**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**International General Certificate of Secondary Education**

# MARK SCHEME for the May/June 2012 question paper

# for the guidance of teachers

## 0470 HISTORY

**0470/12** 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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## 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.

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

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

## 3 Assessment Objectives

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

(a) recall, description
(b) recall, explanation
(c) recall, explanation and analysis.

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**1 (a) Describe the role of the Zollverein.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'A free trade area.'
'A group of German states working together.'

**Level 2 Describes the Zollverein [2–5]**

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

e.g. 'The combination of Prussia and neighbouring German states in 1818 to form a customs union.'
'It was a tariff-free zone among members to encourage trade.'
'It improved trade flow by removing customs points and regulations.'
'It became the German Customs Union in 1834.'
'It increased from 18 to 25 states by 1836 and to almost all German states by 1852.'

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**1 (b) Why were there revolutions in Germany in 1848–9?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Demands showed wide differences in aims.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'There was a demand for a parliament.'
'Some wanted unity among states.'
'Workers wanted better conditions.'
'There was a demand for various freedoms.'
'It was a reaction to the risings in France.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'In many German states there was a demand for various freedoms, such as the freedom of speech and the press. Many wanted liberal reforms so that they felt they were not being oppressed.'

'There was a demand for a German parliament to create unity among the Germanic states.'

'In states, such as Prussia, there was a demand for constitutional parliamentary institutions.'

'The 1848 Revolution in France inspired many to demand changes in other countries, including the German states. The removal of Louis Philippe and the setting up of a republic suggested this could happen in German states, such as Baden.'

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**1 (c) 'The Frankfurt Parliament failed because of its lack of power.' 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 General answer lacking specific contextual knowledge [1]**

e.g. 'It could not settle its differences'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'It did not deal with the issue of Austria-Hungary.'
'There was a split in the views of who should lead.'
'The political issues were not sorted out.'
'The selected leader rejected the Imperial Crown.'

**Level 3 Explanation of its lack of power OR other reasons [3–5]**

e.g. 'The new Imperial Crown was offered to Frederick William of Prussia but he turned it down because he did not think the Parliament had the authority to offer the Crown.'
'The delegates had been split over the issue of Austria and Frederick, and, therefore, did not feel the Parliament had the power to offer the Crown.'
**OR**
e.g. 'Although the Parliament made much progress on human rights issues and constitutional procedures, it was indecisive about whether Austria or Prussia should be leader.'
'It wasted time debating fundamental rights and boundaries rather than dealing with the Austro-Hungarian Empire when it was in disarray dealing with revolutions in Italy and Hungary.'

**Level 4 Explanation of its lack of power AND other reasons [5–7]**

Both sides of Level 3.

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

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**2 (a) What influence did Austria have over Italy by the beginning of 1848?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'It ruled some states directly.'
'The Habsburgs influenced some states by marrying into royal families.'

**Level 2 Describes influence [2–5]**

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

e.g. 'The Austrians controlled Lombardy and Venetia.'
'The Habsburgs had married into the royal families of many central Italian states, such as Parma and Modena.'
'Prince Metternich opposed all forms of liberal and nationalistic expression.'
'Secret police hunted down opponents and newspapers were censored.'

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**2 (b) Why did the revolutions of 1848–9 in Italy fail?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Because opposition was stronger'.

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'Charles Albert was indecisive.'
'Support did not materialise.'
'Austrian and French armies were stronger.'
'The Piedmontese army moved slowly.'
'The Austrians re-grouped.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Liberals and nationalists could see no reason why the Austrians should not be driven out of Italy for good. Charles Albert was urged to invade Lombardy first and help the people of Milan defeat the hated Austrians. He delayed too long. This gave the Austrians time to get reinforcements.'
'Charles Albert was let down by the people of Lombardy who failed to flock to join his army.'
'The Pope sent an army and then withdrew his support.'
'In July 1849, Mazzini and Garibaldi were defeated by a stronger French army which retook Rome from the nationalists.'
'The cause of Italian nationalism seemed lost when Sicilian villagers were bombed into submission with thousands being massacred by King Ferdinand.'

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**2 (c) Was Cavour a help or a hindrance in the unification of Italy? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

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

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'Cavour worked with France in secret.'
'He brought about reform and industrial growth.'
'It was Mazzini who was the prophet for a united Italy.'
'Garibaldi liberated Sicily and Naples.'

**Level 3 Explanation of Cavour's efforts OR other reasons [3–5]**

e.g. 'Cavour's diplomatic skill ensured Piedmont-Sardinia dominated Italian politics and to this end he continued the programme of reform and opposed Austrian domination.'
'Following an agreement that France would support him if Austria attacked, Cavour then provoked Austria which declared war. Austria was defeated and Cavour formed a union of NW Italy.'
**OR**
e.g. 'Mazzini established the Roman Republic in 1848/9 and showed what had to be done in the future.'
'Garibaldi led an expedition to Sicily and he liberated the whole of southern Italy. In 1860, he recognised Victor Emmanuel II as King of Italy when he surrendered his conquests.'

**Level 4 Explanation of Cavour's efforts AND other reasons [5–7]**

Both sides of Level 3.

**Level 5 Explains with evaluation [8]**

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**3 (a) Describe the main features of Sherman's march through Georgia.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'It caused immense damage.'

**Level 2 Describes features [2–5]**

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

e.g. 'It took place between November and December 1864.'
'The 'march' went from Atlanta to the port of Savannah.'
'It was 'total war'.'
'Sherman applied 'scorched earth tactics' by burning crops, killing livestock and consuming supplies.'
'There was considerable damage to the infrastructure and civilian property.'
'Sherman's troops lived off the land so there was no need for supply lines.'
'The aim was to knock the Confederate war effort to pieces.'

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**3 (b) Why did the North refuse to accept the secession of the Southern states?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'The North did not want the South to break away.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'It wanted to keep the Union.'
'It wanted to abolish slavery.'
'The Southern states were economically important.'
'Lincoln would not accept secession.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'This could be the break up of the United States if the South seceded. Northern politicians wanted to secure the Union. If the South seceded, other areas might decide to leave the Union.'
'Lincoln had just been elected president and it became clear that he wanted to abolish slavery. This would be unsuccessful in the South if these states seceded.'
'The North realised that the Southern states were economically important and would yield good taxes as well as producing goods such as cotton and tobacco.'

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**3 (c) To what extent was the success of the North's forces due to the weakness of the South? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'The North was more powerful than the South.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'There were more states in the North.'
'The North had more men and bigger armies.'
'The North had a navy.'
'The North had manufacturing industry.'
'The South had less able commanders.'

**Level 3 Explanation of South's weaknesses OR other reasons [3–5]**

e.g. 'The Confederacy only had 11 states compared to the North's 25 states. This inevitably meant the South had fewer men to fight with and fewer resources.'
'The South had less able commanders than the North. Robert E. Lee was the exception compared to the North's Grant and Sherman.'
**OR**
e.g. 'The North had the advantage industrially. It had the factories to mass produce weapons and supplies.'
'The North had a sizeable navy which could be used to blockade the Southern states.'

**Level 4 Explanation of South's weaknesses AND other reasons [5–7]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'to what extent' [8]**

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**4 (a) In what ways did Japanese life become westernised during the period of the Meiji?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Clothing styles changed.'
'Education was seen as important.'

**Level 2 Describes changes [2–5]**

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

e.g. 'Western clothes were adopted by many of Japan's ruling classes, such as the bustle and western suits.'
'Gas lighting was introduced in cities in 1872.'
'The western calendar was adopted in 1872.'
'There was compulsory education for four year olds from 1872.'
'Thousands were sent to foreign universities, while Tokyo University was founded in 1877.'
'The first Japanese railway was built in 1872.'

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**4 (b) Why did the Meiji face rebellions within Japan in the 1870s?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'The Japanese were not used to change.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'The abolition of the privileges of the samurai.'
'The abolition of feudalism.'
'Changes in the constitution.'
'Japan had been a closed society.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'To strengthen the control of the government, feudalism based on daimyo and samurai had to be abolished. To do this, handsome rewards had to be paid.'
'The changes caused hardship and anger among the samurai and there were several small scale uprisings.'
'The abolition of feudalism did not end poverty. Many peasants did not see an improvement in their standard of living.'
'Japanese society was not used to change. The country had been closed for centuries. It was a traditional society which found change difficult to accept.'

