affected people's lives in Berlin.

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

Level 1 General answer [1]

e.g. 'It was a physical barrier.'
'It split Berlin.'

Level 2 Describes effects [2-5]

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

e.g. 'It stopped free movement.'
'West Berlin was cut off from East Berlin.'
'If you tried to cross you could be shot.'
'It took no account of roads or buildings.'
'It put some people in communist held areas and others in capitalist areas.'
'People from the east could not move to the more prosperous west.'
'There was only one crossing point – Checkpoint Charlie.'
'Families were divided.'
'People in the east could not get goods from the prosperous west.'

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(b) Why did Khrushchev order Soviet soldiers into Hungary in 1956?

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

Level 1 General answer [1]

e.g. 'The Hungarians did not want Soviet control.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'Nagy was too liberal.'
'Nagy wanted free elections.'
'He wanted private ownership.'
'Nagy did not want Soviet troops in Hungary.'
'Hungary would leave the Warsaw Pact.'

Level 3 Explains why [4-7]

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

e.g. 'After the hard line communist leaders of Rakosi and Gero, Nagy appeared very liberal to the Soviet authorities. He wanted to make radical changes which would appear to loosen the grip of the communists. Nagy did not want a one party state. He intended to run free elections so that the Communist Party would have to compete with other parties.'
'Nagy wanted impartial courts and he wanted to restore farmland to private ownership, rather than being in the hands of the state.'
'Nagy wanted a total withdrawal of Soviet armed forces from Hungary. Some Soviet forces had existed in Hungary since the Second World War, although they had been scaled down when Nagy was first appointed.'
'The key factor, which Khrushchev could not tolerate, was that Nagy intended to withdraw Hungary from the Warsaw Pact and declare Hungary neutral in the Cold War struggle between East and West.'

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(c) How far were economic problems responsible for the end of Communist control in Eastern Europe? 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 economic chaos in the Soviet Union.'

Level 2 Identifies reasons [2]

e.g. 'The Soviet Union was in crisis.'
'Gorbachev introduced perestroika and glasnost.'
'Solidarity challenged the Soviet Union.'
'Communist countries were no longer dominated.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'Large sums of money were being spent on defence, the space race and the Afghanistan War and the Soviet Union could not spend money on eastern European regimes.'
'The main problem was that the economic reforms were introduced too quickly and with little preparation. This threw the Soviet Union into confusion and economic chaos.'

'Gorbachev introduced "glasnost" where Soviets were allowed to criticise the government and this brought about challenge to the Soviet Union countries in Eastern Europe.'
'Gorbachev withdrew Red Army support for other communist countries, resulting in one by one of the communist governments coming to an end.'
'Solidarity began calling for greater political and religious freedoms. Threats, banning and imprisonment did not work and Solidarity went from strength to strength. In 1989 Walesa became President of Poland, the first non-communist since the War. This set an example to the rest of Eastern Europe. Solidarity was a mouthpiece for opposition to communism.'

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) What were the main aims of the United Nations Organisation (UNO) when it was established?

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

Level 1 General answer [1]

e.g. 'To avoid the mistakes of the League of Nations.'

Level 2 Describes aims [2-5]

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

e.g. 'To maintain international peace and security. Countries were to understand that aggression by one state against another would always be met by a greater force.'
'To develop friendly relations among nations. To avoid conflict, by removing the causes of conflict between nations. This role was to promote contact between nations leading to greater understanding and mutual respect.'
'To achieve international co-operation to solve international problems.'
'Encourage respect for human rights. All countries wishing to join had to sign a declaration that they would respect these rights.'
'To provide collective security. Members were to be prepared to come to the aid of a victim.'

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(b) Why has the UNO been able to play an important part in world affairs?

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

Level 1 General answer [1]

e.g. 'Most countries of the world are members.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'USA, USSR and China are members.'
'Nearly 200 countries are members.'
'It has had success at peace-keeping.'
'Much time and money is spent on social and economic matters.'
'Increased power of the Secretary-General.'
'Better procedures than the League for the Assembly and Security Council.'

Level 3 Explains why [4-7]

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

e.g. 'The UN is a genuine world organisation. Both the USA and the USSR were founder-members and Communist China was admitted in 1971. This has given the organisation considerable influence.'
'The League never had more than 50 members whereas the UN has nearly 200 members. In 2002, East Timor became the 191st member.'
'The UN has had considerable success in its peacekeeping efforts, especially in crises which did not directly involve the interests of the great powers, such as the civil war in the Congo and the dispute between the Netherlands and Indonesia over West New Guinea.'
'Similar to the League, the UN has had considerable success with its specialised agencies such as WHO, UNESCO, FAO, IMF and UNICEF.'
'The position of Secretary-General has increasingly become more high profile. He is the main spokesman for the UN and is always at the forefront of international affairs.'
'Decisions in the Assembly do not need a unanimous vote. In the Security Council, any one of the five permanent members can veto a decision and prevent action being taken, but it has been accepted that an abstention does not count as a veto. This has smoothed the operation of the UN.'

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(c) How far did the United Nations' intervention in the Congo (1960-3) demonstrate that it was effective as a peace-keeping organisation? 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 a chaotic situation.'
'It brought temporary peace.'

Level 2 Identifies impact [2]

e.g. 'The UN sent a peace-keeping force.'
'It could only fire in self-defence.'
'The UN was accused of siding with Katanga.'
'It launched an attack on Katanga.'
'Katanga was re-united with the Congo.'
'The UN carried out successfully a humanitarian programme.'
'It nearly bankrupted the UN.'

Level 3 Explains effectiveness OR lack of effectiveness [3-5]

e.g. 'The UN sent in a 10,000 force to restore order and to prevent a civil war.'
'In August 1961, the UN troops launched an attack on Katanga and captured key points. Two further attacks meant that Tshombe fled the Congo and in January 1963, Katanga was re-united with the rest of the Congo.'
'The country had not descended into civil war and by 1963 there was political stability.'
'The UN had taken responsibility for the humanitarian programme. Famine and epidemics had been avoided by the use of United Nations sponsored food and medical programmes.'

'At first the UN troops could only fire in self-defence, but the Security Council changed this after a few months.'
'Lumumba accused the UN of taking sides and later Dag Hammarskjold was accused of over-reaching his authority as Secretary-General.'
'Not every country was pleased with what the UN had done. Russia, France and Belgium refused to pay their part of the $400 million that was needed to pay for the cost of the Congo operation. The UN nearly went bankrupt.'

Level 4 Explains effectiveness AND lack of effectiveness [5-7]

Both sides of Level 3.

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

Level 4 + evaluation.

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9 (a) What was the SA?

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

Level 1 General answer [1]

e.g. 'They were hired thugs.'
'A Nazi organisation.'

