**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

**0470/13** Paper 1, maximum raw mark 60

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

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

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

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

## 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 Austria's domination of Italy by 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. 'By suppression.'
'With strong armed forces.'

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

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

e.g. 'Metternich opposed all forms of liberal and nationalistic expression.'
'Secret police hunted down opponents.'
'Newspapers were censored.'
'The Habsburgs married into the ruling families of the Italian states.'
'Any signs of rebellion were crushed by the Austrian forces.'

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**1 (b) Why were Mazzini's efforts to unify Italy unsuccessful?**

**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 Italian people were not ready for unification.'

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

(One mark for each point.)

e.g. 'Mazzini was rarely in Italy.'
'He had limited support.'
'Austria was very strong.'
'Mazzini was inexperienced.'
'He offended French Catholics.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'Mazzini favoured republican government, but this was frowned upon by other European powers who feared repercussions for their own regimes.'

'He failed to gain support in 1833/4 for his coups and they were quashed. He failed to gain the support of the agriculturalists as he ignored their problems.'

'Mazzini spent most of his life in exile and was not always in touch with fellow revolutionaries. He was young and inexperienced at fighting and commanding men.'

'The Austrian army was very powerful and Charles Albert was not convinced of Mazzini's claims of large scale support for revolution.'

'When occupying Rome with Garibaldi in 1849 and setting up the Roman Republic, it was unfortunate that the French Catholics persuaded the French government to intervene because they saw a threat to the Pope.'

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**1 (c) How united was Italy in the years 1861 to 1870? 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. 'Most of the Italian states were united.'

**Level 2 Identifies AND/OR describes unity/lack of unity [2]**

(One mark for each point.)

e.g. 'There was a king of Italy.'
'By 1861 only Venetia and Rome were not part of the kingdom.'
'Garibaldi twice attempted to seize Rome.'
'The Austrians ceded Venetia in 1866.'
'The Pope did not recognise the Kingdom in 1870.'

**Level 3 Explanation of successful unification OR lack of unity [3–5]**

e.g. 'In 1861 Victor Emmanuel II was proclaimed King of Italy. His kingdom consisted of all Italian states including Piedmont, Naples and Sicily but not Rome and Venetia.'
'Venetia was ceded to Italy after the Austro-Prussian War as a reward for fighting against the Austrians, even though the Italian army did not distinguish itself.'
**OR**
e.g. 'The French kept a garrison in Rome until 1866 and then again between 1867 and 1870 to protect the Pope. Garibaldi headed two failed attempts to oust the Pope's power in Rome. His first attempt in 1862 was stopped by Victor Emmanuel who imprisoned Garibaldi for a short time.'
'Rome was taken in 1870, but the Pope refused to recognise the Kingdom of Italy and its jurisdiction over Rome. This caused much concern for Italian Catholics as to whether they recognise their King's wishes or their Pope's wishes.'

**Level 4 Explanation of successful unification AND lack of unity [5–7]**

Both sides of Level 3.

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

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**2 (a) What were the weaknesses of the Frankfurt Parliament?**

**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 wasted time on less important matters.'

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

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

e.g. 'There was little experience in running a parliament.'
'The chairman could not keep control or make decisions.'
'The Parliament struggled to decide whether Austria should be included in a new Germany.'
'Was it to be kleindeutschland or grossdeutschland?'
'There were arguments about who should lead the new Germany but the selected leader, Frederick William of Prussia, turned down the offer.'

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**2 (b) Why was Schleswig-Holstein significant for Austria and Prussia?**

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

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

e.g. 'Palmerston said 'It was a difficult to understand crisis.''
'It was a dispute over ownership.'

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

(One mark for each point.)

e.g. 'In 1863, the new Danish king tried to make Schleswig part of Denmark.'
'The German Bund opposed the Danish action.'
'In 1864, Austria and Prussia ruled Schleswig-Holstein jointly, but uneasily.'
'In 1865, it was agreed that Austria should control Holstein and that Prussia should control Schleswig.'
'In 1866, Bismarck took Holstein from Austria.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'Holstein was almost entirely German but was controlled by Denmark and in 1863 the Danish king tried to make Schleswig part of Denmark even though some of its people were German.'
'Bismarck joined with Austria in sending a combined force which outnumbered and defeated the Danish army. This resulted in Austria and Prussia uneasily ruling Schleswig-Holstein jointly by the Treaty of Vienna, 1864.'
'Joint rule did not work well and in 1865 it was agreed that Austria would rule Holstein and Prussia would rule Schleswig.'
'Bismarck's plan to provoke Austria led to war and, as a result of Prussia's victory, Bismarck demanded Holstein from Austria to be part of the North German Confederation.'

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**2 (c) To what extent did Bismarck's diplomacy bring about the unification of 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. 'Yes, as he negotiated neutrality from leading countries when going to war.'