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**4 (c) 'The Meiji Emperor was the most important factor in bringing about the modernisation of Japan.' 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 General answer lacking specific contextual knowledge [1]**

e.g. 'Yes, the Emperor made significant changes.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'It was the Emperor who westernised the court.'
'The Emperor agreed to the abolition of feudalism.'
'Western powers had trading agreements with Japan.'
'Many went to western universities.'
'Japanese armed forces were modernised by western influence.'

**Level 3 Explanation of the Emperor's role OR other reasons [3–5]**

e.g. 'It was the Emperor who agreed to westernise his court which then set the example for many in Japanese society to follow, whether this was in the adoption of western dress or the western calendar.'
'In 1889 the constitution was announced as a 'gift' from the Emperor.
**OR**
e.g. 'Japan was modernised by those who went to western universities, especially in Britain, France and the USA. On their return to Japan, they led the move to change old traditional ways in society, industry and government.'
'The Japanese army and navy was modernised by the use of western experts, especially from Britain.'

**Level 4 Explanation of the Emperor's role AND other reasons [5–7]**

Both sides of Level 3.

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

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**5 (a) With reference to the terms of the peace settlements of 1919–20, what was meant by (i) war guilt and (ii) reparations?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'These were punishments for the defeated nations.'

**Level 2 Describes terms [2–5]**

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

e.g. 'Germany had to solely accept the blame for the start of the war.'
'It was clause 231of the Treaty.'
'It meant Germany was responsible for the losses and damage in the Allied countries.'
'It was compensation to the Allies.'
'Austria, Hungary and Bulgaria were to pay reparations.'

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**5 (b) Why were the peacemakers at Versailles severe on Germany?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

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

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'Germany started the war.'
'Germany had invaded Belgium and France.'
'Germany had inflicted massive damage on Belgium and France.'
'Germany had punished Russia severely at Brest-Litovsk.'
'Germany had punished France severely after the Franco-Prussian War.'
'They didn't want Germany to attack again.'
'The peacemakers had to consider their own public.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

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

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**5 (c) 'The German reaction to the Treaty of Versailles was unreasonable.' 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 General answer lacking specific contextual knowledge [1]**

e.g. 'The German reaction was unreasonable because it could have been much tougher.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'The reaction was unreasonable because it was not as harsh as the treaty imposed on Russia by Germany.'
'It did not weaken the German economy as much as the Germans implied.'
'The reaction was unreasonable because Germany lost the war and agreed to the Armistice.'
'The reaction was reasonable because it was a dictated peace.'
'The reaction was reasonable because of the harsh reparations.'
'The reaction was reasonable because it left its armed forces depleted.'
'It was reasonable because it was too harsh on ordinary Germans.'

**Level 3 Explanation of reasonableness of the German reaction OR unreasonableness [3–5]**

e.g. 'The reaction was not reasonable because the Treaty was not as harsh as the Treaty of Best-Litovsk imposed on the Russians by the Germans when huge areas of land were taken from the Russians, including the Ukraine and the Baltic States.'
'The Treaty was not as harsh as Germany argued, especially its complaints that the terms would ruin the German economy by taking the Saar.'
**OR**
e.g. 'The German reaction was reasonable because the harshness of the reparations made it extremely difficult for Germany to recover economically and, because of the resentment caused by this, made future war likely.'
'It was reasonable because Germans felt that they had been left vulnerable to future attacks by the drastic reduction in the armed forces.'

**Level 4 Explanation of reasonableness of the German reaction AND unreasonableness [5–7]**

Both sides of Level 3.

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

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**6 (a) What did Hitler do between 1933 and 1936 to challenge the Treaty of Versailles?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'He ignored it.'
'He broke the terms.'

**Level 2 Describes events [2–5]**

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

e.g. 'Hitler withdrew from the Disarmament Conference.'
'He withdrew Germany from the League of Nations.'
'Hitler started re-arming.'
'Hitler tried to take over Austria in 1934 but was prevented by Mussolini.'
'In 1935, he introduced a military airforce and brought in conscription.'
'In 1935 he held a massive rearmament rally in Germany.'
'In 1935, Hitler signed the Anglo-German Naval Treaty, which allowed Germany 35% of the size of Britain's navy, thus breaking the Treaty.'
'In 1936 Germany re-militarised the Rhineland.'

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**6 (b) Why was Hitler involved in the Spanish Civil War?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Hitler wanted to support Franco.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'Hitler wanted to defeat communists and extreme socialists.'
'Franco had similar views to Hitler.'
'Hitler wanted to try out his forces and tactics.'
'Hitler wanted to work with Mussolini.'
'Germany needed Spanish raw materials.'
'Hitler hoped to divert British and French attention.'
'Hitler hoped to have a future ally.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Hitler believed in the Nationalist views expressed by Franco. Hitler wanted to give support to Franco to save Spain from 'communist barbarism'.'
'Hitler hoped to gain raw materials for his armaments industry, such as iron, copper, mercury and pyrites.'
'Hitler wanted to try out all his military forces and test blitzkrieg tactics. He used carpet bombing for the first time.'
'Hitler hoped to divert British and French attention from Central and Eastern Europe when planning his eastern expansion.'

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**6 (c) 'Hitler was not a planner in foreign affairs. He just took opportunities that others gave him.' 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 General answer lacking specific contextual knowledge [1]**

e.g. 'Hitler had a long term plan but he was also an opportunist.'

**Level 2 Identifies AND/OR describes Hitler as planner/opportunist [2]**

(One mark for each point.)

e.g. 'Hitler set out plans in Mein Kampf.'
'His plans for foreign policy were in the Party programme.'
'He always planned to regain lost German land.'
'He discussed an Eastern Empire in the 1920s.'
'Britain helped his rearmament with the Naval Treaty.'
'The remilitarisation of the Rhineland was a gamble.'
'Hitler took advantage of the policy of appeasement.'

**Level 3 Explanation of Hitler as a planner OR opportunist [3–5]**

e.g. 'As early as 1924, Hitler had laid out in his book Mein Kampf what he would do if the Nazis ever achieved power. He would abolish the Treaty of Versailles, expand German territory and defeat communism.'
'Hitler explained that he expected to get back land lost at Versailles, unite with Austria and create lebensraum for Germans.'
**OR**
e.g. 'In March 1936, Hitler remilitarised the Rhineland. The League's attention was on the Abyssinian affair, while the French were involved in a general election. Hitler took his opportunity.'
'Hitler sensed that Britain thought the Treaty of Versailles was too harsh and was willing to be lenient. He took the opportunity to sign a naval agreement with Britain allowing him 35% of the size of Britain's navy. This clearly broke the Treaty's terms.'

**Level 4 Explanation of Hitler as a planner AND opportunist [5–7]**

Both sides of Level 3.

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

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**7 (a) What was the 'Cold War'?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Deep mistrust between two countries.'

**Level 2 Defines the Cold War [2–5]**

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

e.g. 'It was not a military conflict but a war of words and propaganda.'
'It was increasing tension that developed between two superpowers, the USA and the USSR.'
'It brought a frosty atmosphere but no actual fighting.'
'It was a rivalry that started in 1945 and lasted for over 40 years.'
'A tension of different ideologies, Capitalism v Communism.'
'It was a period which included the arms race.'

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**7 (b) Why were Western governments suspicious of the USSR in the period 1945 to February 1948 (the communist takeover of Czechoslovakia)?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'The USSR didn't act as agreed.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'Decisions at Yalta were not carried out.'
'Buffer states were being formed.'
'The USSR army did not decline in numbers.'
'The USSR worked on an atomic bomb.'
'A lack of free elections.'
'An iron curtain descended across Europe.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'At Yalta in February 1945, it was agreed that in Eastern Europe countries were to be allowed to hold free elections to choose how they were to be governed. By Potsdam in July, Romania and Bulgaria had rigged elections returning Communist governments.'
'Churchill's Iron Curtain speech of 1946 showed the views of western powers that the Soviets were setting up Communist buffer states around the USSR. This was confirmed with further rigged elections in Poland and Hungary in 1947.'
'The Soviet army remained in occupation of Eastern European states until Communist governments had been confirmed.