Level 2 Describes the organisation [2-5]

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

e.g. 'It was a paramilitary organisation (storm troopers).'
'A group formed by Hitler in 1921.'
'They were an armed group of mainly ex-soldiers from the Freikorps.'
'They disrupted meetings of Hitler's opponents, especially Communists.'
'They often beat up opposition supporters.'
'They gave Hitler protection at his meetings.'
'It was headed by Ernst Röhm.'

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(b) Why did the Munich Putsch take place?

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

Level 1 General answer [1]

e.g. 'In an attempt to improve things.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'To seize power.'
'To topple the Weimar government.'
'To gain the support of the army.'

Level 3 Explains why [4-7]

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

e.g. 'Hitler wanted to destroy Weimar. He believed it was an opportune time to topple the Weimar government. The government was pre-occupied with the economic crisis and had just called off the passive resistance in the Ruhr.'
'Hitler wanted to secure power and, through his close relationship with Ludendorf, believed that Ludendorf would be able to persuade the German army to desert the government and side with the Nazis.'
'The Bavarian government was right-wing. Its leaders had been plotting against the government. Hitler felt sure they would support a putsch.'
'There was discontent in Germany due to the effects of hyperinflation. Many nationalists still hated the Treaty and were furious when Stresemann called off the passive resistance and resumed paying reparations. With this in mind, Hitler thought it was the right time to seize power.'

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(c) 'The popularity of the Nazi Party's ideas was the most important reason for Hitler being appointed Chancellor of Germany in 1933.' 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 Party had some attractive policies.'

Level 2 Identifies reasons [2]

e.g. 'It wanted to abolish the Treaty of Versailles.'
'The Party stood for Anti-Semitism.'
'The Party had a programme of work.'
'It stood for union with Austria.'
'It was anti-Communist.'
'Hitler's charismatic personality.'
'Goebbel's propaganda.'
'The impact of the Great Depression.'
'Other party leaders could not command a majority.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'In difficult economic times, the Nazi Party programme proved to be very attractive to voters. The Nazis believed the Treaty of Versailles had to be abolished because it brought great misery on Germany. In particular, the heavy reparations weakened Germany's economy.'
'At a time of massive unemployment, the Nazis programme of work was appealing. A huge range of jobs were outlined from the re-building of the armed forces to the building of homes and motorways.'
'Many Nazis blamed the Jews for all Germany's problems from the loss of the First world War to the Depression. It was appealing to have someone to blame. Jews throughout Europe were not popular and the Nazis played on this factor.'

'Hitler himself was a very powerful and skilled speaker. His performances at rallies were very persuasive.'
'Joseph Goebbels organised Hitler's election campaigns and was a master of propaganda. His organisation of rallies and posters helped to highlight Hitler's appeal.'
'The Great Depression destroyed the whole basis of the German economy and German trade suffered. Many Germans were prepared to listen to the promises of extremists such as the Nazis.'
'The failure of successive chancellors to deal with the effects of the Depression made Hitler's appointment a possibility. Bruning, Schleicher and von Papen all failed to command majorities in the Reichstag and resulted in Hindenburg ruling by decree.'

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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10 (a) Describe the relationship between the Nazi government and the churches.

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

Level 1 General answer [1]

e.g. 'The relationship was complicated.'

Level 2 Describes relationship [2-5]

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

e.g. 'Hitler signed a Concordat with the Catholic Church allowing it to keep control of its schools as long as it stayed out of politics.'
'Hitler tried to get the Protestant Churches to come together in one official Reich Church.'
'Many Germans still felt their true loyalties lay with their original Churches in their local areas rather than with this state-approved Church.'
'Some priests led resistance towards the Nazis, such as the Catholic Bishop Galen criticising Nazi policy towards the mentally ill and physically disabled. He had temporary success.'
'Protestant ministers, like Martin Niemoller, criticised the Nazis and found himself in a concentration camp 1938-1945.'

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(b) Why was there little opposition, in Germany, to Nazi rule?

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

Level 1 General answer [1]

e.g. 'Most were scared to oppose the Nazis.'
'Many supported the Nazis in how they ruled.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'Many Germans admired and trusted Hitler.'
'Many Germans were attracted by the promises made by the Nazis.'
'Hitler brought economic recovery.'
'Opposition was dealt with severely.'

Level 3 Explains why [4-7]

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

e.g. 'Many Germans were prepared to tolerate rule by terror and loss of political freedom in return for work, foreign policy success and a strong government.'
'Hitler offered them leadership which would steer them to stability and prosperity following the Great Depression.'
'Many were happy with Hitler's attack on the Treaty of Versailles. Success in foreign affairs made Germans feel that their country was a great power again after the humiliations of the First World War and the Treaty of Versailles.'
'Hitler brought economic recovery. Through public works programmes and the re-armament programme, unemployment was reduced. As well as bringing employment, these measures brought national pride.'
'Most serious criticism of the Nazis was done in private rather than in public. All the Nazis' main opponents were killed, exiled or put in prison. The rest had been scared into submission.'

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(c) 'The use of the radio had a greater effect on the German people than did other forms of propaganda.' 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. 'Newspapers, radio and cinema were all important.'

Level 2 Identifies impact [2]

e.g. 'There were cheap radios.'
'Hitler's speeches were broadcast.'
'Newspapers were censored.'
'Films usually had a pro-Nazi message.'
'Nuremberg Rallies made a great impact on people.'
'German people viewed the Olympics as a great success.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'Goebbels saw the potential of radio broadcasting for spreading the Nazi message. He made cheap radios available so all Germans could buy one and he controlled all the radio stations.'
'Hitler's speeches and those of other Nazi leaders were repeated on the radio over and over again until the ideas expressed in them came to be believed by the German people.'
'Listening to broadcasts from the BBC was punishable by death.'

'Goebbels controlled the newspapers closely. They were not allowed to print anti-Nazi ideas. Anti-Nazi newspapers were closed down. German newspapers became dull reading and circulation fell by 10%.'
'All films – factual or fictional, thrillers or comedies- had to carry a pro-Nazi message. The newsreels which preceded feature films in the cinema were full of the greatness of Hitler and the massive achievements of Nazi Germany.'
'Goebbels organised huge rallies, marches, torch-lit processions and meetings. The most famous was the Nuremberg Rally which took place every summer. The rallies brought colour and excitement into people's lives. They gave them a sense of belonging to a great movement.'
'Goebbels realised that the 1936 Olympics was a great propaganda opportunity. It would be a showcase for showing the Aryan race was superior to all other races. People were amazed at the scale of the stadium, the wonderful facilities and the efficiency of the organisation.'

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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11 (a) What help did other countries give to the Whites in the Russian Civil War?

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

Level 1 General answer [1]

e.g. 'Very few troops were involved. It was mainly weapons.'

