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

0470/13 Paper 1, maximum raw mark 60

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

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

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

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UNIVERSITY of CAMBRIDGE
International Examinations

1 Use of the Mark Scheme

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

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

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

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

1.5 Indicate that all answers have been seen.

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

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

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

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

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

2 Marking

2.1 All marking should be in red.

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

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

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

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

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

3 Assessment Objectives

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

(a) recall, description

(b) recall, explanation

(c) recall, explanation and analysis.

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1 (a) Describe Garibaldi's liberation of Sicily in 1860.

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

Level 1 General answer [1]

e.g. 'Garibaldi defeated the Neapolitans.'

Level 2 Describes progress [2–5]

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

e.g. 'There were risings in Messina and Palermo in April 1860.'
'Garibaldi gathered about 1000 volunteers, often called the 'Redshirts', and set sail from Genoa for Marsala.'
'Garibaldi's force defeated the Neapolitans at Calatafimi.'
'Garibaldi advanced to Palermo and laid siege to it. The Neapolitans surrendered. Garibaldi marched to Messina and won the battle of Milazzo.'
'Garibaldi had captured the whole of Sicily by the end of July.'

(b) Why was the Crimean War an important factor in the unification of Italy?

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

Level 1 General answer [1]

e.g. 'Piedmont's forces took part in the War.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'The War gained Piedmont international friends.'
'Cavour built up a relationship with Napoleon.'
'Piedmont went to the peace conference.'
'Piedmont was owed a favour for supporting France.'

Level 3 Explains why [4–7]

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

e.g. 'The Italian states were still recovering from the Battles of Custozza and Novara. They wanted revenge against Austria and this required the help of powerful states such as France.'
'By supporting the alliance against Russia, Piedmont gained powerful friends such as Britain and France.'
'The War enabled Cavour to work closely with Napoleon lll and build up a relationship. Cavour hoped that France would help the Italian states to remove the Austrians from Italian land.'
'The peace conference at Paris gave Cavour a seat at the table. It enabled him to hint that Piedmont deserved a reward for its support of the alliance.'

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(c) Cavour and Garibaldi both contributed to the unification of Italy. Which of these two played the more important role? 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 both important.'

Level 2 Identifies impact [2]

e.g. 'Cavour worked with France in secret.'
'He brought about reform and industrial growth.'
'Cavour's forces fought in the Crimea.'
'Cavour provoked Austria into fighting the French.'
'Garibaldi liberated Sicily and Naples.'
'He was an inspiring and romantic figure.'
'Garibaldi surrendered his conquests to the king.'

Level 3 Explains contribution of either Cavour OR Garibaldi [3–5]

e.g. 'Cavour's diplomatic skills ensured Piedmont dominated Italian politics.'
'His troops acquitted themselves well in the Crimea and at the peace conference he gained the ear and support of Napoleon lll.'
'Following an agreement that France would support him if Austria attacked, Cavour then provoked Austria, who declared war. Austria was defeated.'
'Cavour and Piedmont formed a union of states in NW Italy.'

'Garibaldi led an expedition to Sicily and he liberated the whole of southern Italy.'
'He campaigned for the liberation of Rome although this worried the government as it could have provoked a major war.'
'In 1860, he recognised Victor Emmanuel ll as King of Italy, and, therefore surrendered his conquests to Victor.'

Level 4 Explains contribution of both Cavour AND Garibaldi [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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2 (a) What were the strengths of the Prussian army in the 1860s?

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

Level 1 General answer [1]

e.g. 'It had many regiments and much equipment.'

Level 2 Describes strengths [2–5]

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

e.g. 'It had a General Staff to organise the army and plan its methods of fighting.'
'Subordinate commanders were encouraged to take responsibility for decisions.'
'Prussian soldiers spent 2 years with the colours, 4 years with the reserves and 5 ½ years with the militia.'
'There was a field army of over 500,000 and a vast reserve of trained men.
'Weaponry included the needle-gun and heavy field artillery.'
'The Prussian army was led by Roon and Moltke.'

(b) Why was the defeat of Austria in 1866 important?

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

Level 1 General answer [1]

e.g. 'Because Prussia was victorious.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'A major power was defeated.'
'It ended Austria's domination of German states.'
'Prussia became the dominant German state.'
'It revealed the capability of the Prussian army.'
'The lenient peace kept Austria neutral against France.'

Level 3 Explains why [4–7]

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

e.g. 'The defeat of Austria meant that Prussia became the dominant German state. The North German Confederation became all powerful and Bismarck was treated as a hero.'
'Austria had been so dominant among German states for so long and had reasserted its influence at Olmutz. This was now swept away by this defeat and ended any hope of Austria leading a united Germany.'
'The defeat showed the capability of the Prussian army since its reforms under von Roon and von Moltke. This caused concern amongst the French and Russians.'
'The Treaty of Gastein was lenient towards Austria and meant that, when the Prussians tackled the French, the Austrians remained neutral.'

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(c) 'Bismarck planned the Franco-Prussian 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. 'Yes he did because it happened.'

Level 2 Identifies reasons [2]

e.g. 'He was an opportunist with no plan.'
'Bismarck used unscrupulous methods.'
'It was Gramont's lack of judgement.'
'Napoleon lost his patience.'
'Bismarck used foreign ventures to unite Germany.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Bismarck had a careful plan to bring the Germanic states together by persuasion and force. He used foreign policy to achieve this by defeating Austria to gain Schleswig-Holstein. To gain the southern states it required a war against France to drive the states under Prussian control.'
'Bismarck made it known that France expected compensation for staying neutral in the Austro-Prussian war. This aroused the suspicions of the other Great Powers against France and this inhibited them from coming to France's aid in the war.'
'Bismarck may have seen the weaknesses in Napoleon and he played on them in the hope that he would play into his hands and a possible long term plan.'

'Bismarck did not set out to unify the whole of Germany. He was just a brilliant opportunist. He could manipulate people and countries and provoke quarrels.'
'It was Gramont, the French foreign minister, who insisted the Prussian claim to the Spanish throne should never be made again. Bismarck took the opportunity to publish a version in German newspapers making the telegram look insulting to the French. Public opinion then pushed Napoleon lll into war against Prussia.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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3 (a) What measures were taken in the years after the Civil War to improve the position of black people living in the South?

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

Level 1 General answer [1]

e.g. 'Black people were set free.'

Level 2 Describes progress [2–5]

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

e.g. 'Slavery was abolished and, therefore, black labourers on the plantations of the South now had to be paid.'
'Civil rights for all was established, although in practice black people in the South were still considered as second class citizens.'
'There was education provision for black people both in the form of schools and colleges. Much of the funding came from private sources.'
'Despite Southern White opposition, black men could vote in elections.'

(b) Why was the Ku Klux Klan formed?

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

Level 1 General answer [1]

e.g. 'To spread fear and terror.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'To provide a political organisation.'
'To fight for white rights.'
'To target blacks.'
'To protect the weak from wrong doing.'
'To provide a club for ex-Confederate soldiers.'
'So some could take the law into their own hands.'

Level 3 Explains why [4–7]

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

e.g. 'The ex-Confederate soldiers saw themselves as a form of vigilante protecting white communities from the freed black people.'
'They set out to persecute freed men trying to set up business in white areas or on their own land.'
'It was a political organisation working to re-establish the Democratic Party's hold over the South.'

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(c) By 1877 it was clear the Civil War had been a disaster for the South.' 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 because it was never the same again.'

Level 2 Identifies reasons [2]

e.g. 'The South was devastated by war.'
'It had to suffer harsh penalties.'
'It was affected by carpetbaggers.'
'The North enjoyed an industrial boom.'
'Many people were killed.'
'It was not a disaster because Johnson offered reconciliation.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Much of the South had been devastated by war including buildings, roads and railways. The economy had collapsed and inflation soared.'
'The hard line radical Republicans wanted to punish the South and they prevented the representatives from sitting in Congress. They passed the Basic Reconstruction Act which prevented Confederate leaders from standing for office.'
'Unscrupulous politicians sought to take advantage by entering the South as 'carpetbaggers' (corrupt and spendthrift) and they took control of state governments imposing their wishes on the peoples of the South.'