**Level 2 Identifies impact [2]**

(One mark for each point.)

e.g. 'The economic growth of Prussia was important.'
'The size and skill of the Prussian army was crucial.'
'Bismarck selected those to fight against very carefully.'
'Bismarck produced lenient peace treaties if it was useful for the future.'
'Unification was achieved through fear of France.'

**Level 3 Explanation of Bismarck's diplomacy OR other reasons [3–5]**

e.g. 'Bismarck got a promise of French neutrality when fighting Austria. He also gained neutrality from Britain and Russia. He agreed with Italy that they should attack Austria, thus distracting their troops when fighting Prussia.'
'With the defeat of Austria, Bismarck agreed a lenient peace to ensure Austria would be involved if Prussia fought France.'
**OR**
e.g. 'Economic factors helped unification. The Zollverein helped to integrate the economies of north and central Germany.'
'Bismarck built up the Prussian army which had size and the latest weapons. It had excellent commanders such as Moltke. Bismarck always said that force of arms was more important than the negotiating table.'

**Level 4 Explanation of Bismarck's diplomacy AND other reasons [5–7]**

Both sides of Level 3.

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

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**3 (a) Who were the 'carpetbaggers' and 'scalawags' of the Reconstruction period?**

**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 derogatory terms.'

**Level 2 Describes terms [2–5]**

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

e.g. 'Carpetbagger was a term used by Southerners about Northerners who moved to the South during 1865–77.'
'Most Southerners considered them as opportunists and exploiters.'
'They moved in to control the former Confederate states for their own financial and political gain.'
'A scalawag was a Southerner who worked with the carpetbaggers to control state and local governments.'
'Many Southerners had fought in the Confederate army or worked with its government. They were excluded from office, but scalawags had not cooperated with the Confederate forces or government.'
'Many scalawags were considered corrupt but many tried to broaden the Southern economy from just plantations.'

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**3 (b) Why did Southerners resent Reconstruction?**

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

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

e.g. 'Problems were not overcome.'

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

(One mark for each point.)

e.g. 'Initial representation did not happen.'
'Carpetbaggers took advantage.'
'Southerners took the law into their own hands.'
'Southerners felt they were being punished.'
'Many were not allowed to vote.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'The Basic Reconstruction Act of 1867 allowed military governors to form governments elected by universal suffrage, but Confederate leaders were disqualified from voting and old Confederate politicians could not stand for office.'
'Carpetbaggers and scalawags were able to take control of the state governments in the South and impose their wishes which were often corrupt and spendthrift. This affected Southerners who were trying to restore their towns and plantations.'
'Southern governments acknowledged the end of slavery, but none enfranchised blacks despite the terms of the Act. All introduced a 'black code' designed to keep black people as second class citizens.'
'Southerners took the law into their own hands through the Ku Klux Klan who intimidated ex-slaves and dealt with carpetbaggers and scalawags.'

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**3 (c) How far was life for black people made better in the United States as a result of Reconstruction? 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. 'Black people still seemed to have few rights.'

**Level 2 Identifies AND/OR describes better life/otherwise [2]**

(One mark for each point.)

e.g. 'Black people were better off because they were free.'
'They could vote.'
'There was prejudice.'
'They could move states freely.'
'Pay was low.'
'Black people were terrorised in the South.'
'Black Codes were introduced in the South.'

**Level 3 Explanation of a better life OR otherwise [3–5]**

e.g. 'The defeat of the South in the Civil War resulted in slavery being abolished. Black people were, therefore, free. This meant many former slaves moved states.'
'Black labourers on the plantations of the South now had to be paid. Some decided to leave to gain higher wages in the North.'
'There was education provision for black people both in the form of schools and colleges. Much of the funding came from private sources.'
**OR**
e.g. 'The treatment of the ex-slave population was bad. Black people were discriminated against and were victims of racial prejudice. The Ku Klux Klan was formed to terrorise black people.'
'In Alabama and Texas, Black Codes were introduced that limited rights and tolerated forms of discrimination.'

**Level 4 Explanation of a better life AND otherwise [5–7]**

Both sides of Level 3.

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

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**4 (a) Describe Japan's relations with China in the 1890s.**

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

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

e.g. 'Relations were tense.'
'Relations were warlike.'

**Level 2 Describes relations [2–5]**

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

e.g. 'Relations deteriorated over Korea. A rebellion broke out in Korea and the Chinese were invited to quell it. The Japanese decided to send troops. After the rebellion, Chinese officials decided to stay against Japan's wishes.'
'In July 1894, the Japanese invaded Korea and seized the Emperor of Korea. They set up a pro-Japanese government and expelled all Chinese.'
'War between China and Japan followed in August 1894. The Chinese were defeated on land and sea. Manchuria and northern China was invaded.'
'In April 1895, the Treaty of Shimonoseki meant China recognised the independence of Korea and ceded Liaodong Peninsula, Taiwan and the Penghu Islands to Japan. Reparations were paid and trading rights given to Japan.'