Level 2 Describes help [2-5]

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

e.g. 'Britain sent considerable quantities of arms and equipment. Kolchak received over 100,000 tons of military material. Denikin received over a quarter of a million rifles.'
The British sent several hundred officers as advisers, instructors, storekeepers and even a few aviators.'
'The French sent military support into the Ukraine and the Crimea.'
'The USA and Japan sent a small number of troops, military arms and equipment through Vladivostock.'

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(b) Why was War Communism unpopular?

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

Level 1 General answer [1]

e.g. 'It brought misery and starvation.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'There were food shortages.'
'Free enterprise was discouraged.'
'Discipline for workers was strict.'
'Trade between town and countryside almost ceased to exist.'
'Goods for private ownership were confiscated.'
'Production levels were reduced.'

Level 3 Explains why [4-7]

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

e.g. 'Peasants hoped to sell any surplus grain on the open market, but the Food Commissariat often requisitioned food from the peasants and distributed it to the industrial workers.'
'Peasants did not see why they should produce food only for the State to take it away without paying for it. They refused to co-operate and this led to shortages and even famine 1920-21 when 7 million died.'
'The State took over all means of production including factories, mines workshops and railways and reduced all types of private ownership by confiscating items of personal wealth. This was not popular.'
'The State made work compulsory and all workers were made subject to government direction. Discipline was strict and strikers could be shot.'
'In all areas of economic life production levels fell. The quality of goods deteriorated, while productivity of labour declined. Trade between countryside and towns almost ceased and agriculture reverted to subsistence level. This brought the Russian people to a level of misery and hardship unknown in western Europe during the harshest years of the World War I.'

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(c) 'Lack of unity among the Whites was the main reason they lost 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. 'It was Lenin and Trotsky who made the difference.'

Level 2 Identifies reasons [2]

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

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'The Whites had no single command. Their leaders had many different aims and ambitions. They were geographically split and unable to co-ordinate their efforts as communications were difficult.'
'The Whites had limited support from the Russian people who did not like the Bolsheviks but preferred them to the Whites because the Whites treated people harshly. They realised if the Whites won the landlords would return.'
'In 1920, the Whites lost their outside support when foreign powers withdrew their armies and supplies.'

'The Bolsheviks were united under one leader, fighting for a cause and for survival.'
'The Bolsheviks had control of Moscow and Petrograd and also the railways which enabled arms and food to be supplied and moved to the troops.'
'The Red Army was created and led by Trotsky. He enforced strict discipline and used both encouragement and terror to make soldiers fight. He was a courageous and outstanding leader.'
'War Communism meant that the Red Army was equipped and fed. The State took over all aspects of the economy, nationalising industry and controlling the production and distribution of goods.'

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 were the Five Year Plans?

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

Level 1 General answer [1]

e.g. 'A means of modernising the USSR.'

Level 2 Describes plans [2-5]

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

e.g. 'The plans were set up by Gosplan, the state planning organisation.'
'The plans set ambitious targets for production in the vital heavy industries, such as coal, iron, oil and electricity.'
'The targets were set out in such a way that every worker knew what he or she had to achieve.'
'The First Five Year Plan (1928-1932) concentrated on heavy industry.'
'The Second Five Year Plan (1933-1937) still concentrated on heavy industry but other areas were developed, such as mining, transport and farm machinery.'
'In the Third Five Year Plan, which started in 1938 and was interrupted by the War, there was a move towards the production of more consumer goods.'

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(b) Why did Stalin launch campaigns against the Kulaks?

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

Level 1 General answer [1]

e.g. 'The kulaks would not do what Stalin wanted.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'Stalin wanted to modernise agriculture.'
'He needed a surplus of grain to export.'
'Stalin wanted larger farming units.'
'The kulaks would not grow 'new' crops.'
'The kulaks stood in the way of true socialism.'

Level 3 Explains why [4-7]

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

e.g. 'Stalin needed to modernise the USSR's agriculture. The industrial population was growing and they needed to be fed. He also wanted a surplus of grain to export so that he could finance industrial modernisation.'
'The kulaks owned small farms, but these farms were too small to make efficient use of tractors, fertilisers and other modern methods.'
'The kulaks produced enough food for their own families but did not see the significance of producing more for the towns.'
'The kulaks were resistant to change. They did not like being under a local Communist leader and they refused to grow 'new' crops such as flax which was needed by industry.'
'Stalin pointed out that the kulaks were standing in the way of Socialism. He said that they put themselves before their country.'

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(c) To what extent did the Soviet economic 'miracle' between 1928 and 1937 depend on the enthusiasm of the workers? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'The miracle was achieved by terror.'

Level 2 Identifies reasons [2]

e.g. 'Some had a higher standard of living.'
'Welfare and social services increased.'
'There were harsh conditions and targets for some.'
'Stalin's determination was the key to progress.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'There was an 'enthusiasm' from a new elite which emerged. This included teachers, scientists, engineers, factory managers and skilled workers who were paid more than the ordinary workers and received extra benefits such as better housing.'
'Many gained well-paid jobs and unemployment was almost non-existent. There were shortages of male workers and by 1937 40% of the workforce was female.'
'By 1940, the USSR had more doctors per head than Britain. Education became free and compulsory for all and huge investment was made in training schemes in colleges and in the work place to create a skilled workforce.'

'The miracle was achieved by strict factory discipline and severe punishments. Lateness or absence was punished by sacking and this often meant the loss of the home as well. The secret police prevented free movement of workers.'
'The workers were constantly bombarded with propaganda such as posters, slogans and radio broadcasts. They all had strict targets to meet and they were fined if they did not meet them.'
'The concentration on heavy industry resulted in less availability of consumer goods such as clothes which ordinary people wanted to buy. Overcrowding remained a problem and wages remained low.'
'The economic miracle was driven through by Stalin, who did not allow any opposition to stand in the way of progress. As early as 1928, Stalin punished a number of engineers for 'sabotage' in the important Donbass mining region.'

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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13 (a) Describe the impact of the motor car on life in 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. 'It meant people were more mobile.'

Level 2 Describes impact [2-5]

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

e.g. 'The motor industry created much employment. By the end of the 1920s the motor industry was the USA's biggest industry.'
'The production of cars created employment in other industries and services, such as rubber and glass production and road making.'
'The introduction of the assembly line reduced the cost of car production, making it possible for more people to afford cars and, therefore, make them more mobile.'
'It meant people could get to work from places not served by other forms of transport. This affected town and village development.'
'Many ordinary people could go on holidays in their cars and also enjoy going out by car for their entertainment.'

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(b) Why was life difficult for many US farmers during the 1920s?

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

Level 1 General answer [1]

e.g. 'Because of lost markets.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'The demand from Europe fell.'
'Canada was more efficient.'
'Because of over-production.'
'Many went out of business.'