'Johnson tried to follow a policy of reconciliation to help bridge differences and the southern states were allowed to send representatives to Washington.'
'By 1877 the white people of the southern states had gained control of their state governments.'

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) In what ways was Britain a great world power in the years before 1914?

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

Level 1 General answer [1]

e.g. 'It was a great military and industrial power.'

Level 2 Describes impact [2–5]

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

e.g. 'Britain had been the 'workshop of the world'. It was the first country to experience the Industrial Revolution.'
'It had built up a huge Empire, which included India, large parts of Africa, Canada and Australia.'
'It was a leading trading nation, developing its markets throughout its Empire and to other countries like China and Japan.'
'The Royal Navy was the most powerful navy in the world, keeping Britain safe from attack and protecting its Empire.'

(b) Why was the Archduke Franz Ferdinand assassinated?

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

Level 1 General answer [1]

e.g. 'It was to get publicity.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'To draw attention to the Serbian nationalist cause.'
'To encourage the creation of a greater Serbia.'
'It was the result of a campaign of violence.'
'It was the result of tension from the Balkan Wars.'
'The assassination was a 'set up' by the Austrian army.'
'There was very little security.'

Level 3 Explains why [4–7]

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

e.g. 'The Bosnian Crisis and the two Balkan Wars had created bitter relations between Serbia and Austria-Hungary. The Austrians wanted to stop Serbia becoming too powerful, while Serbia wanted a greater Serbia to include Serbs living in the Austro-Hungarian Empire.'
'The Black Hand Gang led a campaign of violence against Austria resulting in the assassination. It was hoped that the assassination would persuade the Austrians to relinquish part of Bosnia, where 3 million Serbs lived, so that a greater Serbia could be created.'
'There is a theory that 'Austrian authorities' wanted the assassination so that the Austrian army could invade Serbia. There was very little security and the assassins had been allowed to cross the border from Serbia to Bosnia.'

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(c) 'It was the naval arms race that caused the First World 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. 'Yes it was because both Britain and Germany increased their naval power.'
'No, it was colonial rivalry.'

Level 2 Identifies reasons [2]

e.g. 'It was the building of the Dreadnought battleship.'
'It was suspicions caused by the alliances.'
'Germany wanted to gain colonial strength.'
'It was the assassination of Archduke Franz Ferdinand.'
'There was unrest in the Balkans.'
'France was a bitter enemy of Germany.'
'Germany invaded Belgium.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The British navy was the most powerful in the world and was used to defend its empire. Germany began to increase the strength of its navy and Britain felt threatened. There was a race between Britain and Germany to see who could build the most Dreadnoughts as this was the most powerful battleship in the world.'
'Britain feared German world domination if the Kaiser had both the strongest navy and army.'

'The major powers were suspicious of each other and the alliances that existed between them. One country going to war would drag other counties into conflict.'
'Kaiser Wilhelm wanted to acquire colonies and Britain and France thought he might try to take parts of their empires. This happened in Morocco, but Britain supported France, but suspicion of German motives grew.'

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) How did Clemenceau wish to punish Germany after World War One?

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

Level 1 General answer [1]

e.g. 'He wanted Germany to suffer.'
'He wanted revenge.'

Level 2 Describes aims [2–5]

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

e.g. 'Clemenceau wanted Germany to pay for the cost of the damage.'
'He wanted the return of Alsace-Lorraine.'
'He wanted to ensure that Germany could not attack France again by taking land, weakening industry and reducing her armed forces.'
'He wanted to split Germany into a number of small states.'
'Germany should lose the Rhineland, the Saarland, Upper Silesia, Danzig and East Prussia.'
'Germany should lose all its colonies.'
'He wanted reparations.'

(b) Why did Wilson want a 'league of nations'?

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

Level 1 General answer [1]

e.g. 'To improve things.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Wilson was a peace-loving man.'
'He wanted to avoid another world war.'
'He wanted to build a better and more peaceful world.'
'He wanted nations to work together.'
'He wanted to make the world safe for democracy.'

Level 3 Explains why [4–7]

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

e.g. 'Wilson was horrified by the devastation of the First World War. He wanted to avoid this in the future and he felt a league of nations would be successful in achieving this.'
'Wilson was a peace-loving man and an idealist who wanted to find solutions to problems. He felt that, if there was an organisation with most of the countries in the world, nations could co-operate to achieve world peace and build a better standard of living for all its citizens.'

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(c) How far had Germany accepted the Treaty of Versailles by 1923? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'Most Germans refused to accept the Treaty.'

Level 2 Identifies impact [2]

e.g. 'The new Weimar Government accepted it.'
'Many industrialists knew it was not too harsh.'
'Kapp and Hitler hoped to reverse the Treaty.'
'Ordinary people seemed to be penalised.'
'The German Army leaders did not accept the Treaty.'
'The harsh economic penalties made it difficult to accept.'

Level 3 Explains acceptance OR non-acceptance [3–5]

e.g. 'The Weimar Government had accepted the Treaty. It had to sign it! Germans knew it had to pay reparations, surrender territory and reduce its armed forces because it was in the terms of the Armistice. These were the usual consequences of losing a war.'
'Many industrialists knew that the Treaty was not so harsh as it was made out to be because industrial production rapidly recovered. By 1923, steel production had passed Britain's.'

'Many Germans did not accept they had lost the war and, therefore, did not accept the Treaty. They hoped it would be revoked. Hitler became attractive to many in the '20s and '30s because he promised to abolish the Treaty.'
'Many did not accept it because it seemed to punish the ordinary person rather than the leaders who had caused the outbreak of war.'
'German Army leaders would not accept the Treaty. They blamed the government for 'stabbing the Army in the back' and referred to the politicians who signed the Treaty as 'November Criminals'. They refused to accept that they were defeated. When Kapp led a rebellion, the Army refused to take action because Kapp recommended the abolition of the Treaty.'

Level 4 Explains acceptance AND non-acceptance [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) Describe the work of two of the agencies or commissions of the League of Nations.

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

Level 1 General answer [1]

e.g. 'Identifies 2 agencies: e.g. the ILO, the International Court of Justice, the Mandates Commission, the Minorities Commission, the Refugees Committee, the Slavery Commission, the Health Committee.'

Level 2 Describes the work [2–5]

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

e.g. 'The Slavery Commission worked to abolish slavery around the world.'
'The Health Committee attempted to deal with the problem of dangerous diseases and to educate people about health and sanitation.'
'The Refugees Committee helped to return refugees to their original homes after the end of the war.'
'The Mandates Commission made sure that Britain and France acted in the interests of the people of that territory, not their own interests.'
'The ILO aimed to improve working conditions throughout the world.'

(b) Why did the absence of several leading nations from the League make the work of the League more difficult?

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

Level 1 General answer [1]

e.g. 'It lacked power.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'It lacked the influence and persuasion which major powers had.'
'There was a lack of resources.'
'Economic sanctions were ineffective without major powers.'
'Military force could have been applied effectively.'
'Collective security was difficult without leading powers.'
'War-weary Britain and France were left as the dominant powers.'

Level 3 Explains why [4–7]

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

e.g. 'The USA had suggested the League but never joined. This deprived the League of the most influential and powerful nation in the world. Without the USA, economic sanctions would be ineffective because the USA could continue trading with the offending country.'
'The USA could bring huge resources to the League. It was one of the few countries which had gained economically from the First World War.'
'Britain and France were left as the dominant powers in the League. The War and later Depression meant that these countries were tired and lacked the resolve to see through some of the large crises.'
'Without Germany and Russia in the League at the start meant that huge areas of Europe and Asia were not covered by the authority of the League.' 'For collective security to work effectively all major countries were needed in the League all of the time. It was an organisation of some nations not all nations.'

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(c) 'It was Manchuria and not Abyssinia which destroyed the League as an effective peacekeeper.' 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 failed to act appropriately in both cases.'