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**4 (b) Why was the Alliance of 1902 important for Japan and Britain?**

**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 for support.'
'It gave united strength.'

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

(One mark for each point.)

e.g. 'A fear of other countries.'
'It gave security.'
'It recognised other relationships.'
'To protect their interests in the Far East.'
'It was part of a number of initiatives.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'Both Britain and Japan were fearful of Russia's ambitions in the Far East and what might result from this. Britain would come to Japan's assistance if they were attacked by more than one power.'
'Japan wanted power and recognition in world politics and also wanted Japan's legitimate interest in Korea recognised.'
'Britain realised it had to end its 'splendid isolationism'. With Germany becoming stronger both on land and at sea, Britain needed allies both in Europe and in the Far East.'
'The Alliance built on a Treaty of Commerce and Navigation signed in 1894. There had been serious talks going on for over a decade to bring closer links between the countries.'
'There were to be extensions to the 1902 Alliance in 1905 and 1911, recognising British interests in India and Japan's interests in Korea. There were also numerous cultural exchanges. The Alliance was, therefore, part of a continuing effort to improve relations.'

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**4 (c) 'The most important aspect of Japanese foreign policy up to 1914 was the Anglo-Japanese Alliance.' 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. 'Defeating the Chinese and Russians was more important.'

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

(One mark for each point.)

e.g. 'The 1902 Alliance gave Japan prestige and security.'
'The Alliance recognised Japan as a world power.'
'The defeat of China over Korea gained Japan dominance in the Far East.'
'The defeat of Russia showed Japan's military power.'

**Level 3 Explanation of the importance of the Alliance OR other reasons [3–5]**

e.g. 'Japan gained prestige and security with the signing of the Alliance. Japan was recognised by Britain as a major force in world politics. This was an achievement for the Japanese government, considering the power and influence of Britain.'
'The Alliance gave Japan confidence in that France would not be able to support Russia in future conflict in the Far East as Britain would have to aid Japan under the terms of the Alliance.'
**OR**
e.g. 'The defeat of China over Korea in 1894–5 was significant in showing Japanese power and the continued decline of China. The Treaty of Shimonoseki meant Japanese control over Formosa, the Pescadores and the Liaodong Peninsula was confirmed. It gave Japan considerable influence over Korea.'
'The defeat of Russia showed Japan to be a very strong military power both on land and at sea. Japanese forces crushed the Russians at Mukden and Tsushima. In the Treaty of Portsmouth, Russia recognised Korea as a Japanese sphere of influence. The South Manchurian Railway and part of the island of Sakhalin went to Japan.'

**Level 4 Explanation of the importance of the Alliance 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) What did the Versailles Treaty decide about (i) the Saar and (ii) the Rhineland?**

**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 were to be restrictions on their use.'

**Level 2 Describes impact [2–5]**

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

e.g. 'The Saar was to be administered by the League of Nations for 15 years.'
'The population would then be allowed to vote on whether it should belong to France or Germany.'
'France was to have the use of the Saar's coalmines during that time.'
'The Rhineland was demilitarised. This meant no German troops were allowed into this area next to the French border.'
'The Allies were to keep an army of occupation on the west bank of the Rhine for fifteen years.'

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**5 (b) Explain why Germany thought the Treaty of Versailles was motivated by revenge.**

**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 they were treated badly.'

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

(One mark for each point.)

e.g. 'Clemenceau got what he wanted for France.'
'The scale of reparations was unnecessarily high.'
'Germany was blamed for starting the war.'
'Germany was not allowed to join the League of Nations.'
'Germany could not have its say in the Treaty.'
'Germany lost most of its military power.'
'Many of the terms were not based on Wilson's Fourteen Points.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'Many Germans felt the appointment of Clemenceau as the chairman of the peace conference set the tone. He had fought Prussia in 1870 and saw France humiliated on the battlefield and at the peace talks. He now wanted revenge.'
'Germany was not allowed to put its view at the peace talks and felt that it had been punished too severely for the way it had treated Russia.'

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**5 (c) How satisfied were the 'Big Three' with the terms of the Treaty of Versailles? 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. 'Not at all because each wanted different outcomes.'

**Level 2 Identifies AND/OR describes satisfaction/dissatisfaction [2]**

(One mark for each point.)

e.g. 'France wanted revenge and, as this to some extent was gained, Clemenceau was satisfied.'
'Wilson was not satisfied as he did not achieve all his Fourteen Points.'
'Lloyd George was not satisfied as he thought the Treaty was too harsh.'

**Level 3 Explanation of satisfaction OR dissatisfaction [3–5]**

e.g. 'France had seen most of the fighting in Western Europe, suffering severe damage to land, industry and homes. They also had the highest casualty rate. Clemenceau's tenacity ensured that he gained revenge. Germany was forced to accept the full blame for the war and, because of this, to pay high reparations.'
'Lloyd George was satisfied as the British navy was not affected and Britain could retain its naval supremacy and look after its Empire.'
**OR**
e.g. 'Wilson was not satisfied. He thought the Germans should not have signed it. He feared that Germany's harsh treatment would result in further conflict. All the time he had counselled for a less harsh approach.'
'Lloyd George wanted to protect British interests such as colonies and sea power but was aware that treating Germany too harshly would store up trouble for the future. He was forced by the British people to be harsh, against his idea of restoring trading with Germany.'