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**7 (c) 'Truman and Churchill were responsible for starting the Cold 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 General answer lacking specific contextual knowledge [1]**

e.g. 'Each side was to blame because they followed different ideas.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'Truman was strongly against Communism.'
'The USA introduced economic aid.'
'Stalin wanted to spread Communism.'
'The USSR wanted to avoid any future attack.'
'There was the Berlin Blockade.'
'Churchill's speech created ill-feeling.'

**Level 3 Explanation of Truman's and Churchill's contribution OR other reasons [3–5]**

e.g. 'Truman interpreted the Soviet takeover of Eastern Europe as the start of spreading Communism around the world and responded with the Truman Doctrine and Marshall Plan which was to help the vulnerable European economy suffering from the after effects of war. The USSR saw this as a threat.'
'Churchill, in a speech in the USA, viewed the lack of free elections in Eastern Europe and the setting up of Communist controlled buffer states around the USSR like an iron curtain descending across Europe. This was created ill-feeling in the Kremlin.'
**OR**
e.g. 'Following Yalta, it was expected that there would be free elections in Eastern European countries after their liberation. The Red Army made sure their new governments were communist controlled.'
'Stalin refused to allow Soviet controlled countries to accept aid as he thought the real purpose was for the USA to build up friendships with European countries.'

**Level 4 Explanation of Truman's and Churchill's contribution AND other reasons [5–7]**

Both sides of Level 3.

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

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**8 (a) What part did specialised agencies of the United Nations play in the Congo?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'They saved the country from famine and epidemics.'

**Level 2 Describes the work of agencies [2–5]**

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

e.g. 'Despite very difficult conditions, the World Health Organisation and the Food and Agricultural Organisation moved into the Congo.'
'The WHO prevented epidemics by mass immunisation for cholera, typhoid and TB.'
'The FAO brought in emergency supplies of food to prevent starvation where crops had been destroyed. They then helped with seed, tools and the re-planting of areas.'

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**8 (b) Why did the UN find it difficult to deal with the problems in the Congo?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'It was divided on what action to take.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'Its early peace-keeping force could only act in self defence.'
'Some countries did not think the UN should intervene.'
'The USA did not side with Lumumba.'
'Action in the Congo brought the UN close to bankruptcy.'
'The Secretary-General died in the midst of the crisis.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The UN only agreed at first to allow a peace-keeping force of 3000. They were only allowed to act in self-defence and, therefore, there was much bloodshed.'
'The US was not keen to support Lumumba as he was considered a communist who would align the Congo on the side of the USSR in the Cold War.'
'The UN Secretary-General, Dag Hammarskjold, realised more decisive UN action was needed, but he was killed in an air crash. His successor, U Thant, followed the same line and 20,000 UN soldiers invaded Katanga in September 1961.'

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**8 (c) How far has the organisation of the United Nations hindered its effectiveness? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Member countries disagree.'
'There is a lack of unity.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'The Great Powers don't always co-operate.'
'Some countries don't want to get involved.'
'The veto can mean inaction.'
'It only deals with international disputes.'
'It does have most countries of the world.'
'It has a huge range of specialist agencies.'
'It has armed forces.

**Level 3 Explanation of the organisation hindering effectiveness OR showing its effectiveness [3–5]**

e.g. 'It was agreed in 1945 that the UNO could not be involved in internal matters but only where there is an international dispute. This made it difficult to act in Congo and Korea.'
'It was set up when nations were co-operating in war, assuming they would co-operate in peacetime. The USSR came to see the UNO as American dominated. It, therefore, continually vetoed American proposals.'
**OR**
e.g. 'The UNO set up a huge range of agencies to deal with various matters, such as the WHO, FAO, and UNESCO. These have largely been successful in dealing with humanitarian needs.'
'The UNO has been successful in persuading most countries of the world to join unlike its predecessor, the League of Nations. This means it does speak with some authority for most of the world.'

**Level 4 Explanation of the organisation hindering effectiveness AND showing its effectiveness [5–7]**

Both sides of Level 3.

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

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**9 (a) Describe the effects of the hyperinflation of 1923 on the lives of German people.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Workers carried their wages home in wheel barrows.'

**Level 2 Describes impact [2–5]**

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

e.g. 'Prices rose to unbelievable heights.'
'Wages were paid daily.'
'Those on fixed incomes or salaries were hardest hit.'
'Those with savings lost everything.'
'Pensions for the elderly lost their value.'
'Businesses went bankrupt.'
'Standards of living fell as many could not eat properly.'
'Those who borrowed money found they could pay it back quickly.'
'Money had no value and it was difficult to purchase necessities.'
'Many people were hungry.'
'People found their money had no value.'

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**9 (b) Why did France and Belgium occupy the Ruhr in 1923?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'France lost patience.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'Germany failed to pay reparations.'
'France wanted its payments on time.'
'They thought Germany wouldn't pay.'
'To uphold the Treaty.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Reparations had been fixed at £6,600 million in 1921, but in late 1922 Germany failed to make a payment.'
'They intended to take the value of the missing payments in goods.'
'They invaded the Ruhr as this is where they could seize coal and iron as reparations.'
'France needed the money to pay off their war debt to the USA.'

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**9 (c) How far did Stresemann restore pride and prosperity to Germany? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'He did as there was no revolution.'

**Level 2 Identifies AND/OR describes restoration of pride/lack of it [2]**

(One mark for each point.)

e.g. 'He introduced a new currency, the Rentenmark.'
'He ended hyperinflation.'
'He dealt with the opposition.'
'He helped the economy to recover.'
'Stresemann worked with the USA.'
'Political instability still existed.'
'Some thought there was a moral decline.'

**Level 3 Explanation of restoration of pride OR a lack of it [3–5]**

e.g. 'Stresemann ended hyperinflation and brought confidence back by introducing a new currency and reducing government spending.'
'He negotiated the Dawes Plan to get loans from the USA and renegotiated reparations through the Young Plan.'
'There was an art and cultural revival through newspapers, theatres, painters and literature.'
**OR**
e.g. 'Some argued that the new ideas of culture and art were unpatriotic and they wanted to celebrate traditional values. They argued this new phase meant that Germany was going into moral decline.'
'Economic prosperity was based largely on foreign loans. Exports were falling and yet huge sums were being spent on welfare and health care.'

**Level 4 Explanation of restoration of pride AND a lack of it [5–7]**

Both sides of Level 3.

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

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**10 (a) Describe the treatment of the Jews in Nazi Germany from 1935.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Hitler discriminated against Jews.'

**Level 2 Describes treatment [2–5]**

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

e.g. 'In 1935 the Nuremberg Laws took away German citizenship from Jews.'
'Jews could not marry or have sex with pure blooded Germans.'
'Jews were often refused jobs and people refused to serve them in shops.'
'In schools, Jewish children were humiliated and then segregated.'
'In 1938, as a result of Kristallnacht, Jewish shops, businesses and synagogues were smashed.'
'Many Jews were murdered or sent to concentration camps such as Dachau.'
'From 1942, Jews were rounded up in Germany and the rest of Europe and sent to extermination camps as part of the Final Solution.'

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**10 (b) Why did Hitler seek to control all forms of the media?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'To get his message across.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'To issue propaganda.'
'To praise Hitler.'
'To prevent opposition.'
'To remove independent thought.'
'To ensure popular support.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'To continually put across a limited number of ideas, which was indoctrination.'
'Control of the media ensured that the ideas and messages of those opposed to Hitler's values and ideas were not spread.'
'To ensure that non-Nazi ideas were not heard so that only the Nazi message was heard and that there was no alternative way.'
'To show how popular Hitler and the Nazis were and to motivate the ordinary Nazi.'
'It did ensure that Hitler's speeches were broadcast so that he got his ideas across.'