Level 2 Identifies reasons [2]

e.g. 'It took the view that Japan was imposing stability in Manchuria.'
'The League had little interest in a distant country.'
'The League was slow acting over Manchuria.'
'It needed the USA to be a member to make sanctions effective.'
'Britain and France wanted to avoid war with Italy over Abyssinia.'
'The League did not want to drive Mussolini into alliance with Hitler.'
'Mussolini learned from Manchuria that the League would not act.'
'If the League had acted against Mussolini, it could have defeated him.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The League was slow acting. This is highlighted by the length of time the Lytton Commission took to report. By the time the report was published Japan had completed the invasion.'
'The League was very Eurocentric in its attitudes. Asia seemed very distant to many League members. It did not consider an Asian crisis as being vital to the countries in Europe.'

'Britain and France did not want to upset Mussolini as this might drive him to ally with Hitler and Germany. So the economic sanctions the League imposed did not include oil, coal and iron. Non-League members, such as the USA and Germany, continued to trade with Italy.'
'Although much damage had been done to the League's reputation over Manchuria, it was still possible to show that the League had teeth if Britain and France had been willing to impose severe economic sanctions and been willing to use military force against a power weaker than British and French forces.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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7 (a) What was the Warsaw Pact?

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

Level 1 General answer [1]

e.g. 'It was an alliance.'

Level 2 Describes Pact [2–5]

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

e.g. 'It was signed in 1955.'
'It was signed between Russia and her satellite states shortly after West Germany was admitted to NATO.'
'The Pact was a mutual defence agreement.'
'A joint command structure was set up under the Soviet Supreme Commander.'
'The Pact was conceived by Stalin but implemented by Khrushchev.'

(b) Why was there a crisis over Berlin in 1961?

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

Level 1 General answer [1]

e.g. 'A large wall was built.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Highly skilled workers were defecting to West Berlin.'
'Khrushchev wanted to test Kennedy.'
'Khrushchev wanted US troops withdrawn from Berlin.'
'In August a barbed wire barrier was erected.'
'A concrete wall soon replaced the wire.'
'There was only one crossing point between East and West Berlin.'

Level 3 Explains why [4–7]

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

e.g. 'Throughout the 1950s, East Germans travelled freely into West Berlin. From there many travelled on into West Germany. Those defecting were often highly skilled workers or well qualified managers. Khrushchev saw this as undermining Communism as people moved to West Germany for a better life.'
'On 13 August 1961, East German soldiers erected a barbed wire barrier along the entire frontier between East and West Berlin. It was quickly replaced by a concrete wall. All crossing points from East to West Berlin were sealed, except 'Checkpoint Charlie'. This caused severe problems for some families as they were divided for the next three decades.'

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(c) How successfully did the Soviet Union deal with challenges in Eastern Europe to Communist control between 1956 and 1981? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'It kept control by force and persuasion.'

Level 2 Identifies impact [2]

e.g. 'It sent troops to restore order in Poland in 1956.'
'Soviet tanks crushed the Hungarian rising in 1956.'
'Dubcek's reforms were withdrawn after Soviet troops entered Prague.'
'Soviet verbal pressure was applied to the Polish government in 1980.'
'The Soviets decided that tanks would not deal with Solidarity's support.'

Level 3 Explains success OR failure [3–5]

e.g. 'In 1956, there were demonstrations against food prices in Poland. The Polish government was unable to keep control and, therefore, Soviet troops were sent to restore order.'
'After Khrushchev's bitter attack on Stalin's treatment of the USSR's communist neighbours and the reforms he allowed in Poland, there was hope in Hungary for greater freedom. Nagy hoped to withdraw Hungary from the Warsaw Pact. 200,000 Soviet troops and 2500 tanks arrived in Budapest and crushed the rebellion.'
'In 1968, Dubcek introduced his reforms known as the 'Prague Spring' which included less government control, less censorship and the formation of trade unions. Brezhnev sent in Soviet troops to Czechoslovakia to take control. Dubcek was replaced and the reforms scrapped.'

'In July 1980, the Polish government announced increases in food prices. There was an outbreak of strikes. The most influential union was 'Solidarity' which was a union of workers at the Gdansk shipyards, led by Lech Walesa. The Polish government came under pressure from the USSR to deal with Solidarity before its influence spread to other communist countries. It did not send troops because it realised that Solidarity had too much support. Despite declaring martial law, the Polish government failed to suppress the support for Solidarity.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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8 (a) Describe the membership and role of the United Nations General Assembly.

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

Level 1 General answer [1]

e.g. 'Every member has a vote.'

Level 2 Describes organisation [2–5]

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

e.g. 'All member nations can send 5 reps, but there is only one vote per nation.'
'It meets once a year for about 3 months, although special sessions can be called in times of crisis.'
'Its function is to discuss and make decisions on international problems, consider the UN budget, to elect the Security Council and to supervise the work of UN agencies.'
'Decisions do not have to be unanimous, a simple majority is enough. On some issues a two thirds majority is needed, such as expelling a member.'

(b) Why has the work of the United Nations Security Council been important?

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

Level 1 General answer [1]

e.g. 'It takes important decisions.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'It deals with crises.'
'It can take military action.'
'The power of the veto can stop any action.'
'It has intervened in civil wars to bring peace.'

Level 3 Explains why [4–7]

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

e.g. 'The Security Council sits in permanent session and its function is to deal with crises as they arise by whatever action seems appropriate. The Council can call upon members to take economic or military action against an aggressor.'
'The Security Council has had to deal with some of the great conflicts. For example, it took the decision to support Southern Korea against the attacks of the communist North Korean forces. It took the decision to send forces into the Congo when civil war broke out after independence.'

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(c) 'The United Nations was more successful in Korea than in the Congo.' 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 UN did not achieve all its aims in both areas.'

Level 2 Identifies impact [2]

e.g. 'It failed to unite North and South Korea.'
'It was 'used' by the USA in Korea.'
'The UN gained respect over Korea.'
'The UN brought peace in the Congo.'
'Parts of the Congo ignored the UN.'
'The Congo was re-united in 1963.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The UN gained respect because it had taken firm action in the face of aggression which it had stopped. Without the UN action, it is unlikely that South Korea would still exist.'
'In the Congo, the UN forces were unable to stop the fighting between the forces of Lumumba and those of Tshombe. In 1961, the UN Security Council said that all troops, other than those of the UN, should leave. Tshombe refused.'

'The UN's policy was that Korea should become one country with free elections supervised by the UN. The war did not achieve this as Korea remained divided.'
'In Korea, the operation became US based as they contributed most of the armed forces. MacArthur even reported direct to the US President. Many felt that the UN was being used by the US in its battles against communism.'
'In the Congo, the UN forces were successful in restoring order in much of the country.'
'U Thant took a strong line in the Congo and began fighting the rebels and in Jan 1963 Tshombe went into exile and the Congo was re-united.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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9 (a) What was Hitler trying to achieve through the Munich Putsch?

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

Level 1 General answer [1]

e.g. 'To bring about change.'

Level 2 Describes his aims [2–5]

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

e.g. 'To seize power.'
'To promote the Nazi Party.'
'To overthrow the Weimar Republic.'
'To overthrow the government because of the dislike of the Treaty of Versailles.'
'He believed the Republic was on the verge of collapse and he wanted to seize power.'
'To offer representation for unemployed soldiers and others unhappy with the outcome of the war and the Treaty of Versailles.'
'Through Ludendorff, gain the support of the German army.'
'To restore a strong, right-wing government to Germany.'

(b) Why did the Nazi Party struggle to gain support before 1930?

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

Level 1 General answer [1]

e.g. 'Other parties were more successful.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'The Munich Putsch was a disaster.'
'The Nazi Party was banned.'
'The Party's meetings were disrupted by political enemies.'
'There was little support from the Army and police.'
'Most industrial workers supported left wing parties.'
'Stresemann's policies were very successful.'