**Level 4 Explanation of satisfaction AND dissatisfaction [5–7]**

Both sides of Level 3.

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

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**6 (a) Describe the events of 1938 which led to Anschluss.**

**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 encouraged Austrian Nazis to stir up trouble.'

**Level 2 Describes events [2–5]**

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

e.g. 'There was a strong Nazi Party in Austria and they staged demonstrations calling for union with Germany.'
'The Nazis caused riots and Hitler told the Austrian Chancellor, Schuschnigg, that only Anschluss could sort out these problems.'
'Schuschnigg felt under pressure and asked for help from Britain and France but this was not forthcoming. He, therefore, called for a plebiscite to see what the Austrian people wanted.'
'Hitler was not prepared to risk this and so, in March 1938, sent his troops into Austria to, supposedly, guarantee a trouble-free plebiscite. 99.75% voted for Anschluss and it was completed without any military confrontation with Britain and France.'

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**6 (b) Why did Britain and France permit the Anschluss?**

**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 did not want to go to war.'

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

(One mark for each point.)

e.g. 'A feeling that the Treaty of Versailles had been harsh.'
'They did not want to confront Hitler.'
'There were close links between Germany and Austria.'
'Britain and France were not strong enough to fight in 1938.'
'They could not rely on Mussolini to help.'
'Britain and France could not agree.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'Hitler had built up his armed forces rapidly both on land and in the air. Britain and France had not re-armed sufficiently to feel confident about defeating Hitler if war was declared.'
'Britain had taken the view that the Treaty of Versailles was harsh and that giving way to a few demands of Hitler may keep the peace in the future. Austria did not seem that important.'
'Mussolini had stepped in and stopped the Anschluss in 1934, but Britain and France could not rely on this intervention in 1938 when Hitler and Mussolini had such a strong friendship.'

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**6 (c) Hitler's policies towards Austria and Czechoslovakia in 1938–9 were completely successful.' 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. 'They provided him with a launch pad for future invasions.'

**Level 2 Identifies AND/OR describes level of success [2]**

(One mark for each point.)

e.g. 'Hitler had successfully broken the Treaty of Versailles.'
'Hitler acquired his homeland.'
'Hitler was more easily able to attack Poland.'
'Britain and France started re-arming.'
'Britain and France declared war.'

**Level 3 Explanation of successes OR limitations [3–5]**

e.g. 'Hitler had occupied large areas of rich agricultural land in Czechoslovakia and had taken over thriving industries such as textiles and glass. In Austria, Hitler secured rich deposits of salt, gold, iron and many other metals.'
**OR**
e.g. 'As a result of Hitler's occupation of Austria and Czechoslovakia, both Britain and France started re-arming at a rapid rate. This meant conflict was more likely, something which Hitler wanted to avoid.'

**Level 4 Explanation of successes AND limitations [5–7]**

Both sides of Level 3.

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

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**7 (a) What restrictions had the Communist leader Rakosi imposed on Hungary?**

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

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

e.g. 'Rakosi had led a tough and brutal regime.'

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

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

e.g. 'Rakosi accepted no opposition to his regime. Over 200,000 were put in prison or concentration camps. Over 2000 had been executed.'
'The government controlled the press, theatre, art and music.'
'Hungarians lost their freedom of speech and they lived in fear of the secret police who used terror and torture against opponents of the government.'
'Hungary had been changed by using Russian street signs, schools and shops.'
'Soviet control of education meant the children were taught a Communist version of history.'
'There were thousands of Soviet troops and officials in the country and Hungarians had to pay for the Soviet troops.'

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**7 (b) Why was there opposition to Soviet power over Czechoslovakia in 1968?**

**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 were too many restrictions.'

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

(One mark for each point.)

e.g. 'They objected to the over-centralised Russian control of the economy.'
'They resented the restrictions on personal liberties.'
'They were not allowed to protest.'
'Trade with the West was discouraged.'
'Trades union powers were limited.'
'Czech farms were collectivised by the state.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'Between 1918 and1938, when Czechoslovakia was an independent state, the Czechs had enjoyed great freedom, but now they resented all the restrictions on their personal liberty. Newspapers, books and magazines were heavily censored and there was no freedom of speech.'
'Anybody who criticised the government could be arrested. When people tried to hold protest marches, they were dispersed by the police, whose methods were brutal and violent.'
'The Czechs objected to the over centralising of their economy from Moscow. It seemed senseless, for example, that they should have to put up with poor quality iron-ore from Siberia when they could have been using high-grade ore from Sweden.'

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**7 (c) How similar were events in Hungary in 1956 and in Czechoslovakia in 1968? 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 people of both countries resented Soviet influence.'

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

(One mark for each point.)

e.g. 'In Hungary there was considerable violence.'
'Both leaders were removed.'
'Both countries were left under Soviet influence.'
'The Soviets were worried with both countries' reforms.'