Level 3 Explains why [4-7]

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

e.g. 'After the War, Europe imported less food from the USA partly because Europe was poor and partly as a response to US tariffs which disadvantaged Europe when exporting to the USA.'
'The Canadian wheat producers were highly efficient and brought stiff competition to the US farmers.'
'An underlying problem was over-production. Up to 1920, when farming was doing well, more and more land was used for farming. Improved machinery, such as the combined harvester, made US agriculture extremely efficient. The result of this was that it was producing surpluses of wheat nobody wanted.'
'With reduced incomes, many farmers could not afford to pay back the loans they had taken out to buy the new machinery. This resulted in eviction and unemployment.'

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(c) 'The impact of the First World War was the most important cause of the 'economic boom' in the 1920s.' 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, there was a demand for materials in Europe.'
'No, it was Republican policies.'

Level 2 Identifies reasons [2]

e.g. 'The government believed in laissez-faire.'
'Taxation was low.'
'Tariffs protected home produced goods.'
'Trade unions were discriminated against.'
'New technology created consumer goods.'
'Credit facilities became readily available.'
'The expansion of the car industry boosted the economy.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'Presidents Harding and Coolidge believed in a policy of laissez- faire or not interfering with the economy. Instead, they encouraged the growth of industry by low taxes. This 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 USA, making them more expensive than those produced at home and, therefore, 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.'
'The widespread availability of electricity created a demand for consumer goods.'
'The introduction of credit purchases gave opportunities for people to own goods whilst paying for them by instalments.'
'The expansion of the car industry boosted the whole economy as more cars were bought. It stimulated other industries such as oil, steel, rubber, iron and coal.'
'Increased production of consumer goods increased employment. This meant people had more money to spend on consumer goods and in turn create demand and encouraged further production.'
'The First World War created a huge demand in Europe for food, which meant US farmers could get reasonable prices, but this was to end soon after the War.'
'The demand for ships and weapons was massive during the War years to keep Britain and France supplied, but this stalled soon after the War finished and US companies had to turn to other products.'
'The War meant an economic boom during the War years, but after the War the US decided to isolate itself from Europe and it had to convert its industry to satisfy the home market in consumer goods.

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 were the consequences for the American people of the Wall Street Crash?

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

Level 1 General answer [1]

e.g. 'People were destitute.'
'Life was harsh with little hope.'

Level 2 Describes consequences [2-5]

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

e.g. 'There was no welfare state so those made unemployed faced ruin.'
'Families lost their home or were split up.'
'Males had to search for work.'
'The unemployed relied on charity with queues waiting for food.'
'The homeless built shanty towns of scrap metal and tents ('Hoovervilles') on the edge of towns and cities.'
'The number of unemployed seemed to increase daily.'

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(b) Why were speculators blamed for the Wall Street Crash?

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

Level 1 General answer [1]

e.g. 'Because they gambled with fortunes.'
'When it went wrong, it caused panic.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'Because of credit buying.'
'Because of speculation.'
'Economy slowing down.'
'Share prices stopped going up.'
'Speculators tried to sell to save something.'

Level 3 Explains why [4-7]

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

e.g. 'Americans bought shares on the stock market to make a profit. As more shares were bought, share prices kept rising. People bought shares on credit expecting to sell them for a profit. This is called speculation.'
'People were allowed to buy 'on the margin' where they paid only a small percentage of the real price. Then re-selling at a profit and paying off the balance.'
'In 1928 share prices did not rise as much as the economy was slowing down. Some speculators began to sell. Prices started to fall.'
'In October 1929, the fall in share price brought panic. Prices plunged and investors tried to cut their losses. Thousands lost everything as share prices continued to fall.'

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(c) 'The most important effect of the Wall Street Crash was unemployment.' 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. 'Most large speculators were ruined.'

Level 2 Identifies effects [2]

e.g. 'Unemployment was very high.'
'There was much social distress.'
'Some banks went bankrupt.'
'International trade declined.'
'Confidence was hit.'
'World economic depression occurred.'
'Republican policies were doomed.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'In 1929, unemployment was at 1.6 million, but by 1933 it had reached 14 million, which was a quarter of the workforce.'
'The hardest hit were those living in agricultural areas. Farmers could not pay their mortgages and they packed up and went looking for work. Many went to California.'
'In the towns it was not much better. In Cleveland, the steel city, 50% of workers were unemployed. Most towns had a shanty town or 'Hooverville' with people searching for work.

'The effect of the Wall Street Crash was to cause a banking crisis. 4,500 banks went under between 1929 and 1931. Many lost their deposits and investments in the banks. In the long term, the surviving banks proved to be stronger.'
'The Crash caused the USA to recall international loans. This hit foreign countries, such as Germany, where factories closed as investments and loans were withdrawn, causing huge unemployment.'
'International trade ground to a halt and it became a world economic depression.'
'Republican policies did not seem to have an answer to tackling the effects of the Crash. Hoover talked of 'prosperity just around the corner' but Americans did not have his confidence. Those who still had money, kept it instead of buying new goods or shares. There was a downward spiral which saw businesses cut production and lay off workers.'

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 were the main features of the structure of government set up by the Communists in 1949?

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

Level 1 General answer [1]

e.g. 'It changed from the eighteen provinces.'

Level 2 Describes the main features [2-5]

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

e.g. 'They had six regions. These were subdivided and run by councils.'
'At each level was a Communist Party committee.'
'The Party was run on the principle of Democratic Centralism with Party members giving total obedience to the Party leaders.'
'The leaders took over the most important positions in the government.'
'The commanders of the PLA shared in the task of government.'

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(b) Why did the Nationalists lose the Civil War?

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

Level 1 General answer [1]

e.g. 'The Communists were better organised.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'The Nationalist leadership was corrupt.'
'The Nationalists treated the peasants badly.'
'Chiang did not fight strongly against the Japanese.'
'The Communist army was more efficient.'
'The Communists had popular support.'
'The Communists had good leaders.'

Level 3 Explains why [4-7]

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

e.g. 'The Communist army was much smaller but very well disciplined with high morale and efficient organisation.'
'The Nationalists had modern equipment but it was negated by the use of guerrilla warfare.'
'Nationalist leaders were not respected whereas the Communists had good leaders who had effective control and good tactical sense.'
'The Nationalists were known for looting, raping and corruption, whereas the Communists cared for the peasants and treated the population fairly with firm law and order.'
'In many Nationalist areas there was high inflation which ruined many families and turned the middle classes against Chiang.'
'Chiang was blamed heavily for not having fought strongly enough against the Japanese. This counted heavily against him.'

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(c) 'The most important issue facing the Communists on taking power was the treatment and status of women.' 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. 'Opposition to the government had to be removed.'

Level 2 Identifies issues [2]

e.g. 'Women needed equal rights.'
'Most peasants could not read or write.'
'Industrial and food production was low.'
'There was a need for land reform.'
'Disease and lack of hygiene was common.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'Mao was determined to change old attitudes to women. In the traditional Chinese family, marriages were arranged and women were expected to obey their husbands.'
'The Communist government wanted to ban arranged marriages and give women equal rights.'
'Mao wanted to use women as a source of labour so every effort would be made to provide workplace nurseries.'