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**10 (c) How far had Hitler gained the support of the German people by 1939? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'He did not have full support because he had to resort to terror.'
'Most supported him because he gave them their pride back.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'Hitler had support because he created employment.'
'He had support because he almost destroyed the Treaty of Versailles.'
'The Olympic Games put Germany on show.'
'He regenerated the armed forces which was popular.'
'His emphasis on the role of the family was popular.'
'The Hitler Youth won over most of the young.'
'Some young movements voiced their opposition.'
'Jews did not find his policies popular.'

**Level 3 Explanation of the extent of Hitler's popularity OR lack of it [3–5]**

e.g. 'Hitler was popular for creating a huge range of jobs. His public works programme and recruitment for the armed forces meant he created millions of jobs. This made him popular.'
'Hitler was popular for tackling the Treaty of Versailles. He refused to pay reparations, he remilitarised the Rhineland and achieved the Anschluss with Austria. Again, this made him popular for standing up for Germany.'
**OR**
e.g. 'Although Hitler was popular with many for using the Jews as a scapegoat and blamed them for 1918, Jews themselves did not appreciate his policies towards them and many Germans felt uncomfortable about his actions.'
'Hitler did not have the full support of the German people because he needed the SS, Gestapo and the concentration camps to keep control.'

**Level 4 Explanation of the extent of Hitler's popularity AND lack of it [5–7]**

Both sides of Level 3.

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

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**11 (a) What were the main grievances of the Russian people in the early-twentieth century?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Most had a terrible standard of living.'

**Level 2 Describes grievances [2–5]**

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

e.g. 'Most peasants in the countryside had very little land.'
'They resented the amount of land owned by the aristocracy, the Church and the Tsar.'
'Industrial workers had atrocious working conditions because there was no government regulation on child labour, hours, safety or education.'
'Trade unions were illegal.'
'There was low pay, twelve to fifteen hour days, unguarded machinery and brutal discipline.'
'Living conditions for such workers were overcrowded with terrible food and disease.'
'There was no parliament to air their grievances.'

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**11 (b) Why did the revolution of 1905 fail?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'The Tsar made concessions.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'The Tsar issued the October Manifesto.'
'The middle classes wanted an end to the revolution.'
'The Tsar did not allow opposition.'
'He split his opponents.'
'He offered the middle classes what they wanted.'
'He dealt with 'Bloody Sunday' severely.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The October Manifesto gave the Russians basic rights such as freedom of speech and the right to form political parties. The Tsar promised that elections would be held and a parliament called the Duma established. This was what the middle classes wanted.'
'The end of the war with Japan released troops who remained loyal to the Tsar. They dealt with disturbances and ruthlessly put down rebellions in the countryside.'
'The opposition was not co-ordinated. There was no one party which led the revolution and co-ordinated the strikes.'

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**11 (c) How important was Stolypin to the Tsar remaining in power in the years after the 1905 Revolution? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

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

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'He reduced terrorism and revolutionary activity.'
'He encouraged the kulak class.'
'He boosted Russia's industries.'
'He introduced Russification.'
'He used the 'carrot and stick' approach.'

**Level 3 Explanation of Stolypin's importance OR lack of it [3–5]**

e.g. 'Stolypin came down hard on strikers, protesters and revolutionaries. Over 20,000 were exiled and over 1000 hanged – the noose became known as 'Stolypin's necktie'. This brutal suppression effectively killed off opposition to the regime in the countryside until after 1914.'
'Stolypin boosted Russia's industries. There was impressive economic growth between 1908 and 1911. This was particularly so in coal, iron and railway building.'
**OR**
e.g. 'The power still lay with the Tsar. Nicholas blocked some of Stolypin's plans for basic education and regulations to protect factory workers.'
'Nicholas was about to dismiss him because he was trying to change Russia too much when he was assassinated.'

**Level 4 Explanation of Stolypin's importance AND lack of it [5–7]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how important' [8]**

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**12 (a) Describe the 'Great Terror'.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'A period of state terror when police hunted down Stalin's enemies.'

**Level 2 Describes events [2–5]**

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

e.g. 'It started with the trials of Zinoviev and Kamenev in 1936. Both were shot.'
'It was followed by two show trials in 1937–8 when old Bolsheviks admitted a variety of imaginary crimes against the state.'
'Most were found guilty and shot, although a few cheated Stalin's plans by committing suicide.'
'In 1937, Stalin turned against the generals of the Red Army.'
'Many were executed for supposedly plotting against Stalin.'
'Stalin then turned on many managers, officials, scientists and engineers.'
'It is estimated that 1 million were executed and another 2 million died in labour camps, but official Soviet records show that at least 700,000 people were executed during the Great Terror.'

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**12 (b) Why did Stalin introduce a new Constitution in 1936?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'To create a good impression.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'To give the impression of a more democratic constitution.'
'To choose members for a national assembly.'
'To give more power to Stalin.'
'Supposedly, to give universal human rights.'
'Stalin was shown to be popular to the world by near unanimous votes.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'This was introduced to convince Soviet citizens and the outside world that the people of the USSR lived in a 'free' society.'
'It allowed people to vote by secret ballot to choose members of the national assembly known as the Supreme Soviet.'
'In fact the democracy was an illusion because the elections held every four years were not competitive. There was only one candidate to vote for in each constituency and that was the Communist Party candidate.'
'In practice, all the power lay in Stalin's hands and the new constitution merely confirmed it.'

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**12 (c) 'The Purges were more effective than the cult of personality in allowing Stalin to control the Soviet Union.' 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 General answer lacking specific contextual knowledge [1]**

e.g. 'Terror was the most effective.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'The idea of the 'cult of Stalin'.'
'The media was controlled by the state.'
'The Purges removed opponents.'
'Stalin held 'show trials'.'
'Millions were put in labour camps.'

**Level 3 Explanation of the Purges OR the cult of personality [3–5]**

e.g. 'Stalin was not prepared to accept challenges to his authority and he planned to purge the top of the Party membership to clear out his opponents. They were arrested, tried and sentenced to long terms of imprisonment.'
'He started the 'Great Terror' when Zinoviev and Kamenev were shot. The 'show trials' followed when senior Old Bolsheviks met a similar end.'
**OR**
e.g. 'Stalin used propaganda to create the 'cult of Stalin' in which Stalin was worshipped as a leader. Pictures and statues of him were everywhere and places named after him. At meetings, people had to clap when his name was mentioned.'
'The state told people what to think. Radio, films and newspapers were all controlled by the state. Schools taught communist versions of history and science. All praised Stalin.'

**Level 4 Explanation of the Purges AND the cult of personality [5–7]**

Both sides of Level 3.

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

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**13 (a) What was Prohibition?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'An attempt to rid America of the harmful effects of alcohol.'

**Level 2 Describes Prohibition [2–5]**

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

e.g. 'In 1917 the prohibition movement had enough states on its side to propose the 18th Amendment to the Constitution.'
'This prohibited the manufacture, sale or transportation of intoxicating liquors.'
'It became law in January 1920 and is known as the Volstead Act.'
'It made all states the same as the existing 13 'dry' ones.'
'It was an attempt to improve family life.'
'It was an attempt to make workers more reliable.'

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**13 (b) Why was Prohibition repealed?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Alcohol was too popular.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'Banning it made alcohol more attractive.'
'Alcohol was made illegally.'
'Alcohol was smuggled into the country.'
'It was costing too much money to enforce.'
'The vast majority of Americans did not agree with it.'
'There was concern over the gang violence it brought.'
'There was concern over corruption.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Alcohol was attractive with 'speakeasies' opening up, resulting in an increase in alcohol consumption.'
'Alcohol was smuggled into the USA with many smugglers making huge amounts of money illegally. Huge profits were made by gangs. They became powerful and controlled the trade by bribery and violence.'
'With the Depression it was felt that there was little point in spending money on enforcing something they could not enforce. Money would be better spent on helping the poor.'
'It was better to make alcohol legal and create jobs for the unemployed and tax revenues could increase.'