Level 3 Explains why [4–7]

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

e.g. 'The Munich Putsch of 1923 resulted in Hitler being imprisoned, its newspaper being banned and the party being banned. When the ban was lifted in 1925, Hitler made a speech which was so critical of the government that he was banned from making speeches for another two years.'
'Stresemann's economic and foreign policies were so successful that people gave very little support for extremist parties. In 1928 the Nazi Party had 12 seats in the Reichstag and was only the eighth largest party.'
'Most industrial workers tended to support left wing parties such as the communists. Parties like the communists often attacked Nazi Party meetings.'
'As the Munich Putsch revealed, the Nazi Party did not have the support of either the police or the Army.'

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(c) 'The impact of the Depression was the most important reason why Hitler was able to become 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. 'No, there was no suitable replacement for Stresemann.'

Level 2 Identifies reasons [2]

e.g. 'Hitler promised to deal with the problems of the economy.'
'Hitler had the answers to the problems of the Depression.'
'The German people wanted radical solutions to their problems.'
'Hindenburg offered Hitler the position.'
'Previous chancellors to Hitler could not command a majority.'
'Hitler's propaganda machine was strong, gaining him support.'
'The activities of the SA dealt with opposition and gave a sense of order.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Under the effects of the Wall Street Crash, Germany sunk into economic depression. Under these circumstances, the old hostility to the Weimar Republic re-surfaced, with people blaming the government. Many turned to parties, such as the Nazis, as they offered a radical solution to Germany's problems.'
'Between 1930 and 1932, Hitler exploited the government's problems by holding huge rallies at which he promised to restore Germany's economy, such as by huge employment schemes and destroying the Treaty of Versailles. This enabled the Nazi Party to win 230 seats in July 1932, becoming the largest party in the Reichstag.'

'Between 1930 and 1932, no one party had enough support to form a strong government and Hindenburg ruled by decree. He appointed his own chancellors. Bruning, von Papen and Schleicher all failed to cope with the crisis and they could not command a majority in the Reichstag. None of them had the ability of the deceased Stresemann.'
'In Jan 1933, Hindenburg and von Papen met secretly with industrialists, army leaders and politicians. They thought Hitler should be appointed and that they would be able to control him.'

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) What were the roles of the Gestapo and the SS in Nazi Germany?

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

Level 1 General answer [1]

e.g. 'To deal with opposition.'

Level 2 Describes roles [2–5]

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

e.g. 'The Gestapo was the secret state police which investigated any opposition.'
'The Gestapo could arrest citizens on suspicion and send them to concentration camps without trial or explanation.'
'The SS's prime responsibility was to destroy opposition to Nazism.'
'The SS's role was to carry out the racial policies of the Nazis.'
'The SS's Death's Head units were responsible for the concentration camps and the slaughter of the Jews.'
'The Waffen-SS were special armoured regiments which fought alongside the regular army.'

(b) Why were the Jews persecuted by the Nazis?

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

Level 1 General answer [1]

e.g. 'They hated Jews.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'The Nazis believed in the Aryan race.'
'Anti-Semitism was rife throughout Europe.'
'They were persecuted for religious reasons.'
'They were jealous of their success in business.'
'Hitler had a personal hatred of Jews.'

Level 3 Explains why [4–7]

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

e.g. 'The Nazis believed in the superiority of the Aryan race. It was the 'master race' and all other races were inferior, including the Jews.'
'Throughout Europe, Jews had experienced discrimination for hundreds of years. Anti-Semitism, or the hatred of Jews, was rife in Russia and Germany long before the Nazis appeared, but the Nazis used this ill-feeling to blame Jews for many of Germany's woes, such as losing the First World War.'
'Persecution of Jews was religious in that many blamed them for the death of Jesus Christ, although this was not a strong factor with the Nazis.'
'Hitler hated Jews insanely. In his years of poverty in Vienna, he became obsessed by the fact that Jews ran many of the most successful businesses, particularly the large department stores. This offended his idea of the superiority of Aryans.'

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(c) By the end of the 1930s, did Hitler control Germany by oppression or by popular support? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'Most Germans supported Hitler.'

Level 2 Identifies strength of support [2]

e.g. 'There was support for the economic recovery.'
'Hitler had support for attacking the Treaty of Versailles.'
'Police control was based on terror.'
'The media was totally controlled.'
'Hitler created employment.'
'The Hitler Youth was supported by most young people.'

Level 3 Explains oppression OR popular support [3–5]

e.g. 'Nazi Germany was a police state with the power of the authorities supreme. This meant they could arrest and punish people simply because they had spoken out against the Nazi Party.'
'The SS and the Gestapo had unlimited powers to arrest people without charge. People were often sent to concentration camps without trial.'
'People feared the action of the Gestapo and SS. They feared the fact that there were informers upon which the authorities acted.'

'Many Germans admired and trusted Hitler. Hitler offered a single leader who would steer them to stability and prosperity following the Depression.'
'Large numbers of Germans supported Hitler because of his promises of revenge for the Treaty of Versailles. He gained support because 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 was supported because he brought about economic recovery. Through public works programmes and the re-armament programme, unemployment was reduced.'

Level 4 Explains oppression AND popular support [5–7]

Both sides of Level 3.

Level 5 Explains with evaluative judgement [8]

Level 4 + evaluation.

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11 (a) What was 'Red Terror' during the Russian Civil War?

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

Level 1 General answer [1]

e.g. 'The Red Terror was organised by the secret police.'

Level 2 Describes impact [2–5]

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

e.g. 'Lenin's secret police or Cheka under Felix Dzerzhinsky was set up in December 1917.'
'By February 1918, the Cheka was encouraged to use terror against the counter-revolutionaries by executing them. This was known as the 'Red Terror'.
'It was used against 'class enemies' but overall against all enemies of the Party.'
'In the summer of 1918 the Royal Family were executed as part of the campaign.'
'Figures vary from 50,000 to 500,000 of people killed by the Cheka.'

(b) Why did the Kronstadt Mutiny of 1921 worry Lenin?

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

Level 1 General answer [1]

e.g. 'It showed his policies were not supported.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'The sailors had been good supporters of the Revolution.'
'The sailors had fought in the Civil War.'
'It showed there was a demand for economic freedom.'
'It showed that War Communism was too severe.'
'It worried Lenin in case the mutiny spread to other groups.'

Level 3 Explains why [4–7]

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

e.g. 'The sailors of the Baltic Fleet at the Kronstadt naval base had played vital roles in both the November Revolution and the Civil War, and had been called the 'pride and glory of the Revolution'. It was a worry to Lenin because of their previous support which had now turned to mutiny.'
'The sailors claimed that the increasing dictatorship of the Soviet government had 'perverted the original ideals of the Revolution'. Lenin was worried that these sentiments might spread to other supporting groups.'
'Lenin was worried that his supporters found the War Communism too severe. The sailors demanded greater economic freedom for the peasants and the easing of the oppressive burdens felt by all citizens and Lenin decided he must take note of their concerns.'

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(c) 'The leadership of Lenin was the main reason why the Bolsheviks secured control of Russia by 1921.' 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. 'Lenin made the important decisions.'

Level 2 Identifies reasons [2]

e.g. 'Lenin introduced War Communism.'
'Trotsky created the Red Army.'
'The Bolsheviks were united under one leader.'
'The Whites lacked focus and clear leadership.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Lenin was the undoubted leader of the Bolsheviks. Under him the Bolsheviks were fighting for a cause and for survival.'
'It was Lenin who made the important decisions. He introduced 'War Communism', which meant the Red Army was fed and equipped. The state took over all aspects of the economy, nationalising more industry and controlling the production and distribution of goods.'

'Many would say that the leadership given to the Red Army by Trotsky was the key factor in the Bolsheviks gaining control. He enforced strict discipline and used both encouragement and terror to make soldiers fight. He travelled around by train to meet the troops and spur them to greater efforts.'
'The Bolsheviks were able to secure control because of the inefficiencies of their opponents. 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.'

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 main features of farming under the NEP?

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

Level 1 General answer [1]

e.g. 'It changed organisation.'

Level 2 Describes impact [2–5]

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

e.g. 'It brought back capitalism.'
'Peasants were allowed to sell surplus grain for profit.'
'They would pay tax on what they produced, rather than giving some of it to the government.'
'Production increased both in grain and animals.'
'It was appreciated by many of the peasants who found they were better off.'
'A new class of peasant was formed called the kulaks, who owned their own land.'