'Mao saw land reform as urgent. Peasants wanted their own land and, therefore, Mao intended to wipe out the landlords and distribute the land among the peasants.'
'Chinese industry was backward and Mao intended to nationalise major industry to improve production.'
'Mao intended to launch a massive campaign to teach the Chinese to read and write. In 1949 only 20 % were literate. He wanted to send teachers to the villages to teach the children during the day and the parents at night.'
'Mao needed to improve health and general hygiene. He wanted street committees to clean up their area to avoid cholera and typhoid, which had been common. Mao wanted 'barefoot doctors' to get out into the villages to deal with common diseases. He wanted healthcare free of charge.'
'Mao needed control of the country. This would be done partly through control of the mass media and partly through terror. Mao intended to hunt down any opposition. Over a million were executed between 1949 and 1951.'

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) What was 'thought reform', introduced by the Communists in 1951?

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

Level 1 General answer [1]

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

Level 2 Describes 'reform'. [2-5]

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

e.g. 'It was re-education.'
'Thought reform was a large campaign launched against Communist enemies – usually landowners and businessmen.'
'Mao organised this campaign to root out the 'evils' in Chinese life.'
'Many opponents were persuaded to reform their ways and were re-educated to Communism.'
'They could be sent to the fields or factories. They had to learn about Communism through manual labour.'

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(b) Why was industrial production low in China at the start of Communist rule?

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

Level 1 General answer [1]

e.g. 'The Civil War had caused disruption.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. ''Parts of China had been occupied in the Second World War.'
'KMT reforms did not work.'
'Industry was traditionally small scale.'
'China was ravaged by Civil War.'

Level 3 Explains why [4-7]

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

e.g. 'During the 1930s, the KMT had introduced a series of reforms to improve industrial production. These had only modest success as not sufficient capital was raised and not enough training to improve skills.'
'During the Second World War, much of China was occupied by the Japanese and towards the end Manchuria, China's most industrialised region, was looted by the Russians.'
'The Civil War disrupted industrial production. The KMT depended on foreign imports in the form of aid to fight the Communists. Until stability was achieved little would be produced. By 1949, industrial production was 50% below pre-Second World War figures.'
'Traditionally, China's industry was very small scale, involving just families or a few workers in workshops. The Chinese were resistant to change.'

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(c) 'By 1962, Communist attempts to produce a new industrial society had succeeded.' 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 were successful in increasing production.'

Level 2 Identifies impact [2]

e.g. 'Output increased under the Five Year Plans.'
'Inflation was stopped.'
'The Great Leap Forward allowed new targets.'
'The standard of living did not improve.'
'The Great Leap Forward was not a success.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'When Mao took over China, industrial production was down 50% on the pre-War figure and food production down 25%. There was rapid inflation and hardly any modern industry. In 1953 the Five Year Plans were introduced, concentrating on heavy industry such as steel, coal and electric power and output increased more than expected – by 120%. Inflation was stopped by buying and selling at low, fixed prices.'
'To increase the efficient use of manpower, the Great Leap Forward was introduced. It was an opportunity to hand control back to the workers. New higher targets for industry were set with output to double. Steel production doubled in the first year.'

'The Five Year Plans did little to improve the standard of living of the Chinese, who were desperate for consumer goods such as bicycles.'
'Despite the success of the First Five Year Plan, manpower was not being used efficiently. There was insufficient investment.'
'The Great Leap Forward was set to double industrial output, but the many small factories proved to be inefficient and wasteful. Much of the steel was low quality and could not be used.'

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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17 (a) What did Rhodes hope to achieve for Britain in South Africa?

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

Level 1 General answer [1]

e.g. 'Control of large areas.'

Level 2 Describes aims [2-5]

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

e.g. 'Rhodes was a keen imperialist. He wanted to expand Britain's influence throughout the continent.'
'Rhodes wanted to bring great wealth to Britain and for himself. He was a gold and diamond mine owner.'
'Rhodes wanted British expansion from the Cape to Cairo.'
'He founded the British South Africa Company to develop the region between the Limpopo and the Zambezi, later to be known as Rhodesia.'
'When he was made prime minister of Cape Colony, he hoped to remove the influence of the Boers in Transvaal.'

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(b) Why did the Second Anglo-Boer War (1899-1902) leave bitterness in South Africa?

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

Level 1 General answer [1]

e.g. 'Because the Boers lost.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'Because of the policy relating to farming land.'
'They hated the concentration camps.'
'They lost their capital towns.'
'They became part of the British Empire.'

Level 3 Explains why [4-7]

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

e.g. 'Kitchener's scorched earth policy destroyed the farms of the Afrikaners, leaving nothing for the families to return to.'
'The concentration camps were a disaster as their poor sanitation caused the deaths of 28,000 women, children and black people.'
'The Boer capitals of Bloemfontein and Pretoria were captured by British forces.'
'To stop guerrilla raids, Kitchener criss-crossed the countryside with barbed wire.'
'The Boers had to surrender. The two republics with the gold fields became part of the British Empire.'
'Most Boers believed they were victims of a monstrous British injustice.'

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(c) 'The creation of the Union in 1910 failed to solve South Africa's 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. 'Problems were not solved as the Union failed to 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. 'Many Britons had felt guilty about the Boer War and wished to win over their defeated foe. They created the Union of South Africa, which was an excellent deal for the Afrikaners. It kept the old voting system. All white governments from 1910 were led by Afrikaners.'
'It was to be a union of two races, the British and the Afrikaners.'
'The constitution stated that the Westminster style of government would be used with a unitary state in which political power would be won by a simple majority.'

'Only a few well-off blacks could vote.'
'The practices by which races had been segregated in the two Boer republics now became part of the new constitution.'
'The African was excluded from the political field.'

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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18 (a) Describe the ANC Defiance Campaign introduced in 1952.

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

Level 1 General answer [1]

e.g. 'Started peacefully.'
'Became more violent.'

Level 2 Describes campaign [2-5]

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

e.g. 'The ANC had adopted 'stay at home' days in 1951 as part of a civil disobedience campaign.'
'After a meeting in Bloemfontein, the ANC called upon the Prime Minister to repeal six unjust laws.'
'In June 1952 they began a Defiance Campaign to make apartheid unworkable. This included going without passes.'
'The Campaign supported the opposition to the Bantu Education Act of 1953.'
'The Campaign continued throughout the '50s and into the early '60s. In 1960 the Campaign called for a one day protest against the pass laws.'

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(b) Why did the ANC turn to violence in the 1960s?