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**13 (c) How widespread was intolerance in US society in the 1920s? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

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

**Level 2 Identifies AND/OR describes intolerance/tolerance [2]**

(One mark for each point.)

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

**Level 3 Explanation of intolerance OR tolerance [3–5]**

e.g. 'The Ku Klux Klan showed how intolerant American society could be. It was an organisation mainly in the South that believed in white supremacy. It attacked Jews and Black Americans because it regarded them as inferior. Klan members often lynched Black Americans.'
'Most foreigners who entered the USA could only find low paid jobs. Immigrant ghettoes began to appear where violence and crime were high. This increased the American distrust of foreigners. Sacco and Venzetti were victims of anti-immigrant feeling. They were charged with murder and, despite proving their innocence, were found guilty and executed.'
**OR**
e.g. 'Life for many women changed. Contraception reduced the size of families and labour saving devices allowed more women to work, making them financially independent.'
'For some women the traditional restrictive role changed. Women wore more daring clothes. They smoked in public and went out with men without a chaperone.'

**Level 4 Explanation of intolerance AND tolerance [5–7]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how widespread' [8]**

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**14 (a) What were Roosevelt's 'fireside chats'?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'It was a way of communicating with the people.'

**Level 2 Describes impact [2–5]**

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

e.g. 'Roosevelt was one of the first politicians to realise fully the potential of radio as a means of communication.'
'He started broadcasting during the banking crisis.'
'The 'chats' were important for keeping Americans in touch with what the government was doing.'
'It created a sense that the whole nation was united in facing its problems together.'
'Roosevelt broadcast as if he was talking to a group of friends in his own living room.'
'He communicated complex issues in simple language without ever patronising his audience.'

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**14 (b) Why was there opposition to the New Deal?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Some thought money was being wasted on worthless jobs.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'Some laws were unconstitutional.'
'The President was taking on too much power.'
'It undermined local states' power.'
'It did not do enough to help the poor.'
'Most of those opposing were Republicans.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The rich and businessmen resented the government's interference in the economy. They thought it was a form of socialism and was un-American.'
'It was clear that Roosevelt would have problems with the Supreme Court. Most of the nine judges were Republican and automatically against the policies of the New Deal.'
'In 1935, the Supreme Court found that the National Industrial Recovery Act was against the constitution, so it had to be withdrawn.'
'Radical leaders, such as Father Coughlin, complained that the New Deal did not go far enough in helping the USA's poor. They complained that Roosevelt was more interested in preserving society, rather than changing it.'
'Republicans still believed in 'rugged individualism' and the New Deal was doing too much to help. They thought 'prosperity was just around the corner'.'

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**14 (c) 'The New Deal was a failure as it did not solve unemployment.' How far do you support this view? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Unemployment was reduced.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'The economy began to recover.'
'The principle of welfare was established.'
'There was a new faith and hope.'
'There was no revolution.'
'There was some discrimination.'
'It did not solve unemployment.'

**Level 3 Explanation of the New Deal's failure OR not a failure [3–5]**

e.g. 'The unemployment problem was solved by the Second World War, not by Roosevelt's New Deal.'
'Whilst some Black Americans gained, many were discriminated against by the New Deal agencies. They either got no work or received lower wages.'
'Many programmes discriminated against women. They often helped the male manual workers.'
**OR**
e.g. 'Roosevelt reduced unemployment, providing work for millions of people on public construction projects and the Alphabet Agencies.'
'He rescued the banking system and saved many businesses from collapse. This meant many jobs were saved.'

**Level 4 Explanation of the New Deal's failure AND not a failure [5–7]**

Both sides of Level 3.

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

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**15 (a) What impact did the Second World War have on the Communists?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'It helped gain public opinion.'

**Level 2 Describes impact [2–5]**

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

e.g. 'There was a move in public opinion as they began to think Chiang was not fit to govern.'
'After the Japanese defeat, the GMD proved to be incapable of honest and efficient government.'
'The Communists carried out guerrilla warfare in the Japanese occupied territory and this helped gain the support of the peasants.'
'From 1937 to 1940 Communist fighters took control of many parts of north China.'
'As well as gaining status from fighting the Japanese with much bravery, the Communists gained arms and these would be useful after the War.'

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**15 (b) Why did the Communists achieve victory in the Civil War?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'They were better organised than the KMT.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'Their army was efficient.'
'Guerrilla warfare was used effectively.'
'They had good leaders.'
'They gained the popular support of the population.'
'They had fought bravely against the Japanese.'
'The KMT were corrupt.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Communist army was small but very well disciplined, fed and cared for with high morale and efficient organisation.'
'They used guerrilla warfare which negated the modern equipment of the KMT.'
'The Communists had able leaders who had effective control and good tactical sense. KMT generals were not respected.'
'The Communists cared for the peasants and treated the population fairly with equal rationing and keeping firm law and order. This gained popular support in contrast to the looting, raping and corruption of the KMT.'
'Chiang was blamed heavily for not having fought strongly enough against the Japanese. This counted heavily against him.'
'Mao was a popular leader which came from the Long March. During the Second World War he was seen as the liberator because of his successful guerrilla tactics against the Japanese. This won him huge backing from both the peasants and the middle classes. They recognised that Mao was fighting to defend China's national interests.'

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**15 (c) 'By the end of 1949 the greatest problem facing the Communist regime was international refusal to recognise the Communist government.' 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 General answer lacking specific contextual knowledge [1]**

e.g. 'There was a multitude of problems.'
'The problems all needed tackling at once.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'The USA refused to recognise Communist China.'
'Industrial production was 50% down on the pre-war figure.'
'Food production was 25% down.'
'Most peasants could not read and write.'
'Many Chinese did not want to see change.'
'Opposition to government had to be removed or brought under control.'

**Level 3 Explanation of international relations OR other problems [3–5]**

e.g. 'Most of the world refused to recognise the Communist government. The USA and most western countries continued to recognise the KMT on Taiwan.'
'The USSR under Stalin gave support to the Communists. It was soon to be followed with financial aid and technical experts to help industry develop.'
**OR**
e.g. 'The economy inherited by the Communists was a shambles. Industry and commerce had almost come to a standstill in major urban centres. Dams, irrigation systems and canals were badly in need of repair. Railway lines had been cut by contending armies.'
'Agriculture needed to be reformed to provide the food for a large population. Peasants needed land. The average farm was 2.5 acres.'
'Only 20% of the population in 1949 were literate. For a modern society the whole population needed to be literate.'

**Level 4 Explanation of international relations AND other problems [5–7]**

Both sides of Level 3.

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

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**16 (a) Describe what happened under the Agrarian Reform Act of 1950.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'There was increasing violence.'

**Level 2 Describes impact [2–5]**

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

e.g. 'Support for Mao increased.'
'The land in the villages was shared out among the peasants.'
'Landlords were put on trial in 'people's courts'. They were accused of charging high rents or mistreating their tenants.'
'Some landlords were imprisoned or executed.'
'Landlords as a class were wiped out.'
'Many did not have the equipment to cultivate the land and, therefore, joined mutual aid teams. These teams worked together, sharing their equipment.'
'Grain production began to increase.'

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**16 (b) Why did Mao introduce the Five-Year Plans?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Mao wanted to make China a great industrial power.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'China had been ravaged by Civil War.'
'Industry was traditionally small scale.'
'Mao wanted to develop heavy industry.'
'Mao wanted to end inflation.'
'He wanted to nationalise heavy industry.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Civil War disrupted industrial production. The KMT depended on foreign imports in the form of aid to fight the Communists. Until stability was achieved little would be produced. By 1949, industrial production was 50% below pre-Second World War figures.'
'Traditionally, Chinese industry was very small scale, involving just families or a few workers in workshops. The Chinese were resistant to change.'
'Mao used the early Five-Year Plans to concentrate on heavy industry so that the economy could be stimulated and supported. He concentrated on coal, steel, cement and electric power.'
'Part of the Communist philosophy was that major industry should be in public hands for the benefit of the majority.'