(b) Why did the introduction of collectivisation not go smoothly for Stalin?

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

Level 1 General answer [1]

e.g. 'Many peasants were against it.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Peasants did not want to hand over control.'
'They wanted to grow their traditional crops.'
'The kulaks refused to hand over their land.'
'There was violence.'
'Kulaks destroyed their crops.'
'There was starvation and famine.'

Level 3 Explains why [4–7]

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

e.g. 'The peasants did not like the idea that the farms were under the control of the local Communist leader. The peasants were being asked to grow crops like flax for Russia's industry, rather than grain to feed themselves.'
'The kulaks, who owned their own land, refused to hand over their land and produce. Kulaks were arrested and sent to labour camps. In revenge, many kulaks burnt their crops and slaughtered their animals so that the Communists could not have them.'
'Food production fell and there was a famine in 1932–33. Millions died in Kazakhstan and the Ukraine, Russia's richest agricultural region.'

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(c) How far were Stalin's economic policies a success? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'It is difficult to be accurate.'

Level 2 Identifies impact [2]

e.g. 'Soviet industry developed markedly.'
'The USSR became a great industrial power.'
'Workers were treated badly.'
'Living conditions in the towns were often poor.'
'There was a skilled workforce.'

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

e.g. 'Stalin's Five year Plans had spectacular economic results. Although not all targets were met, every Soviet industry made substantial advances. By 1940, the USSR was the world's second largest industrial power.'
'The investment in education and training had, by 1937, created a skilled workforce. A new elite emerged which included teachers, scientists, engineers and factory managers.'

'Industrial workers experienced harsh discipline, poor safety standards and the secret police made life very hard. With the increase in population in the cities, it was impossible to build enough houses with many living in overcrowded, run down buildings.'
'Workers were poorly paid. The value of their wages fell by 50% in the five years up to 1933. There was a great shortage of consumer goods including clothes and shoes.'

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

Both sides of Level 3.

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

Level 4 + evaluation.

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13 (a) How did the growth of the motor industry in the 1920s benefit other industries?

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

Level 1 General answer [1]

e.g. 'A wide range of materials were required from other industries.'

Level 2 Describes impact [2–5]

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

e.g. 'The steel industry prospered as the chassis of the cars were steel.'
'About 75% of all glass produced went to the motor industry.'
'Leather and rubber production boomed.'
'The oil industry produced petrol needed to fuel the vehicles.'
'Road building and their upkeep created huge employment.'

(b) Explain why the growth of hire purchase and advertising were important for the 'economic boom.'

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

Level 1 General answer [1]

e.g. 'Industries needed people to buy their goods.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Mass production required mass selling.'
'Americans had to be encouraged to spend.'
'People could borrow the money and pay later.'
'People could spread their payments.'
'There were agencies who could exploit the market.'

Level 3 Explains why [4–7]

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

e.g. 'Mass nationwide advertising had been used for the first time in the USA during the war. Many of the advertisers who had learned their skills in wartime propaganda now set up agencies to sell cars, clothing and consumer items.'
'Big industry had to persuade people to buy their goods if their industries were going to grow. They had to encourage people to spend.'
'Many did not have the money to buy an item outright and, therefore, industries encouraged the borrowing of money at low rates so that the item could be purchased and paid for over a period of time.'
'Eight out of ten radios and six out of ten cars were bought on credit and this was important to American industry if it was going to prosper.'

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(c) How far were the lives of all Americans improved by the 'economic boom'? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'Some people benefited and others did not.'

Level 2 Identifies impact [2]

e.g. 'Many families remained poor.'
'It was better for the rich and middle classes.'
'There was discrimination against some groups.'
'Some were able to travel.'
'The way of life for some women changed.'

Level 3 Explains one side [3–5]

e.g. 'Workers in the newer industries benefited from consumer demand and continuous employment as the real value of their incomes rose.'
'Many benefited from the use of the motor car which made rural areas less isolated.'
'Availability of consumer goods increased such as cars and radios. They were easier to buy using hire-purchase.'
'More women went out to work. They were helped by the many labour saving devices in the home such as the vacuum cleaner and washing machine.'

'The increase in wealth was not shared equally. The rich and the middle classes got richer whilst 60% of families remained beneath the poverty line.'
'Racial minorities were discriminated against. Many blacks were looking for work in the industrial north but there was competition for jobs. This led to tension and race riots. Many black agricultural workers did not receive a wage but received a proportion of the crops.'
'Native Americans were confined to reservations where the land was so poor that it was impossible to make a living.'

Level 4 Explains differing impact [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 happened on the New York Stock Exchange on 24 October 1929?

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

Level 1 General answer [1]

e.g. 'There was panic.'

Level 2 Describes events [2–5]

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

e.g. 'Share prices fell.'
'Speculators tried to sell their shares.'
'On Black Thursday, prices plunged and this caused investors to sell to try and cut their losses.'
'The American economy crashed.'
'The share market crashed.'
'Banks intervened to buy stock.'

(b) Why was Hoover known as the 'do nothing' President?

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

Level 1 General answer [1]

e.g. 'Because Hoover's government did not do enough.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Hoover thought things were about to improve.'
'His tax cuts did not work.'
'He refused to accept there was a major problem.'
'He ignored the people who were in difficulties.'

Level 3 Explains why [4–7]

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

e.g. 'Hoover did not accept that the situation was serious and suggested 'prosperity was just around the corner'. He believed in 'rugged individualism' and showed little sympathy for poor starving Americans living in shanty towns.'
'Even in the depths of the Depression, Hoover did not regard the capitalist system as his responsibility. So a vote for Hoover was a vote for doing nothing.'
'Hoover tried to introduce tax cuts and encourage US exports, but he had little success.'

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(c) How far was speculation on the stock market responsible for the Wall Street Crash? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'The causes were all inter-related.'

Level 2 Identifies impact [2]

e.g. 'Money was lost through speculation.'
'Banks encouraged reckless credit.'
'Consumer goods were over-produced.'
'The number of jobs started to decline.'
'The tariff policy worked against trade.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'During the 1920s, the stock market shared in the economic boom. Prices of shares rose sharply and people got used to the idea that share prices would always go up, which encouraged speculation.'
'People borrowed money to buy shares, often buying 'on the margin', then re-selling at a profit before having to pay the balance. Banks were happy to lend money but, by the end of the 1920s, the US economy was starting to decline.'
'In October 1929, share prices dropped drastically with banks and firms going bust. Production fell as there was less money to spend as falling production meant unemployment.'

'Mass production methods meant goods could be produced quickly and in large amounts. The market soon became saturated as Americans had all the consumer goods they needed and the demand for these items fell. Factories cut back production which meant reduced workforces and fewer people to buy consumer goods. As a result, share prices started to drop.'
'The USA had put tariffs on imports and, as a result, foreign governments responded by doing the same. This meant American manufacturers found it difficult to sell their surplus production abroad. As a result, share prices started to drop.'

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) Describe the military tactics used by the Communists during the Civil War.

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

Level 1 General answer [1]

e.g. 'They used guerrilla tactics.'

Level 2 Describes tactics [2–5]

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

e.g. 'In the early part of the Civil War, the Communists concentrated on survival. After the Long March, they held strongholds in Shensi and Kansu provinces.'
'They used these bases to launch themselves against Chiang's armies by using guerrilla tactics.'
'After the Japanese had been excluded, the Communists became more confident and attacked Chiang's armies directly. They found the KMT armies began to disintegrate.'
'The Communists were relatively kind to the peasants, who, in return helped and supported the Communists against the KMT.'

(b) Why did the Nationalists lose the support of the people during the Civil War?

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

Level 1 General answer [1]

e.g. 'The Nationalists treated the people poorly.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'The Nationalists treated the people harshly.'
'There was rampant inflation.'
'They were unpopular because of the Japanese war.'
'They did not fight hard enough.'
'They compared poorly with the Communists.'