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

Level 1 General answer [1]

e.g. 'Peaceful methods were not working.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'The result of Sharpeville.'
'A lack of success with the civil disobedience campaign.'
'The ANC was banned.'
'Mandela was imprisoned.'
'Failure of international community against apartheid.'
'Other organisations became militant.'

Level 3 Explains why [4-7]

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

e.g. 'In March 1960, 69 people were killed by police at a demonstration at Sharpeville. Many were shot in the back. This was a turning point in ANC methods.'
'The ANC had led a long campaign of civil disobedience against apartheid with very little success. There had been numerous demonstrations against the pass laws, but they still existed.'
'Mandela helped organise the Umkhonto we Sizwe when the ANC went underground to target power stations and other economic targets. The ANC was banned.'
'Mandela was arrested and sent to prison for five years in 1962. In 1964 he was tried for sabotage and sentenced to life imprisonment on Robben Island.'
'The UN and the international community had failed to influence South Africa. Too many continued to trade or even have sporting links.'
'The ANC was aware that other black organisations such as PAC were becoming more aggressive and militant. They were recruiting young blacks as the ANC seemed to be ineffective.'

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(c) How important was the part played by the ANC and other African nationalist organisations in bringing about the end of apartheid? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'The ANC had a long history of opposing apartheid.'

Level 2 Identifies impact [2]

e.g. 'The ANC held a campaign of defiance.'
'The ANC produced a Freedom Charter.
'The Black Consciousness Movement raised the profile.'
'The end of the Cold War meant focus turned on South Africa.'
'Mandela and De Klerk brought about change.'

Level 3 Explains importance OR other factors [3-5]

e.g. 'The ANC had a long history of fighting apartheid, from the campaign of defiance in the '50s through to the violent action after Sharpeville in the '60s.'
'The ANC seemed to be losing influence to other groups such as PAC, the Black Consciousness Movement, the SACP, the AWB and the UDF, but its leader, Nelson Mandela was to help broker the end of apartheid.'

'The UN tried to impose economic sanctions on South Africa from 1962, although many western countries continued to trade and appreciated the support from South Africa during the Cold War. With the end of the Cold War, attitudes changed. P.W.Botha realised in the '80s that South Africa was under threat as companies like Barclays withdrew and a complete boycott on exports looked likely.'
'Increased media interest around the world in clashes between protesters and police heightened the condemnation of apartheid.'
'Following the whites-only election of 1989, De Klerk chose to treat the result as a mandate for reform, although there was not a clear majority of voters wanting change.'
'Mandela and De Klerk worked together, signing a Record of Understanding and in 1993, an interim Constitution. Apartheid was doomed.

Level 4 Explains importance AND other factors [5-7]

Both sides of Level 3.

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

Level 4 + evaluation.

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19 (a) What actions were taken by the United Nations Organisation to carry out its decision of 27 October 1966?

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

Level 1 General answer [1]

e.g. 'It used the International Court.'

Level 2 Describes actions [2-5]

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

e.g. 'After passing a resolution to end the mandate, the UN established a committee to take over and in May 1967 a UN Council was established to take over until independence.'
'When South Africa refused to withdraw, the UN requested members 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 saying how SWA should become independent.'
'In 1989 a UN-supervised election was accepted by South Africa and independence was granted in March 1990.'

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(b) Why did South Africa lose its mandate over Namibia in 1966?

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

Level 1 General answer [1]

e.g. 'It did not agree with the UN.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'South Africa wanted to rule in its own way.'
'South Africa said that the mandate had ended.'
'It ignored the International Court.'

Level 3 Explains why [4-7]

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

e.g. 'South Africa wanted SW Africa as a fifth province. This was refused by the UN.'
'The UN wanted a trusteeship but South Africa refused and stopped sending reports about administration to the UN.'
'South Africa introduced apartheid and governed with the non-white laws. This was opposed by the UN who saw it as violating the 'sacred trust' of the original mandate.'
'The International Court of Justice ruled that the original mandate had not ended with the demise of the League of Nations and South Africa was legally bound to follow the UN rulings. They refused.'

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(c) Did the United Nations Organisation advance, or did it hold back, the struggle for independence in Namibia? 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 slow to get a result.'

Level 2 Identifies impact [2]

e.g. 'The UN worked through the International Court.'
'It imposed sanctions on South Africa.'
'It was not willing to use military force.'
'It failed to get overwhelming support from Western powers.'
'It relied on SWAPO.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'The UN passed a resolution ending the mandate in 1966 and set up a Council to establish independence.'
'The UN imposed sanctions on South Africa and the International Court declared that South Africa was acting unlawfully.'
'The UN passed Resolution 435 showing how SWA should become independent. An election held by the UN in 1989 led to independence.'

'The UN imposed sanctions on South Africa but these were limited and the UN found that not all Western nations supported them.'
'The UN was not willing to use force to enforce its resolutions. The major powers would not support such a measure.'
'As a result of the 1971 Court ruling, SWAPO became recognised as 'the nation in a state of becoming' and was recognised by the UN as representing the majority of Namibians.'
'It took 24 years from the ending of the mandate to independence. It showed the limited powers of the UN.'

Level 4 Explains agreement AND disagreement [5-7]

Both sides of Level 3.

Level 5 Explains with evaluative judgement [8]

Level 4 + evaluation.

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20 (a) What actions taken by Egypt after 1949 led to war between Israel and Egypt in 1956?

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

Level 1 General answer [1]

e.g. 'The Egyptians stopped trade.'

Level 2 Describes actions [2-5]

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

e.g. 'The Egyptian generals deposed the monarchy and appointed Nasser as their leader.'
'Nasser bought huge quantities of Russian weaponry, which made Israel nervous.'
'Egypt recognised the People's Republic of China and this led to the USA and Britain withdrawing funds for the Aswan Dam.'
'Nasser nationalised the Suez Canal to fund the Dam and blocked the Straits of Tiran, which meant Israeli ships could not get to the Gulf of Eilat.'

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(b) Why was Israel successful against Egypt in 1956?

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

Level 1 General answer [1]

e.g. 'They were better organised.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'Israel had a comprehensive plan.'
'Israel had superior forces.'
'Its military leadership was better.'

Level 3 Explains why [4-7]

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

e.g. 'The Israelis had a detailed plan called Operation Kadesh to tackle Egypt in the event of war. Its targets were Sharmel-Sheikh, Abu Uwayulah, al-Arish and the Gaza Strip.'
'With the capture of Sharmel-Sheikh, the Israelis could open up the Straits of Tiran.'
'By capturing Abu Uwayulah and al-Arish, it meant a deathblow to the Egyptian high command.'
'By capturing the Gaza Strip, the Israelis could remove the training grounds for the Fedayeen groups.'
'Despite the recent additions of Russian weaponry to Egyptian forces, the Israeli airforce, navy and army remained dominant.'
'The Israelis had some excellent commanders, such as Maj. Gen. Moshe Dayan and Col Ariel Sharon.