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

e.g. 'Soviet leaders felt that both countries went too far in their reforms. Nagy wanted to leave the Warsaw Pact while Dubcek wanted freedom of speech and freedom of the press.'
'Both Nagy and Dubcek were removed from power and replaced by Kadar and Husak, who were both hard-line Communists and were willing to take instructions from Moscow.'
**OR**
e.g. 'Events in Hungary turned very violent when Russian tanks entered. Estimates vary between 3,000 and 30,000 Hungarian deaths, while 200,000 fled the country into Austria. Up to 9,000 Russians were thought to have been killed by resistance fighters. In Czechoslovakia, when Soviet tanks moved in, there was little violence, although many Czechs refused to cooperate with the Soviet troops.'
'Dubcek was quietly removed from office in 1969. He was gradually downgraded. He was sent to be ambassador in Turkey and then expelled from the Communist Party. Imre Nagy was removed from power, imprisoned and eventually executed.'

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

Both sides of Level 3.

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

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**8 (a) Describe the work of any two of the agencies of the United Nations Organisation (UNO).**

**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 agencies work to improve things.'
'They work to bring about the UN Charter.'

**Level 2 Describes work [2–5]**

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

e.g. 'UNESCO encourages the spread of literacy. It fosters international co-operation between scientists, scholars and artists in all fields, working on the theory that the best way to avoid war is by educating people's minds in the pursuit of peace. Many resources are spent setting up schools and teacher-training colleges in under-developed countries.'
'WHO tries to free the world's peoples of disease and to bring a high level of health. It provides money to train doctors, nurses and health workers for developing countries. It wages a continual battle against cholera, malaria, tuberculosis and leprosy.'
Allow up to 4 marks for one agency.
Others include ILO, FAO, IMF, UNICEF, UNRWA.

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**8 (b) Why have most countries become members of the UNO?**

**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 improve the way of life.'

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

(One mark for each point.)

e.g. 'To try to keep the peace.'
'To promote respect for human rights.'
'To get security.'
'To get aid.'
'To learn from the mistakes of the past.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'Most countries saw the benefit of having an international security system to keep the peace. This happened in Korea, Suez and the Congo.'
'One of the failings of the League of Nations was that it only had about a third of the world's countries which joined. Countries, like the USA and the USSR, realised such an organisation needed the richest and most powerful countries to join for it to be effective. They, therefore, joined the UN.'
'Many countries saw benefits in joining the UN in the form of aid to help develop their countries. The UN set up a series of agencies to help underdeveloped countries, especially in education and health.'
'Most countries realised that there had been two world wars within thirty years of each other. The only way to avoid another would be collective security, but with all the countries of the world involved in the decisions and peacekeeping.'

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**8 (c) How successful was the UNO in dealing with international crises? 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 has been better than the League of Nations.'
'There have still been wars.'

**Level 2 Identifies successes/failures [2]**

(One mark for each point.)

e.g. 'There have still been long wars like Vietnam.'
'It failed to solve the Cold War.'
'It stood up to aggression in Korea.'
'Parts of the Congo ignored the UN.'
'The UN failed to stop the Bosnians and Serbs civil war.'

**Level 3 Explanation of successes OR failures [3–5]**

e.g. 'In the Korean War, the UN took decisive action to stop the attack on southern Korea by communists from the North. It was able to preserve the frontier between the two Koreas.'
**OR**
e.g. 'In the civil war between Bosnian Muslims and Serbs, the UN failed to send enough troops to impose law and order. In 1995, the UN failed to stop the Serbs capturing Srebrenica and Zepa, supposedly safe areas for Muslims. It led to the murder of 8000 Muslim men in Srebrenica.'

**Level 4 Explanation of success AND failures [5–7]**

Both sides of Level 3.

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

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**9 (a) In what ways did Hitler benefit from the Munich Putsch?**

**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 showed he needed to try a different approach.'
'Hitler changed his tactics.'

**Level 2 Describes impact [2–5]**

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

e.g. 'The Putsch turned Hitler into a nationally known politician. Hitler gained enormous publicity for himself and his ideas as every word was reported in the newspapers.'
'As a result of the Putsch, Hitler realised that power could best be achieved in Germany through the ballot box rather than by an armed uprising.'
'He began to build the Nazi Party to make it more acceptable to the electorate.'
'While in jail, Hitler dictated Mein Kampf which set out the Nazis' main beliefs and this became the basis of the party's manifesto at future elections.'

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**9 (b) Why was the Reichstag Fire useful to Hitler?**

**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 was able to blame the opposition.'

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

(One mark for each point.)

e.g. 'The Reichstag Fire was blamed on the Communists.'
'After the Fire, Hitler gained emergency powers.'
'It helped Hitler do well in the elections.'
'It led to Hitler being able to pass the Enabling Law.'
'It removed a detested symbol.'