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**16 (c) 'The Great Leap Forward had a greater impact on China than did the first Five-Year Plan.' 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 General answer lacking specific contextual knowledge [1]**

e.g. 'The Great Leap Forward tried to do too much and too fast.'
'The first Five-Year Plan made huge progress in industry.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'Output increased under the first Five Year Plan.'
'Inflation was brought under control.'
'There was a lack of consumer goods.'
'The Great Leap Forward set new targets.'
'The industries were inefficient and wasteful.'

**Level 3 Explains agreement OR disagreement [3–5]**

e.g. 'The Great Leap Forward was designed to increase the efficient use of manpower. It was an opportunity to hand back control to the workers. New higher targets for industry were set. Steel production doubled in the first year.'
'The first Five-Year Plan did little to improve the standard of living of the Chinese, who were desperate for consumer goods such as bicycles.'
**OR**
e.g. 'The Great Leap Forward was set to double industrial output, but the many small factories were inefficient and wasteful. Much of the steel was low quality and could not be used.'
'The first Five-Year Plan concentrated on heavy industry such as steel, coal and electric power. Output increased by 120%. Inflation was stopped by buying and selling at low, fixed prices.'

**Level 4 Explains agreement AND disagreement [5–7]**

Both sides of Level 3.

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

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**17 (a) Describe what happened at Sharpeville on 21 March 1960.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'There was a protest.'
'Shots were fired.'
'There was a massacre.'

**Level 2 Describes events [2–5]**

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

e.g. 'The ANC and PAC were protesting about the Pass Laws.'
'The PAC called for a forceful protest on 21 March 1960.'
'Demonstrators were urged to march on police stations without passes, to be arrested.'
'There was a clash between police and marchers.'
'Some police opened fire and 69 people died and many were wounded.'
'Many protesters had been shot in the back.'

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**17 (b) Why was Sharpeville an important event in the struggle against apartheid?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Awareness of apartheid increased.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'The outside world took notice.'
'The economy of South Africa was affected.'
'The ANC and PAC were banned.'
'There were many protests across South Africa.'
'A lot of people were killed.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The events at Sharpeville led to worldwide condemnation of apartheid. It was the beginning of a widespread protest campaign outside South Africa. The UN called for sanctions against South Africa.'
'The economy was affected as in the next eighteen months R 248 million left South Africa. The gold and foreign reserves plummeted R209 million.'
'The government banned the ANC and PAC. These two groups abandoned non-violence and founded militant resistance organisations.'
'There were many protests including the burning of pass books and stay-at-home protests.'

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**17 (c) To what extent had apartheid been weakened by the end of the 1970s? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'International action began to take effect.'
'Protests were becoming more organised.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'In the '70s sanctions became more effective.'
'World trade continued.'
'Sports teams were boycotted.'
'The ANC encouraged resistance.'
'There was white liberal opposition.'
'Students demonstrated against discrimination.'

**Level 3 Explanation of the weakening of apartheid OR otherwise [3–5]**

e.g. 'The ANC encouraged black people to resist through stay-at-home days and bus boycotts. The Defiance Campaign began to make apartheid unworkable. Men marched without passes, ignored curfew laws and walked through entrances marked 'Europeans Only'.'
'From the early 1970s onwards, a worldwide boycott of South African sports teams meant that the country was isolated in the sporting world.'
**OR**
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.'
'Apartheid was upheld by the government with the full force of the law through police and army and was difficult to oppose. People were imprisoned, tortured and some met their deaths.'

**Level 4 Explanation of the weakening of apartheid AND otherwise [5–7]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'to what extent' [8]**

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**18 (a) Describe the activities of the ANC in the struggle against apartheid.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'The ANC started its activities peacefully.'
'The ANC became increasingly violent.'

**Level 2 Describes activities [2–5]**

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

e.g. 'They adopted 'stay-at-home' days in 1951 as part of a civil disobedience campaign.'
'In 1952, they called upon the PM to repeal the six unjust laws.'
'In June 1952, they began a Defiance Campaign to make the apartheid policy unworkable. This included going without passes.'
'It supported opposition to the Bantu Education Act of 1953.'
'In 1960, it called for a one-day protest against the Pass Laws.'
'The first act of sabotage was carried out on 16 December 1961.'
'In the '70s, they set up bases in Angola and Mozambique within easy reach of Johannesburg and Pretoria.'
'In the '80s, they helped the local resistance in the townships.'

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**18 (b) Why was Mandela released from prison?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Because of pressure.'
'Changing attitudes'.

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'The government had a change of policy.'
'International pressure.'
'Political prisoners were being released.'
'They were given equal rights.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'In February 1990, De Klerk announced that hundreds of political prisoners would be released.'
'Secret negotiations had been taking place between Botha and Mandela and these were continued.'
'He was released as part of the work by De Klerk to give equal rights to all South Africans.'
'De Klerk abandoned apartheid to avoid civil war and Mandela's release was part of this movement.

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**18 (c) How important was the role of De Klerk in the achievement of majority rule? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'De Klerk was important as he brought about change.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'De Klerk looked at a mandate for reform.'
'De Klerk convinced whites that change was essential.'
'De Klerk and Mandela were able to work together.'
'Mandela's charisma and influence was vital.'

**Level 3 Explanation of De Klerk's contribution OR other reasons [3–5]**

e.g. 'Following the whites-only election of 1989, De Klerk chose to treat the result as a mandate for reform, although there was not a clear majority of voters wanting change.'
'In February 1990, in a speech to Parliament, he announced that the ban on the ANC, the PAC and the SCAP would be lifted.'
'He promised that hundreds of political prisoners including Mandela would be released.'
**OR**
e.g. 'Amid fear of anarchy, Mandela and De Klerk began working together and agreed that power be shared and they signed the Record of Understanding.'
'In October 1992, Chris Hani (SCAP) was assassinated. Mandela appeared on TV to appeal for calm.'

**Level 4 Explanation of De Klerk's contribution AND other reasons [5–7]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how important' [8]**

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**19 (a) What opposition in Namibia was there to German colonisation in the late-nineteenth century?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Very little serious opposition until the 1890s.'

**Level 2 Describes events [2–5]**

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

e.g. 'In 1893 and 1894 there was the Hottentot Uprising of the Nana.'
'The opposition was led by the legendary leader Hendrik Witbooi.'
'In 1895 there were many local risings against German occupation.'

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**19 (b) Why did the Germans conduct an extermination campaign against the Herero?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'They wanted to expand.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'The Herero had attacked German settlers.'
'Germans wanted their land.'
'The land had mineral deposits.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Herero had increasingly become frustrated with the expansion of German settlers into their tribal lands. There were many raids on German settlers, resulting in many deaths.' It was decided that the Herero must be hunted down.'
'The German settlers wanted more land and the land which had the water supplies. This was resisted by the Herero who considered water sources vital for their survival. The Germans decided they would control all water supplies.'
'German companies wanted to exploit the numerous mineral deposits, especially copper. These were deposited under Herero land. They had to be removed.'

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**19 (c) How successfully did South Africa administer the League of Nations mandate? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Successfully for the whites.'
'They did not keep to the rules.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'South Africa did not look after SWA's native population.'
'Whites took the productive land.'
'Mining and farming created employment.'
'SA wanted SWA as a new state of SA.'
'SA did not keep to the mandate's conditions.'
'Later, it would not obey the UN.'

**Level 3 Explanation of successfulness OR other reasons [3–5]**

e.g. 'South West Africa (Namibia) was a 'C' mandate and, therefore, South Africa was able to apply its own laws.'
'South Africa helped 'promote material well-being' by developing the railway network, the telephone network and providing employment in mines for diamonds, gold and tungsten.'
**OR**
e.g. 'South Africa formed native reserves. By 1939 there were 17 reserves for the native population. Most of reserve land was poor quality and unproductive. The best farming and mining land was handed to the whites. This continued the policy started by the Germans before the War. This did not keep to the mandate of 'promoting the material and moral well-being and the social progress of the inhabitants'.'
'A type of apartheid was in practice. From 1922, non-whites were not allowed in white areas. There were curfews for non-whites.'