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(c) 'Between 1967 and 1973 Israel was able to survive two wars because of its military superiority.' 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 Israelis had to win to survive.'

Level 2 Identifies reasons [2]

e.g. 'It had USA support.'
'It received American supplies.'
'Israeli airforce was superior.'
'Lack of Arab co-ordination.'
'Arab mistakes.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'In the 6 Day War of 1967, the Israelis launched Operation Focus by a large scale airstrike. The Israelis caught the Egyptian aircraft on the ground. They also destroyed the airforces of Syria, Iraq and Jordan. Over 400 aircraft were destroyed by the Israelis in two days.'
'With air superiority, the land campaign for the Israelis was equally successful in Sinai, the West Bank and the Golan Heights.'
'Although Egypt hit first in 1973, again Israeli air superiority meant the victory would be Israel's.'

'The USA gave Israel support. In 1973, the Americans airlifted emergency supplies of arms to enable a successful counter attack to take place.'
'The USA and USSR did not want to be actively involved in 1973 because of D'Entente. They did not want to de-stabilise the Middle East.'
'Before the 1967 War, Egypt forced the UN to withdraw troops between the two countries, giving the impression there would be an attack. There was considerable Egyptian military activity on the Israeli border for weeks before the War broke out.'
'In both wars, there was a lack of co-ordination between Arab nations and sometimes even enthusiasm for warfare; for example, the lack of interest by Jordan in 1973 because it feared losing more land.'

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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21 (a) In what ways did the Camp David Agreement of 1978 make life worse for Palestinians in the West Bank?

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

Level 1 General answer [1]

e.g. 'They were still occupied.'

Level 2 Describes impact [2-5]

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

e.g. 'The Camp David Agreement only agreed to remove Israeli troops from Sinai. It did not agree to remove Israeli occupation of the West Bank.'
'There was no provision in the Agreement for an independent Palestinian State centred on the West Bank.'
'Jewish settlements could start to be built in the West Bank on land owned by Arabs.'
'The Palestinians in the West Bank would be restricted in their movements and activities because they were still under Israeli control.'

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(b) Why was the West Bank town of Hebron a source of tension between Israelis and Palestinians?

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

Level 1 General answer [1]

e.g. 'It is important to both religions.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'Jews and Muslims consider it to be a holy city.'
'It is the most important economic town on the West Bank.'
'Jewish groups get special treatment.'
'Israeli troops impose strict conditions.'
'There are regular acts of violence.'

Level 3 Explains why [4-7]

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

e.g. 'Both Palestinians and Jews consider Hebron to be holy. To Jews it is only second to Jerusalem and to Muslims it is one of four holy cities of Islam.'
'It is the largest city on the West Bank and most vital for the West Bank economy.'
'The 500 Jewish settlers seem to get preferential treatment out of proportion to their size compared to the 155,000 Palestinians.'
'Hebron is broken up into H1 and H2. H1 is controlled by the Palestinians. H2 has the Jewish settlers and is controlled by Israeli forces. There are even disagreements amongst Jews as to whether the Jewish settlers should be there. Some have said that they are an obstacle to peace.'
'In H2 there are curfews and restrictions of movements for Palestinians. Only Jews are allowed to use Shuhada Street. This is wealthy as the Americans have invested millions of dollars into this street.'
'There are many acts of violence on both sides. But the Israeli forces protect the Jewish settlers.'

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(c) 'The impact of the Intifada was the main reason for Israel and the PLO signing a peace accord in 1993.' 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 stone throwing made an impact.'

Level 2 Identifies reasons [2]

e.g. 'The Intifada hit the headlines around the world.'
'The USA began to lose patience with Israel.'
'A sympathetic government in Israel raised hope.'
'The UN condemned Israeli action.'
'Arafat was interested in agreement.'
'Jordan gave up hope of the West Bank.'
'Arafat was worried of extreme groups taking over.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'From December 1987 and for the next five years, thousands of young Palestinians confronted Israeli troops with stones and petrol bombs. The sight of young Palestinians confronting well-armed Israeli troops won worldwide admiration. It seemed the Palestinians were the underdogs and the Israeli brutal oppressors.'
'The Israelis used firepower and curfews, but the violence did not stop the Intifada. Israel looked for a way out of the problem. An agreement with the PLO might help.'

'The scenes of Intifada were seen around the world. Even the USA began to lose patience and suggested compromise. The UN condemned the action of the Israelis and recommended talks.'
'The talk of a 'Jordanian future' for Palestinians of the West Bank disappeared because of the Intifada. King Hussein gave up his claims in July 1988. This meant that if they wanted peace, Israel and the USA must talk to the PLO as representatives of the Palestinian people.'
'The election of the less aggressive Labour government in Israel in June 1992 raised hopes for better relations with the Palestinians. Prime Minister Yitzak Rabin and Foreign Minister Shimon Peres both believed in negotiation and compromise. Yasser Arafat, the PLO leader responded and talks opened.'
'Arafat was worried that more extreme groups, such as Hamas, would take away the attraction of the PLO and that a positive outcome was needed.'

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 benefits did moving to industrial towns in nineteenth-century Britain bring?

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

Level 1 General answer [1]

e.g. 'There was work.'

Level 2 Describes benefits [2-5]

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

e.g. 'People were seeking employment in the factories and needed a place to live.'
'The Agrarian Revolution meant farming required less labour as there was more mechanisation. New practices meant families were evicted from the land and needed a place to live.'
'The population was growing rapidly and people needed somewhere to live.'
'Some industries were growing rapidly, such as the railway industry in Swindon and Crewe, and needed labour urgently.'

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(b) Why did the rapid growth of towns pose a threat to health?

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

Level 1 General answer [1]

e.g. 'It led to insanitary conditions.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'There was no planning.'
'The government did not take any action.'
'Little attention was given to sewers and running water.'
'There was overcrowding.'

Level 3 Explains why [4-7]

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

e.g. 'The nineteenth century was the age of laissez-faire. Many believed that it was better to allow people to get on with things rather than for the government to interfere which would make things worse.'
'Houses were built without any planning. This resulted in overcrowding and without any basic facilities, such as running water and sewers.'
'There was not enough accommodation to house the workers and so many houses were split. This resulted in more than one family in a house with one room or a cellar.'
'Medical science had not yet discovered that dirt caused disease and, as a result, diseases spread rapidly in the overcrowded homes. Treatments rarely worked.'

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(c) 'Individuals had a greater impact on improving the condition of towns than did central government action.' 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 1848 Act made little difference.'

Level 2 Identifies impact [2]

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

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'Chamberlain was mayor of Birmingham and he used his powers under the Artisans Dwellings Act to clear away slums and build better houses. His work did improve Birmingham but not enough houses were built to house everyone who had lost their home.'
'Sir Titus Salt built Saltaire with housing of a high standard. It had a park and library. Lever and Cadbury built housing for their workers with tree lined streets and open spaces. This work only affected small areas.'