Level 3 Explains why [4–7]

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

e.g. 'The KMT troops treated the peasants and townspeople badly, looting and raping. KMT generals and officials were corrupt and arrogant. In Central China, where they had been strongest before the Japanese invasion, the returning KMT officials were detested.'
'There was terrible inflation in the KMT areas, which ruined many families and even turned the middle classes against Chiang.'
'Chiang was blamed for not having fought strongly enough against Japan.'
'The Communists were popular as they cared for the peasants and did not take away their land. They did not take businesses from their owners. They treated people fairly, such as by equal rationing. This was in direct contrast to the KMT.'

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(c) 'The most serious problem facing the new Communist government on taking power in 1949 was the serious state of China's economy.' 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 were many serious problems facing Mao.'

Level 2 Identifies problems [2]

e.g. 'The economy was a shambles.'
'There was a high proportion of illiteracy.'
'There was rapid inflation.'
'The Chinese did not like change.'
'The Communists had to provide strong government.'
'There was little foreign recognition.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The economy inherited by the Communists was a shambles. Industry and commerce had almost come to a standstill in major urban centres. Industrial production was 50% down on the best pre-war figure and food production was 25 % down. Roads, railways and dams were in need of repair. Inflation had ruined confidence in the money system.'

'The Communists had to prove they were capable of providing strong and effective government. The opposition to the government had to be removed or brought under control.'
'The Chinese people did not want change. They mistrusted all modern ideas in farming, industry, education, medicine and women's rights.'
'Most of the world refused to recognise the Communists. The USA continued to recognise the Kuomintang on Taiwan. Only the USSR would give aid to help rebuild China.'

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) On coming to power, what actions did the new Communist government take to overcome China's serious economic problems?

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

Level 1 General answer [1]

e.g. 'Mao moved gradually as regards industry.'

Level 2 Describes impact [2–5]

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

e.g. 'At first, Mao nationalised foreign trade, the banks and heavy industry. The rest was left in private hands.'
'It was not until 1953 that Mao introduced his 5 year plans and nationalised all remaining private industry.'
'Inflation was stopped by insisting on buying and selling at low, fixed prices.'
'In agriculture, land was taken from the landlords and shared out amongst the peasants. Grain production climbed to a record high by 1952.'
'A massive campaign was organised from the start to teach the Chinese people to read and write. This was considered vital for the Chinese economy.'

(b) Why did the Communist government encourage equality for women in China between 1949 and 1959?

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

Level 1 General answer [1]

e.g. 'Mao wanted to change Chinese society.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'It was part of true Communism.'
'It was part of Mao's personal belief.'
'Women's abilities were untapped.'
'Mao needed to change traditional thinking.'

Level 3 Explains why [4–7]

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

e.g. 'Part of the Communist philosophy is that all men and women are equal. Mao personally believed this was true. He wanted to put into effect true Communism.'
'Mao believed that Chinese thinking was too traditional and needed changing. Part of this tradition was arranged marriages, males only owning property, only males could initiate divorce and the killing of unwanted female babies. He thought this would be swept away if women had equal rights.'
'Mao realised that women were a great source of untapped labour. Every effort would be made to provide them with workplace nurseries so that women could play a greater role in Chinese society with equal rights in education and jobs.'

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(c) How far did the Chinese people benefit from the first fifteen years of Communist rule? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'Mao improved living conditions as he introduced change.'

Level 2 Identifies impact [2]

e.g. 'Land reform was introduced.'
'The status of women was improved.'
'Transport was improved.'
'Health and healthcare improved.'
'Literacy rates increased.'
'The Great Leap Forward and Cultural Revolution were disasters.'
'Many people starved to death.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In 1950, Mao introduced Land Reform where land in the villages was shared out among the peasants and the landlords were punished.'
'By the mid 1960s, over 90% of the population had a basic grasp of reading and writing.'
'The cities were cleaned up to improve health and health care became free.'
'The rights of women were improved. Mao banned arranged marriages and allowed women to divorce.'

'There was a food shortage and in 1953 co-operatives were encouraged to increase agricultural production.'
'The Great Leap Forward was a disaster. At least 30 million Chinese starved to death between 1958 and 1962. There was a slump in the production of manufactured goods and agricultural produce.'
'The Cultural Revolution plunged China into deep crisis as the Red Guards ran riot. Over a million died.'

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 methods did the British under Kitchener use to defeat the Boers by 1902?

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

Level 1 General answer [1]

e.g. 'The methods used were brutal.'

Level 2 Describes methods [2–5]

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

e.g. 'Kitchener adopted a scorched earth policy of destroying farms including crops and livestock.'
'The support of the Boer fighters was taken away when their families were taken into concentration camps.'
'The camps lacked food, medicine and sanitation.'
'35% of the inmates died. 28,000 Boer women and children and many thousands of Black people died from disease.'

(b) Why was discrimination part of the new South African Constitution?

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

Level 1 General answer [1]

e.g. 'So the Whites could keep power.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'The Dutch made up the majority of Whites.'
'Black Africans were in the majority.'
'The Whites were against racial equality.'
'The Church supported discrimination.'

Level 3 Explains why [4–7]

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

e.g. '70% of the inhabitants of the Union of South Africa were Black Africans. The White inhabitants made up 18% of the population and were determined to keep political and economic power.'
'60% of the Whites were of Dutch descent and they were against racial equality. They claimed that Whites were a master race.'
'The Dutch Reformed Church, the official state church of South Africa, supported the view that Whites were the master race and often quoted passages from the Bible to prove their theory.'

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(c) 'The creation of the Union of South Africa was a victory for the Boers.' 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 racial discrimination.'

Level 2 Identifies impact [2]

e.g. 'The British had moved towards equality.'
'South Africa was like the Boer provinces.'
'The Black population was subservient to the Whites.'
'The British won the war but lost the peace.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Boer War (1899–1902) saw the British forces defeat the Boer Republics of Transvaal and Orange Free State. With Cape Colony and Natal, the two republics formed the Union of South Africa. Britain should have had a strong influence on the new constitution.'
'Throughout the British Empire, there had been a move towards equality with abolition of slavery and the greater opportunities given to native populations, but this did not show itself in the constitution.'

'The Whites of Dutch origin were against racial equality and believed in the superiority of Whites. This showed itself in the constitution. It discriminated against Black Africans.'
'Most Blacks could not vote. They were expected to live on reserves which made up only 7% of South Africa. Black Africans had their movements limited. They were not allowed to hold skilled jobs. The Whites of Dutch origin got exactly what they wanted. It was like the previous Boer provinces.'

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 Rivonia Trial of 1963–4.

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

Level 1 General answer [1]

e.g. 'Black African leaders were imprisoned.'

Level 2 Describes trial [2–5]

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

e.g. 'The trial was of ten African National Congress leaders.'
'They were charged with acts of sabotage designed to overthrow the apartheid system.'
'The trial was named after the suburb of Johannesburg where the original arrests took place. The arrests included Nelson Mandela and Walter Sisulu.'
'The trial was attempt by the government to break the ANC.'
'Eight of the accused were sentenced to life imprisonment on Robben Island.'
'The death penalty had been asked for but not given because of the world wide protests.'

(b) Why did the Black Consciousness Movement gain in popularity in the late 1960s and 1970s?

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

Level 1 General answer [1]

e.g. 'It had increased publicity.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'It threatened apartheid.'
'It inflamed public opinion against South Africa.'
'It gave Black people hope.'
'It promoted the work of Biko.'

Level 3 Explains why [4–7]

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

e.g. 'The Black Consciousness movement, led by Biko, taught that Blacks should celebrate their blackness and stop thinking of themselves as second-class citizens.'
'As many of this group were young and better-educated, they were determined to get their voice heard.'
'The 'wind of change' was blowing through Africa and white South Africans were finding it increasingly difficult to prevent demonstrations and opposition. Black Consciousness was part of this growing movement.'
'Black Consciousness was important because it was led by Steve Biko, a charismatic leader, who was very out-spoken and eventually died under sinister circumstances in police custody. This again highlighted the plight of Black people.'

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(c) 'International sanctions were responsible for the collapse of apartheid.' How far do you agree 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. 'Sanctions were not very effective as countries wanted to keep relations with South Africa.'