**Level 4 Explanation of successfulness AND other reasons [5–7]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how successfully' [8]**

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**20 (a) Describe the role of Ben-Gurion in the achievement of the state of Israel**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'He had a vision of a Jewish state.'
'He was the first prime minister.'

**Level 2 Describes role [2–5]**

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

e.g. 'He was the leader of the Jewish Agency which represented Jews in Palestine in the 1930s. He helped to promote the idea of a Jewish state.'
'He realised that Jews would have to use force to establish and retain a new state.'
'Ben-Gurion proclaimed the new state of Israel on 14 May 1948.'
'During the Arab-Israeli War, he oversaw the Jewish military operations.'
'During the first few weeks of independence, he ordered all militia to be replaced by one national army, the Israel Defence Force.'
'Ben-Gurion was elected prime minister in 1949 and remained in that position until 1963, except for 1954–5.'
'He oversaw the establishment of the state's institutions.'

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**20 (b) Why did Jewish nationalists use violence to achieve their aims in the years 1946–8?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'They were achieving very little by peaceful means.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'Britain cut down Jewish immigration.'
'Retaliation for death sentences.'
'To weaken British morale.'
'To forcibly expel Arabs from villages.'
'Progress was slow on negotiation.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Violence was used by Jewish groups as a means of retaliation against the British for the death sentences passed on Jewish terrorists.'
'Two British soldiers were hung in retaliation for the execution of three Irgun members.'
'Violence was used to weaken the British troops' morale, such as the bombing of the King David Hotel in Jerusalem when 88 were killed.'
'There was anger at the stopping of large scale Jewish immigration by the British, such as the refusal to land The Exodus with 4500 refugees from Europe.'
'Violence was used by Jewish nationalists to scare Arab settlers in villages in the hope that they would leave, thus vacating the area for Jews.'
'There had been a long struggle for a Jewish state with discussions going on since the First World War. It appeared that talks had stalled as the Arabs did not want to give away any land to form a Jewish state yet alone have partition. Jewish nationalists, out of frustration, used violence.'

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**20 (c) 'The Jews won the war of 1948–9 because they were fighting for a homeland.' 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 General answer lacking specific contextual knowledge [1]**

e.g. 'For many years, Jews knew they would have to fight for their own state.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'Jews wanted their own state.'
'Jews could not afford to lose.'
'Jews had considerable military ability.'
'The USA gave its support.'
'There was considerable Arab disunity.'
'The Jews had strong leadership.'

**Level 3 Explanation of fighting for a homeland OR other reasons [3–5]**

e.g. 'Since the First World War, there had been strong Jewish groups demanding a separate state for Jews. The Holocaust intensified this demand and made Jewish fighters more determined than ever to win the war.'
'If the Jews lost the war, Arab states would impose their authority in Palestine and Jews would be hounded out or remain a small minority.'
**OR**
e.g. 'The Israelis had 100,000 men in arms by December 1948, which was only slightly less than Arab forces. They gained access to much equipment from Europe. About 25,000 Israelis had fought in the British army in the Second World War and gained valuable experience in all aspects of warfare. It was the strength and experience of the Israeli army which won the war.'
'Palestinian Arabs lacked strong, united leadership. Arab leaders were not united in their goals and each fought for their own interests, which often meant to gain a piece of Palestinian territory for themselves.'

**Level 4 Explanation of fighting for a homeland AND other reasons [5–7]**

Both sides of Level 3.

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

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**21 (a) Describe the Israeli response to the Intifada.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'The Israeli government insisted on an 'iron fist' policy.'

**Level 2 Describes response [2–5]**

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

e.g. 'The Israeli troops used tear gas, water cannons, rubber bullets and live ammunition.'
'Curfews were introduced with violence inflicted upon anyone breaking them.'
'Schools and colleges were at the centre of Palestinian agitation. As a result, the Israelis closed down the Palestinian school system for two years.'
'There were mass arrests and special detention camps set up.'
'Leaders of the rising were deported.'
'By Sept 1988, 346 Palestinians had been killed, many of them being under 16 years of age.'

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**21 (b) Why were the kibbutzim influential in the early years of the state of Israel?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'They existed before the Israeli state was formed.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'They were closely connected to the Labour Party.'
'They were based on Socialist principles.'
'The government gave long leases.'
'They provided food production.'
'They helped to integrate immigrants.'
'They helped the defences of the country.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Between the two world wars, kibbutzim were established to help define where the new Israeli state should be.'
'They were favoured by David Ben-Gurion, the leader of the Labour Party and first prime minister. They put into practice the Socialist ideas of Ben-Gurion by developing a communal life.'
'Many immigrants, especially from around Europe, needed to adopt the Israeli way of life and be instructed in the Hebrew language. The communal aspect of the kibbutzim helped this process.'
'In the early years, considerable military drill was practised in the kibbutzim to help the defences of the country.'
'Kibbutzim grew food and provided jobs for their workforce. 40% of agricultural production and 9% of industrial production were achieved in the early years of the kibbutzim.'

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**21 (c) How united have the Jewish people of Israel been? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'There was total unity when the State was formed.'

**Level 2 Identifies AND/OR describes unity/differences [2]**

(One mark for each point.)

e.g. 'Israelis were united when defending against the Arab states in 1948.'
'Some Israelis wanted a Palestinian state but many have been against.'
'Some Israelis believe Jews should leave Hebron.'
'There are Israelis who believe that there are ancient areas which should never be given up.'

**Level 3 Explanation of unity OR differences [3–5]**

e.g. 'When the state of Israel was formed in 1948, all neighbouring Arab nations were hostile towards Israel and, therefore, Israelis were united in fighting for their existence.'
'Each time Israel has gone to war with its neighbours, there has been almost unanimous support for the actions of the Israeli forces.'
**OR**
e.g. 'There are members of the Israeli Labour Party who feel Palestine should be a state and that Israeli settlements on occupied land should be handed over to the Palestinians.'
'Lukid believe in expanding the settlements in occupied territory as they did in the West Bank in 1977 and 1996.'
'There are those who believe Israelis should leave Hebron as this is a barrier to peace. Israeli soldiers have to protect 500 Jews in a town of 155,000 Palestinians.'

**Level 4 Explanation of unity AND differences [5–7]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how united' [8]**

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**22 (a) What technological improvements took place in the manufacture of iron and steel in the nineteenth century?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'The Bessemer process made the breakthrough.'

**Level 2 Describes improvements [2–5]**

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

e.g. 'The Bessemer Converter produced 'mild steel' and was seven times cheaper than before.'
'The Converter produced cheap steel if large quantities were produced.'
'In 1866 Siemens developed the Open Hearth Process. This reduced the quantity of fuel needed and, therefore, reduced the cost of steel.'
'This method was cheaper when producing smaller quantities.'
'The Basic Process, introduced by Gilchrist and Gilchrist-Thomas in 1879, used limestone to line the converter. This meant that iron ore containing phosphorous could be used and steel could be made using British ores.'

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**22 (b) Why did working conditions remain unhealthy and dangerous in many industries in the nineteenth century?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Acts were often not enforced.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'There was a lack of will to bring about change.'
'There was a lack of inspectors to enforce Acts.'
'Trade unions did not have enough power.'
'Factory owners were often magistrates.'
'Changes often meant more costs.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'There was a lack of inspectors to enforce Acts. For example, there were only four inspectors for the whole country to enforce the 1833 Factory Act.'
'Enforcement of the Mines Act was difficult as mines inspectors were not allowed underground until 1850.'
'Parents wanted children to work as they needed the money. Many women wanted to work underground because they received less money for working on the surface of a mine.'
'If factory owners were taken to court, the fines were low as some factory owners were magistrates.'

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**22 (c) How far do technological developments explain the growth of industry in Britain in the nineteenth century? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Industrial Revolution hit Britain first.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'Britain had raw materials.'
'It had a large workforce.'
'It had a huge Empire.'
'It had a lead in markets.'
'It had great inventors in coal, iron, textiles and communications.'