**Level 3 Explains usefulness [4–7]**

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

e.g. 'The Reichstag building was destroyed and Hitler used the Fire to intensify anti-Communist hysteria.'
'On the night of the Fire, 4,000 leading Communists were arrested and imprisoned, thus removing a threat.'
'To increase Nazi control, the next day Hitler persuaded Hindenburg to pass an emergency decree suspending all articles in the constitution which guaranteed personal liberty and freedom of speech. It gave Hitler power to search houses, confiscate property and detain people without trial.'
'The Nazis hated the Reichstag as it was seen as a symbol of the Weimar Republic. Its burning down removed this symbol.'
'The Fire occurred just before the March 1933 elections. The Nazis won 288 seats but did not have an overall majority and, therefore, Hitler banned the 81 Communist deputies. This gave Hitler enough votes to pass the Enabling Act, which gave Hitler power to makes laws without referring to the Reichstag.'

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**9 (c) 'The main reason why Nazi electoral support increased after 1929 was Hitler's anti-semitism.' 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 Nazis offered a solution to Germany's problems.'

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

(One mark for each point.)

e.g. 'It was because the Nazis were anti-Communist.'
'The Nazis had promised to reverse the Treaty of Versailles.'
'They had promised to tackle unemployment.'
'The Nazis claimed that Jews were behind the world's problems.'
'The Nazis promised discipline.'
'The Nazis emphasised family life.'
'Democracy seemed to be failing and Hitler offered authority.'
'It was because of Hitler's ability as an orator.'

**Level 3 Explanation of anti-semitism OR other reasons [3–5]**

e.g. 'The anti-Jewish campaign was highly effective. Hitler told the people their problems were caused by the Weimar Republic, the Communists and especially the Jews. So, Hitler provided a scapegoat to help his support.'
**OR**
e.g. 'The Nazis promised to tackle unemployment. With millions out of work because of the Depression, this attracted the support of middle-class Germans.'
'The Nazi Party was anti-Communist. It appealed to all those who feared what Communism might bring, particularly the industrialists, who feared a loss of their businesses. By dropping the social elements of the Nazi programme, they won the support of the industrialists.'

**Level 4 Explanation of anti-semitism AND other reasons [5–7]**

Both sides of Level 3.

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

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**10 (a) Describe how Hitler gave Germany the appearance of a great country.**

**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 used propaganda.'

**Level 2 Describes how [2–5]**

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

e.g. 'The Nazis used propaganda to promote Germany. This was masterminded by Joseph Goebbels.'
'Mass rallies, such as at Nuremberg, tried to instil a pride in the country. Hitler wanted to show Germans what Germany had achieved in such a short time under the Nazis.'
'Radio was used to broadcast Hitler's speeches which often glorified Germany.'
'The Berlin Olympic Games of 1936 was used by the Nazis to show off the new Germany under the Nazis with its new autobahns, public buildings and architecture.'

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**10 (b) Explain why the Nazis persecuted minorities in Germany in the 1930s.**

**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 their beliefs.'
'Because of hatred.'
'To maintain the German race.'

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

(One mark for each point.)

e.g. 'Because the Nazis thought they were superior.'
'The Nazis thought other races were not worthy of respect.'
'The Nazis thought that some groups had caused Germany to lose the war.'
'These groups were not part of the Aryan race.'
'To remove opposition.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'Nazis believed they were the master race or true Aryans and that other races were inferior. The Nazis persecuted other groups including homosexuals and the mentally disabled as they did not match up to their beliefs of the master race.'
'Nazi propaganda blamed the Jews for the defeat in the First World War and the Communists were accused of undermining Germany's efforts in the War.'
'Homosexuality was despised by the Nazis as it was not in keeping with their ideal of Aryan masculinity.'
'People of Eastern European descent also received harsh treatment at the hands of the Nazis, who considered them racially inferior. They also lost their citizenship.'

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**10 (c) How successful had Hitler's domestic policies been 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. 'The policies must have been successful because the Nazis remained in power.'

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

(One mark for each point.)

e.g. 'Unemployment was removed.'
'There were programmes for improving working and leisure conditions.'
'The Hitler Youth movement was flourishing.'
'Trade unions had been banned.'
'Food was expensive.'
'People were indoctrinated.'
'Minority groups were persecuted.'

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

e.g. 'When Hitler came to power, 6 million were unemployed. He created jobs through the re-armament programme and conscription. Public works schemes, such as building autobahns, created more jobs.'
'The 'Strength through Joy' programme provided opportunities for the low paid to take holidays and encouraged them to use cheap sporting facilities.'
**OR**
e.g. 'Traditional beliefs existed and women were expected to give up their jobs and look after the home and family.'
'Those who opposed the Nazis were rounded up and sent to concentration camps. The Nazis used the Gestapo and informers effectively and so little opposition could be voiced.'

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

Both sides of Level 3.