Level 2 Identifies reasons [2]

e.g. 'World trade continued.'
'Sports teams were boycotted.'
'Sanctions failed.'
'International pressure played a part.'
'It was the work of individuals which meant change.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Despite expulsion from the UN in 1974, most wealthy nations, such as Britain, Japan, France, Germany and the USA, continued to trade with South Africa.'
'Many did not want sanctions because they wanted to invest in mineral wealth.'
'In the 1980s, Thatcher and Reagan both claimed trade sanctions were pointless as they only hurt the Black South Africans.'

'From the early 1970s onwards, a worldwide boycott of South African sports teams meant that the country was isolated in the sporting world.'
'The newly independent nations of Africa formed the Organisation of African Unity with a priority of ending apartheid.'
'The significant difference came from the work of individuals such as de Klerk who was in power and wanted to bring about change. He was willing to work with others such as Mandela to end apartheid and secure majority rule for Black Africans.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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19 (a) Describe how South West Africa (Namibia) passed from German rule to South African rule.

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

Level 1 General answer [1]

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

Level 2 Describes how [2–5]

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

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

(b) Why did the Windhoek Massacre of December 1959 take place?

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

Level 1 General answer [1]

e.g. 'The Whites wanted their land.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'All the Black people of the Old Location of Windhoek were to be moved.'
'The people did not want to move.'
'Demonstrations took place'
'The police shot the demonstrators.'

Level 3 Explains why [4–7]

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

e.g. 'The White settlers wanted Windhoek to be segregated. They wanted all Black residents to move out and form a new township eight miles north of Windhoek.'
'The Black residents refused to move and began a boycott and a series of demonstrations.'
'On 10 December, a large crowd gathered outside the municipal buildings in Windhoek to protest. The police started to shoot at the demonstrators. Eleven Namibians were killed and fifty four were wounded.'

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(c) 'Namibia achieved independence because of the actions of the United Nations Organisation.' 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 very important as independence was gained.'

Level 2 Identifies reasons [2]

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

Level 3 Explains agreement OR disagreement [3–5]

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

'SWAPO wanted a united and independent Namibia. They wanted the UN to supervise the transition to independence.'
'SWAPO would not participate unless SA troops were withdrawn.'
The Court ruling of 1971 stated that SWAPO became recognised as the 'nation in a state of becoming' and was recognised by the UN as representing Namibians.'
'SWAPO protested strongly about being ignored by SA when members of the Advisory Council were nominated and they made an outcry when SA tried to arrange ethnic elections.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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20 (a) Describe the actions of the Israeli air force at the beginning of the Six Day War of 1967.

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

Level 1 General answer [1]

e.g. 'The Israelis took the enemy by surprise.'

Level 2 Describes impact [2–5]

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

e.g. 'On 5 June, the Israelis launched Operation Focus as a result of an Egyptian build up of forces in the Sinai Peninsula on the Israeli border with Israel and the closure of the Straits of Tiran by Egypt.'
'The Israeli airforce completed a decisive air offensive in the first two days of the War.'
'The air strike caught the Egyptian airforce on the ground and the Israelis crippled the Egyptian, Syrian and Iraqi airforces. They also destroyed the whole of Jordan's airforce.'
'These strikes established complete air supremacy which accelerated subsequent victories on land.'

(b) Why did the Yom Kippur War take place?

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

Level 1 General answer [1]

e.g. 'Because there had been no peaceful solution.'
'Because of the continued fighting.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'To remove Israel.'
'To win back land lost in 1967.'
'To regain honour and pride.'

Level 3 Explains why [4–7]

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

e.g. 'Sadat,who replaced Nasser after he died, wanted to win back Sinai from Israel and to end the frequent violent clashes across the Suez Canal between Israeli and Egyptian troops. These clashes cost money and lives.'
'The Syrians wanted to win back the land lost in 1967.'
'Sadat wanted to re-open the Canal as the Egyptian government was losing tolls and taxes whilst the Canal was closed.'
'Sadat thought the use of military power would bring the Israelis to the conference table.'
'Sadat wanted to gain American friendship as he knew he could not defeat the Israelis. He wanted America to persuade Israel to withdraw from Sinai. America was busy trying to end the war in Vietnam.'

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(c) How successful were attempts to bring peace to the Middle East between 1973 and 1979? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'There were significant steps towards peace in the region.'
'There are still problems today.'

Level 2 Identifies impact [2]

e.g. 'The UN kept the powers apart.'
'Egypt and Israel made peace.'
'Israel was allowed access to the Suez Canal.'
'Some Israelis had to give up their homes.'
'There were still problems for the Palestinians.'
'The PLO and the PLFP used violence.'

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

e.g. 'After the Yom Kippur War, the UN arranged a ceasefire and used its emergency forces to stop all fighting near Suez and Sinai.'
'In 1977 Begin invited Sadat to Israel; this was reciprocated.'
'In 1978 President Carter invited Sadat and Begin to a summit at Camp David. This produced a 'framework for peace in the Middle East' and a 'framework for the conclusion of a peace treaty'.'
'It was agreed that Israel would leave Sinai and allow Palestinians in the West Bank some rights of self–government within five years.'
'Egypt agreed to allow ships going to and from Israel to use the Suez Canal.'
'After thirty years of conflict, Egypt and Israel were at peace with each other.'

'From 1973 to 1977, there was little headway in peace talks under Meir and Rabin with Sadat. Kissinger's shuttle diplomacy made little headway.'
'The peace treaty did not demand from Israel recognition of the Palestinians' rights to self determination.'
The PLFP hijacked a French plane flying from Israel to France and took it to Entebbe. Israeli armed forces killed the hostage takers and released the hostages. This was an example of the violence used by the PLO and PLFP to highlight Palestinian problems.'
'The PLO made its headquarters in Beirut. There was full scale civil war in Lebanon in 1975 when most of Beirut was destroyed. This showed that not all the Middle East was at peace.'

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

Both sides of Level 3.

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

Level 4 + evaluation.

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21 (a) What territorial gains did Israel make from the Six Day War of 1967?

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

Level 1 General answer [1]

e.g. 'Israel decided to keep the territory.'

Level 2 Describes gains [2–5]

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

e.g. 'The Israelis substantially increased their land area. They captured Sinai, the Gaza Strip, the West Bank and the Golan Heights.'
'They took control of the Old City of Jerusalem.'
'Israel decided to ignore a UN order to return captured territory.
'The Israelis thought this territory would act as a series of buffer zones between Israel and the Arab states and this meant that it would be much easier to defend Israel.'

(b) Why did Israel face many problems in the occupied territories (West Bank and Gaza Strip) after 1979?

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

Level 1 General answer [1]

e.g. 'Because the Palestinian problem was not solved.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Israeli settlements grew on the West Bank.'
'Jewish settlers in Hebron have to be protected.'
'Palestinians consider it to be their land.'
'It would lead to the Intifada.'
'After Camp David, the Israelis lost international support.'
'Begin stated Israel would never give back the West Bank.'

Level 3 Explains why [4–7]

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

e.g. 'In 1980, Begin stated that Israel would never allow the West Bank to become part of an independent Palestinian state as that would be a mortal threat to Israel's existence. This angered Palestinians.'
'At the same time, resentment mounted among West Bank Arabs at the Israeli policy of establishing Jewish settlements on land owned by Arabs.'
'Tension was acute in the large West Bank town of Hebron. Here there is a large Jewish settlement and the settlers are protected by armed Israeli soldiers.'
'After Camp David, there was an attempt by the USA to bring the Israelis and the PLO together. The Israelis refused to attend the meeting and recognise the PLO. This lost the Israelis some international support.'
'As there was no resolution to the Palestinian problem in the West Bank and Gaza, young Palestinians started to confront Israeli troops with stones and petrol bombs. This was the 'Intifada'.'

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(c) 'By 1994 the most important reason why a peace settlement had not been reached in the Middle East was the issue of Jewish settlements.' 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 were a number of reasons that prevented peace.'