**Level 3 Explanation of technological developments OR other reasons [3–5]**

e.g. 'British industry in the nineteenth century had the benefit of an early start to the Industrial Revolution and built on the work of numerous inventors in the textile industry such as Kay, Crompton, Arkwright and Cartwright from the previous century.'
'The Basic Process in the steel industry led by Gilchrist and Thomas revolutionised steel production by using limestone to line the converter and meant iron ore containing phosphorous from Britain could be used.'
**OR**
e.g. 'Raw materials, such as coal and iron ore, were readily available. Industry developed close to coalfields such as South Wales or the North-East. The steel town of Middlesbrough grew up as the ore from the Cleveland Hills could be used.'
'Britain had a huge Empire which helped its overseas trade. Manufactured goods, such as cotton cloth, steel products and pottery, had a ready market, which helped development.'

**Level 4 Explanation of technological developments AND other reasons [5–7]**

Both sides of Level 3.

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

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**23 (a) Describe the main problems of moving goods by canal in the early-nineteenth century.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'It was slow.'
'Weather was a problem.'

**Level 2 Describes problems [2–5]**

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

e.g. 'Some canals and locks were of different widths.'
'Journeys were slow and, therefore, perishable goods could not be carried.'
'Tolls were often high, thus increasing the cost of goods.'
'Goods were often left on wharves where there was a risk of theft.'
'Weather could affect canals, such as being frozen in winter.'
'Early tunnels were built without a towpath and boats had to be 'legged' through.'
'Canals did not always serve the areas that needed the goods.'
'Boats had to be taken through locks.'

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**23 (b) Why was George Stephenson important to the development of railways?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'He encouraged the development of the railways.'
'He was a pioneer in gauges and locomotives.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'He introduced the standard gauge.'
'He built Locomotion 1.'
'He built The Rocket.'
'He built railways across the North of England.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'George Stephenson was the engineer of the Stockton and Darlington railway, which was the first public railway and was mainly built to transport coal.'
'He introduced the standard gauge of 4' 8 ½ ". This is still the gauge used on Britain's railways despite the attempt of Brunel to introduce the broad gauge.'
'George was the chief engineer of the Liverpool to Manchester railway and overcame many difficulties, including Chat Moss. This area was at the heart of the Industrial Revolution and needed modern communications.'
'George produced, with Robert, The Rocket, perhaps the most famous locomotive in the world. It won the Rainhill Trials.'

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**23 (c) 'The working-classes benefited most from the growth of railways.' 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 General answer lacking specific contextual knowledge [1]**

e.g. 'The working classes could now afford to travel.'
'All classes benefited from the railways.'
'Business benefited equally from the growth of railways.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'People could travel to work.'
'People could go on holiday.'
'All classes benefited because it made movement easier.'
'Large quantities of bulky raw materials could be carried.'
'The coal, iron and steel industries benefited.'
'Agriculture and fishing industries prospered.'

**Level 3 Explanation of working-classes benefiting OR other beneficiaries [3–5]**

e.g. 'Railways increased the mobility of the working-classes and allowed suburbs to develop so people could live outside the unhealthy towns.'
'Railways provided the working-classes with a large range of employment such as drivers, station officials and guards.'
**OR**
e.g. 'All classes benefited, including the businessmen who could get to meetings quicker and in all weathers.'
'The economy as a whole benefited. Railways could carry bulky goods such as coal and iron in greater quantities and more cheaply.'
'Produce from agriculture and fishing could be moved quickly to market and, therefore, remain fresh.'

**Level 4 Explanation of working-classes benefiting AND other beneficiaries [5–7]**

Both sides of Level 3.

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

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**24 (a) What progress had Western merchants made in trade with China by the 1830s?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Only a little.'
'They sold opium.'

**Level 2 Describes trade [2–5]**

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

e.g. 'In 1793, the Chinese Emperor had said "we have no use for your manufactures". The Chinese tried to keep out foreign trade.'
'The Chinese exported silk, tea and china porcelain and the British found a commodity that China wanted badly. That commodity was opium.'

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**24 (b) Why was China affected by the opium trade in the 1830s?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

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

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'It caused a war.'
'They had to give an undertaking.'
'It affected trading rights.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Chinese decided to clamp down on drug dealing by making a determined effort to stop the opium trade.'
'British traders were forced to surrender 20,000 chests of opium and forced to sign an undertaking not to import the drug in the future.'
'This gave the British government an excuse to send warships to China. The expeditionary force included 4,000 soldiers.'
'The Chinese were forced to sign the Treaty of Nanjing, which stated that trading was to be resumed.'

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**24 (c) 'Western dealings with the Chinese in the nineteenth century were only to the advantage of the West.' 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 General answer lacking specific contextual knowledge [1]**

e.g. 'The West benefited more than China.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'Both the West and China wanted trade.'
'Britain was powerful and got the best out of the treaties.'
'Concessions were granted to the West.'
China gained technology from the West.'

**Level 3 Explanation of West benefiting OR China [3–5]**

e.g. 'Britain was keen to open up China for trade. It found a commodity which many Chinese wanted and that was opium.'
'Following war between China and Britain from 1839 to 1842, the Treaty was favourable to Britain as trade was resumed. British people in China were to be controlled by the British. Britain received 'most favoured nation status'.'
**OR**
e.g. 'When Britain and China started trading, China was able to find a strong market for its silk, tea and porcelain.'
'In the 1860s, the Self-Strengthening Movement began. It was applied to Western armaments, steamships, guns, modern industries and military training. In this process foreigners provided the know-how and helped Chinese development.'

**Level 4 Explanation of West benefiting AND China [5–7]**

Both sides of Level 3.

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**25 (a) What agreements over the partition of Africa were made in the second half of the nineteenth century?**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Agreements to ensure order and peace.'
'To notify those attending the Berlin Conference of a country's intentions.'

**Level 2 Describes agreements [2–5]**

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

e.g. 'Territories should only be acknowledged as colonies where there was 'effective occupation'.'
'Germany's claim to Tanganyika was accepted.'
'The Congo Free State was recognised as King Leopold's personal property. All nations were free to trade there.'
'There was to be free navigation along the Congo and Niger.'
'Slavery was to be abolished.'
'Africans were not to be exploited.'

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**25 (b) Explain why most of Africa remained uncolonised 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 lacking specific contextual knowledge [1]**

e.g. 'It was inhospitable.'
'It was known as the dark continent.'

**Level 2 Identifies AND/OR describes reasons [2–3]**

(One mark for each point.)

e.g. 'The oppressive climate.'
'A lack of perceived value.'
'It was more about trade.'
'A lack of knowledge of the interior.'

**Level 3 Explains reasons [4–7]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Africa's climate was thought to be oppressive and extreme with hot and humid conditions. This was considered unfavourable for European colonisation.'
'The terrain was not considered to be beneficial. It was thought to be thick, steaming equatorial forests with swamps which would give tropical diseases.'
'In the early part of the century, there was more concern about improving trade with the coastal parts of Africa, rather than colonising. The knowledge of the interior's benefits was not known.'

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**25 (c) To what extent was European imperialism in Africa in the nineteenth century carried out peacefully? Explain your answer.**

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Imperialism was not peaceful.'

**Level 2 Identifies AND/OR describes reasons [2]**

(One mark for each point.)

e.g. 'Uprisings were often crushed.'
'Imperialists were aggressors.'
'France was more peaceful.'

**Level 3 Explanation of peaceful practice OR aggressiveness [3–5]**

e.g. 'Imperialists were often seen as a foreign aggressor meddling in the internal affairs of another country and were often attacked.'
'In the Congo, the local people were treated harshly by the Belgians.'
'Uprisings were often crushed as if the colonial armies were dealing with animals not people. This happened with the Dervishes at the Battle of Adowa when Italy tried to take Abyssinia.'
**OR**
e.g. 'France prided itself on the way it tried to assimilate each of their territories into the French way of life, treating the people as equals.'
'On the whole, Britain treated its colonies with respect. It had an extensive network of trade arrangements with local tribal leaders.'

**Level 4 Explanation of peaceful practice AND aggressiveness [5–7]**

Both sides of Level 3.

**Level 5 Explains with evaluation of to what extent' [8]**

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