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

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**11 (a) Describe the downfall of the Tsar in March 1917.**

**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 unrest.'
'The Tsar was removed from power.'

**Level 2 Describes downfall [2–5]**

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

e.g. 'There were bread riots in Petrograd on 8 March 1917.'
'People wanted better living and working conditions, higher wages and control over their own lives.'
'Thousands of strikers from the armaments factories joined the rioters.'
'The Tsar sent troops to disperse the riots and 40 were killed. Some troops refused to fire on the unarmed crowd. The Petrograd garrison mutinied.'
'The Duma advised Nicholas to set up a constitutional monarchy.'
'The Tsar refused and therefore the Duma and the generals were convinced that Nicholas would have to go.'
'On 17 March, the Tsar abdicated when the imperial train was forced into a siding near Pskov. His brother, Grand Duke Michael, refused to accept the throne. The monarchy was ended.
'The Duma set up a provisional government under Prince Lvov.'

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**11 (b) Why did the Provisional Government lose support in Russia?**

**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 did not act sufficiently.'

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

(One mark for each point.)

e.g. 'The government failed to solve the food and land problem.'
'The government continued the War.'
'The Petrograd Soviet undermined the government's authority.'
'The Kornilov affair showed how dependent Kerensky was on the Soviet.'
'Lenin made promises in the April Theses.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'Disastrously, the government decided to continue the War. This led to further defeats and mutinies within the army and unrest within the country.'
'The government was weak and divided. Its authority was undermined by the Petrograd Soviet who had authority over the working classes.'
'The Soviet's Order Number One put the army under its control. This meant the Soviet was an alternative national government. It became more of a threat as it came under the influence of the revolutionaries.'
'The commander of the Russian army, Kornilov, tried to seize power and install a military dictatorship. He had little support and was arrested but the Government only achieved this with the help of the Bolsheviks. It gained popularity for the Bolsheviks because they refused to help Kornilov and they were prepared to fight him.'

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**11 (c) 'It was Trotsky, not the weaknesses of the Whites, that was the key to success for the Bolsheviks in the Civil War.' How far do you agree with this statement? Explain your answer.**

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

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

e.g. 'Both played their part in the outcome of the Civil War.'

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

(One mark for each point.)

e.g. 'The Bolsheviks were better led and had a better army.'
'The Whites lacked focus and clear leadership.'
'The armies of the Whites were spread widely.'
'It was Trotsky's personal qualities which made the difference.'
'Trotsky used brutal tactics.'
'The Whites had limited support within Russia.'

**Level 3 Explanation of Trotsky's contribution OR the Whites [3–5]**

e.g. 'The Red Army was created and led by Trotsky. He enforced strict discipline and used both encouragement and terror to make his soldiers fight. He was a courageous and outstanding leader.'
'When there were not enough officers, he conscripted Tsarist officers into the army, taking their families hostage to make sure they remained loyal.'
'He travelled around by train to meet troops and spur them to greater efforts.'
**OR**
e.g. 'The Whites had no single command. Their leaders had many different aims and ambitions. They were geographically split and unable to co-ordinate their efforts as communications were difficult.'
'The Whites had limited support from the Russian people who did not like the Bolsheviks but preferred them to the Whites as they treated the people harshly.'

**Level 4 Explanation of Trotsky's contribution AND the Whites [5–7]**

Both sides of Level 3.

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

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**12 (a) What were the advantages of collective farming?**

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

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

e.g. 'Stalin could control the countryside.'

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

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

e.g. 'Collective farming would produce more food for the workers in the cities.'
'It would make farming more efficient as there would be bigger units and more machinery could be used.'
'Collective farming would produce a surplus to sell abroad in order to earn the foreign currency to spend on developing industry.'
'It would allow Stalin to fix the price of food and this would help to keep wages of the industrial workers down.'
'Collective farming would alienate the rich peasants, the kulaks, whom Stalin disliked and it would give him an opportunity to deal with them.'

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**12 (b) Why was collectivisation opposed by many peasants?**

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

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

e.g. 'Many peasants thought they would be worse off.'

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

(One mark for each point.)

e.g. 'Peasants did not want to hand over control of their farming.'
'They wanted to grow their traditional crops.'
'The kulaks felt they would lose their land and wealth.'
'The kulaks thought the new farming was inefficient.'
'There would be starvation and famine.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'The peasants did not like the idea that the farms were under the control of the local Communist leader who would take his orders from Moscow.'
'The peasants resented being asked to grow crops like flax for Russia's industry rather than growing grain to feed themselves.'
'The kulaks, who owned their own land, refused to hand over their land and produce, believing that they would lose the right to their land and that crops would be produced inefficiently.'
'Many kulaks were arrested and sent to labour camps. In revenge, many kulaks burnt their crops and slaughtered their animals, thus causing famine in 1932–3.'

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**12 (c) 'Stalin's Five-Year Plans brought misery to the Russian people.' 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 Five Year Plans affected the lives of most Russians.'