Level 2 Identifies reasons [2]

e.g. 'Expansion of settlements created tension.'
'There has been little compromise.'
'The Intifada was not stopped.'
'Palestinians supported Saddam Hussein.'
'The PLO objected to the Oslo Accord.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'After 1967 the Labour government established a small number of settlements in the West Bank for defensive reasons. Likud wanted more, with some members wanting to annex the whole territory.'
'When Likud came to power in 1977, settlements went from less than 4000 to over 100,000. In the early '90s, tension was acute in the large West Bank town of Hebron. Israeli settlers had to be heavily protected.'

'In 1987, the Palestinians of the West Bank and the Gaza Strip began an uprising against Israeli rule. For over five years young Palestinians confronted Israeli troops with stones and petrol bombs. This became known as 'Intifada'.'
'The Israeli government tried to smash the Intifada by force which brought shootings and curfews. During the Intifada, many people saw Palestinians as underdogs and the Israelis as brutal oppressors.'
'It had long been proposed that the West Bank would re-unite with Jordan, but Jordan gave up its claim because of the Intifada. This was a challenge to Israel and the USA as they could no longer talk about a Jordanian solution.'
'The Oslo peace agreements upset many right-wing and religious Israelis. There was little belief in PLO statements that they were renouncing violence and there were angry demonstrations against the government of Rabin.'

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) Describe conditions in towns in the first half of the nineteenth century.

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

Level 1 General answer [1]

e.g. 'Houses were unhealthy and poor quality.'

Level 2 Describes conditions [2–5]

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

e.g. 'Inadequate drainage and sewerage systems.'
'Most houses did not have running water.'
'Privies were shared.'
'Houses were damp and overcrowded.'
'High levels of pollution.'
'Many houses were back to back.'
'House building was unplanned.'

(b) Why was there opposition to the improvement of town conditions in the middle 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 it was not viewed as important by many.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Because of the 'laissez-faire' attitude.'
'The cause of illness was not understood.'
'Profit was the most important motive.'

Level 3 Explains why [4–7]

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

e.g. 'Many believed in 'laissez-faire'. This view argued that the government should not interfere in what was done by the individual.'
'The attitude of the richer people was that if the poor lived in this way it must be their own fault and not the responsibility of others to make improvements.'
'Local ratepayers wanted to pay as little as possible and did not want councils undertaking ambitious schemes to clear slums and build drains.'
'The link between dirt and infectious disease was not understood.'
'The government's reluctance to interfere was highlighted by the 1848 Act which was permissive and rarely adopted.'
'Landlords, builders and water companies were only interested in profits and did not consider the consequences of inadequate facilities.'

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(c) 'By 1900 town dwellers lived a healthy life.' How far do you agree with this statement? Explain your answer.

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

Level 1 Unsupported assertions [1]

e.g. 'Some people had healthy lives but poor conditions still existed.'

Level 2 Identifies impact [2]

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

Level 3 Explains agreement OR disagreement [3–5]

e.g. '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 1875 gave local authorities power to remove slums.'
'The Housing and Working Classes Act of 1890 said that local authorities could demolish slums and build council houses.'

'Improvements were often linked to epidemics rather than a necessity and particularly in relation to water supply where little improvement took place until the end of the century.'
'The work of Lever, Salt and Cadbury only affected small areas and had little influence on the larger towns at first.'
'Progress was slow. Money was not made available and, when slums were pulled down, houses were not built to replace them. Back-to-back housing continued to be built until 1909.'

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 benefits to members were offered by new model unions?

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

Level 1 General answer [1]

e.g. 'They were well organised.'

Level 2 Describes benefits [2–5]

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

e.g. 'These unions were organised on a restrictive craft basis. They represented engineers, boiler makers, builders, spinners and weavers.'
'They were nationally led and their fees and benefits were fixed nationally. There were no strikes without authorisation from national headquarters.'
'Fees were high. The ASE paid one shilling per week. Benefits included health and employment insurance. Widows and dependents were often looked after upon a worker's death.'
'Standards were kept high by encouraging apprenticeships.'
'If these unions went on strike, which was rare, they often had very large strike funds to look after their workers and their families.'

(b) Why had working class movements before 1850 been unsuccessful?

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

Level 1 General answer [1]

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

Level 2 Identifies why [2–3]

(One mark for each identified point.)

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

Level 3 Explains why [4–7]

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

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

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(c) 'In the second half of the nineteenth century unions could successfully protect their members.' 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. 'Some were successful as conditions improved.'
'They were successful and more people joined.'

Level 2 Identifies impact [2]

e.g. 'The ASE established respectability.'
'The NALU failed.'
'At times they were prevented from picketing.'
'The match girls and dockers were successful.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In 1851, the ASE was set up and was followed by other unions for the skilled worker. Because of their moderation these unions helped to make trade unions acceptable. They were well organised and had major benefits for their workers.'
'The Trade Union Act of 1871 made trade unions full legal organisations.'
'The match girls of Bryant and May, the dockers of London and the London gas workers all had successful strikes. These strikes brought the formation of a number of large unions based on a whole industry. Total membership of the trade union movement doubled.'

'The National Agricultural Labourers' Union was founded in 1872 and quickly had 100,000 members. The landowners were against unions and organised a lock-out in 1874. Many went on strike against the lock-out but because of hardship gave up the struggle. Many labourers lived in tied cottages and could be thrown out of their home. The NSLU collapsed.'
'In 1867, under Homby v Close case, trade unions found they were not protected by the law if their funds were embezzled.'

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) What were the aims of missionaries in nineteenth–century China?

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

Level 1 General answer [1]

e.g. 'To improve the lives of the Chinese people.'

Level 2 Describes [2–5]

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

e.g. 'To spread the word of Christianity.'
'To translate Christian literature into the native language.
'To offer medical facilities to Chinese peasants.'
'To preach against the taking of opium.'
'To learn more about Chinese society.'

(b) Why were Western countries able to extend their influence in China in the nineteenth century?

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

Level 1 General answer [1]

e.g. 'They had the military power.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'Both the West and China wanted trade.'
'The Treaty of 1842 gave favourable terms.'
'The Chinese resistance was weak.'

Level 3 Explains why [4–7]

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

e.g. 'Although not keen to trade, the British found a commodity that China wanted–opium. This gave Chinese silk, tea and porcelain to the West. Opium became a serious problem for China.'
'When the Chinese tried to clamp down on trade with the West, they did not have the power or influence.'
'Following both Anglo-Chinese Wars, Western powers received favourable trading terms and residency in certain cities with favourable rights.'
'Further concessions were granted in the last five years to France, Russia, Germany and Britain after exerting more pressure on a weak regime.'

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(c) How significant for China was the impact of nineteenth-century Western intervention? Explain your answer.

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

Level 1 Unsupported assertions [1]

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

Level 2 Identifies impact [2]

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

Level 3 Explains agreement OR disagreement [3–5]

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

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

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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25 (a) How was India ruled before 1857?

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

Level 1 General answer [1]

e.g. 'It was a system that had evolved over many years.'
'Locals were left to continue their lives.'

Level 2 Describes features [2–5]

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

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

(b) Why were Bentinck's proposals for India controversial?

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

Level 1 General answer [1]

e.g. 'His proposals did not please native Indians.'

Level 2 Identifies why [2–3]

(One mark for each identified point.)

e.g. 'He wanted to save money.'
'He wanted Westernisation.'
'He changed the legal system.'
'He changed education.'

Level 3 Explains why [4–7]

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

e.g. 'Bentinck, as Governor General, wanted to turn around the money-losing East India Company. This involved selling marble and metal and he even thought about knocking down the Taj Mahal.'
'He had a policy of Westernisation which took the form of reforming the legal system, using English as the official language. He also introduced a western-style education system with English being the language used.'
'Bentinck suppressed some Indian customs such as sati/suttee when widows threw themselves on their husband's funeral pyre.'

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(c) 'The Indian Mutiny of 1857 changed little.' How far do you agree with this statement? Explain your answer.

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

Level 1 Unsupported assertions [1]

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

Level 2 Identifies reasons [2]

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

Level 3 Explains agreement OR disagreement [3–5]

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

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

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

Level 4 + evaluation.

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