'The Public Health Act of 1848 made little difference because the Boards did not have the powers to force towns to improve conditions.'
'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 and the Artisans Dwellings Act of 1975 gave local authorities power to remove slums. The Housing of the Working Classes Act of 1890 said that local authorities could demolish slums and build council houses. Progress was slow through lack of money and when slums were pulled down they were often not replaced.'

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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23 (a) What were the aims of the Chartist movement?

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

Level 1 General answer [1]

e.g. 'Chartists wanted reform.'

Level 2 Describes aims [2-5]

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

e.g. 'The Charter had six key points to reform the voting system.'
'Every man over 21 should have the vote.'
'Elections should be held with a secret ballot.'
'MPs should be paid.'
'There should not be a property qualification to be an MP.'
'Constituencies should be equal.'
'There should be annual parliaments.'

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(b) Why did unions for skilled workers grow in the second 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. 'Because of a new style unionism.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'The creation of New Model unions.'
'The unions were well organised locally and nationally.'
'The unions were well financed.'
'They gained respect from the middle classes.'
'They offered substantial benefits.'

Level 3 Explains why [4-7]

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

e.g. 'The unions were successful in skilled trades in the progressive segment of the economy. New, professional unions, called the New Model Unions, were created around skilled workers.'
'Unions, such as the Amalgamated Society of Engineers, were carefully managed and conservative in nature. Striking was the last resort and had to be authorised nationally. This was appreciated by the middle classes who recognised these unions as being respectable.'
'The dues were fixed nationally but administered locally. They could be one shilling a week, which meant benefits could be substantial. If a strike was called, the union had considerable funds to make it effective.'

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(c) 'Trade unions and working-class movements had made little progress by 1900.' 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. 'Trade unions were popular by 1900.'

Level 2 Identifies impact [2]

e.g. 'There were unions for skilled and unskilled workers.'
'Chartists had achieved half of their Charter.'
'Unions were legal.'
'There was a labour party.'
'Unions could still be sued for striking.'
'Lock outs still occurred.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'Unions had made huge progress since the days of the Tolpuddle Martyrs and the GNCTU. There were now New model Unions, such as the ASE, for skilled workers which were well organised and financed.'
'There were well organised unskilled unions which had had success against employers, such as the London dockers and the Bryant and May matchgirls.'
'All men over 21 had the vote by 1884.'
'The Chartists had achieved three of its aims: men over 21 getting the vote, equal constituencies and the secret ballot.'
'Those MPs representing the working-man, joined the Lib-Labs. In 1893 the Independent Labour Party was formed.'

'The Chartists had failed to achieve half its Charter: annual parliaments, payment for MPs and no property qualification for MPs.'
'Unions could still be sued by businesses for the loss of profits during a strike.'
'The Independent Labour Party was in its infancy and had to wait for independent Labour MPs.'

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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24 (a) Describe the actions taken by the Boxers in 1900.

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

Level 1 General answer [1]

e.g. 'They were violent to foreigners.'

Level 2 Describes actions [2-5]

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

e.g. 'The Boxers committed acts of arson, looting and murder against foreigners.'
'They attacked the small garrisons protecting embassies in Beijing.'
'They attacked the embassies and then the Legation Quarter compound.'
'They murdered Christian missionaries and local Church members.'
'Despite having firepower, they killed foreigners using knives and swords.'

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(b) Why were the Boxers opposed to foreign ideas?

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

Level 1 General answer [1]

e.g. 'They felt their country had been taken over.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'They wanted to protect Chinese customs.'
'Their government had given in to foreigners.'
'Foreigners had exclusive trading rights.'
'To halt the spread of Christianity.'

Level 3 Explains why [4-7]

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

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

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(c) 'The main reason for the defeat of the Boxers was their own weaknesses.' 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 too much opposition.'

Level 2 Identifies reasons [2]

e.g. 'The Boxers were ill-equipped.'
'The views of the Boxers were extreme.'
'The Allies had overwhelming power.'
'The Chinese government raised Boxer hopes.'
'The Chinese Imperial Army was hesitant with support.'

Level 3 Explains agreement OR disagreement [3-5]

e.g. 'The Boxers were relatively poorly equipped. Although some had artillery and rifles, others only had knives and swords.'
'The ideas of the Boxers were too extreme to gain majority support and, therefore, did not attract sufficient popular support.'
'When attacking the Legation compound, the Boxers did not have sufficient firepower to force home the siege.'

The Allied powers were too strong. The Eight Nation Alliance of Japan, USA, Britain, Austria-Hungary, France, Germany, Italy and Russia produced an overwhelming force to defeat the Boxers.'
'The Chinese government, under Empress Dowager Cixi, encouraged the Boxers in attacking the reforms of Emperor Guangxu. This gave the Boxers a false hope of success.'
'The Chinese Imperial Army supported the Boxers and then was against the Boxers. General Nie fought the Boxers even when the government said he should give them support.'

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) What actions did Dalhousie take to improve India?

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

Level 1 General answer [1]

e.g. 'He tried to westernise India.'

Level 2 Describes actions [2-5]

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

e.g. 'Dalhousie improved communications by building the first railways and improving the roads.'
'He set up a cheap postal service and telegraph system.'
'He began a system of elementary education and opened the first universities.'
'He set up basic hospital provision.'
'He stamped out suttee.'

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(b) Why were Dalhousie's actions opposed by many Indians?

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

Level 1 General answer [1]

e.g. 'He was interfering with their way of life.'

Level 2 Identifies why [2-3]

(One mark for each identified point.)

e.g. 'Dalhousie was trying to change their customs.'
'He wanted them to be more western.'
'The power seemed to be in British hands.'

Level 3 Explains why [4-7]

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

e.g. 'Most Indians were very conservative and did not want to see change. Dalhousie even replaced corrupt native leaders, such as the Nawab of Oudh.'
Dalhousie tried to change Indian customs, such as trying to stamp out suttee.'
'Indians seemed to be treated as second class citizens by the British as all important decisions were made by Dalhousie or the British government.'
'Dalhousie proclaimed the 'doctrine of lapse'. If there was no natural heir to a native ruler, he was replaced by direct British rule on his death. This upset the native ruling class.'

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(c) How far was nineteenth-century India changed by British rule? 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 in some ways.'

Level 2 Identifies impact [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, such as in 1887 when 5 million died.'
'Most government posts remained with Europeans, while Queen Victoria took the title 'Empress of India' in 1877.'
'Many Indian customs were stamped out, such as suttee.'

'Good roads and railways were built across India to improve communications.'
'Western technology introduced dams and irrigation schemes and factories.'
'Hospitals, schools, clinics and universities were opened on British ideas.'
'A cheap postal service and telegraph system were established.'

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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