**Level 2 Identifies AND/OR describes misery/otherwise [2]**

(One mark for each point.)

e.g. 'Food was in short supply and overcrowding remained.'
'Strict targets and factory discipline existed.'
'There was progress in health and education.'
'Role models created pride in their work.'
'Women became a major factor in the workforce.'
'There was no unemployment.'
'There were many skilled and well paid jobs.'
'There was a lack of consumer goods.'

**Level 3 Explanation of misery OR otherwise [3–5]**

e.g. 'Factory discipline was strict and punishments severe. Lateness or absence was punished by sacking and this often meant the loss of the home as well. The secret police prevented free movement of workers.'
'As industrialisation increased, overcrowding in the cities remained a problem and wages remained low.'
**OR**
e.g. 'By 1940, the USSR had more doctors per head of population than Britain. Education was free and compulsory and there was a huge investment in training schemes in colleges.'
'Heroes, such as Alexey Stakhanov, were held up as role models for workers to aspire to. There could be considerable rewards for substantially passing targets.'

**Level 4 Explanation of misery AND otherwise [5–7]**

Both sides of Level 3.

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

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**13 (a) Describe the development of the movie industry in America in the 1920s.**

**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 movie industry developed because of increased leisure time.'

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

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

e.g. 'People flocked to see the stars of the screen, many of whom had become household names, such as Charlie Chaplin, Gloria Swanson and Mary Pickford. This influenced the way people dressed and groomed themselves.'
'The film industry provided cheap entertainment for millions and for many offered escapism from real life.'
'In Chicago, there were hundreds of cinemas with often four performances a day.'
'In a small suburb of Los Angeles, called Hollywood, a major film industry developed. All year-round sunshine meant that the studios could produce large numbers of films.'
'Until 1927 all movies were silent but then, in 1927, the first 'talkie' was released.'
'The movie industry soon discovered the selling power of sex. Clara Bow and Rudolph Valentino featured in films like 'The Sheik' and 'When a Woman Sins'. Some states considered censorship.'

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**13 (b) Why did the lives of some American women change in the 1920s?**

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

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

e.g. 'Many American women became independent.'

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

(One mark for each point.)

e.g. 'They gained the right to vote.'
'Women went out to work.'
'They became financially independent.'
'There were labour saving devices for the home.'
'The availability of contraception.'
'There was a new freedom.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'In the home, the introduction of electricity made life easier, with many labour saving devices such as washing machines and vacuum cleaners. This meant many women felt they could go out to work and become financially independent.'
'The wider availability of contraception meant that families could be planned. It reduced the number of children in a family. Women could pursue a career apart from being a mother and wife.'
'There was a new freedom for some women. The traditional restrictive role began to change. Women wore more daring clothes. They smoked and drank in public. They went out with men without a chaperone.'

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**13 (c) To what extent was the title the 'Roaring Twenties' justified when applied to American 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. 'It was a period of sharp contrasts.'

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

(One mark for each point.)

e.g. 'There was a popular image of fun.'
'People had more money and time.'
'Mass entertainment grew.'
'The role of some women started to change.'
'Black Americans suffered discrimination.'
'Many saw the changes as corrupting morals.'

**Level 3 Explanation of justification OR otherwise [3–5]**

e.g. 'Increased prosperity after the War, meant many Americans were determined to enjoy themselves on the increasing range of entertainments. Many considered the period as one long party.'
'The Roaring Twenties was symbolised by the flappers. These were young women who threw off the restrictions expected of women. They smoked and drank in public, wore makeup, bobbed their hair and wore short skirts. They kissed in public.'
**OR**
e.g. 'The Roaring Twenties meant nothing to black Americans, especially in the South, where blacks were still segregated from white people and they continued to live in poverty. They feared the lynch mobs from the Ku Klux Klan.'
'There was a strong conservative element in American society. A combination of traditional religion and old country values kept most American women in a much more restricted role than young urban women enjoyed.'

**Level 4 Explanation of justification AND otherwise [5–7]**

Both sides of Level 3.

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

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**14 (a) What weaknesses were evident in the American economy by 1929?**

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

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

e.g. 'Traditional trades were in decline.'

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

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

e.g. 'There was overproduction.'
'Increased mechanisation caused the production of too many goods for the home market to absorb. Unsold stocks of goods built up, resulting in unemployment.'
'Exports fell away because foreign countries were reluctant to buy American goods when the Americans put up tariff barriers to protect their own industries from foreign imports.'
'By 1929, the rich and middle class had bought their consumer goods such as cars and electrical goods. The majority of Americans who were poor could not afford to buy these goods.'
'Farming struggled against the competition of the highly efficient Canadian wheat producers and Europe was not importing many US farming products because it was now growing its own and it was also a response to US tariffs.'

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**14 (b) Why were prices on the stock exchange so high by early 1929?**

**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 an economic boom.'

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

(One mark for each point.)

e.g. 'The American economy did well throughout the 1920s and, therefore, the value of shares rose.'
'There were more buyers than sellers and, therefore, the value of shares rose.'
'By 1929 there were 20 million investors out of a population of 120 million.'
'There were many speculators who often borrowed money to make a profit.'
'Investors could 'buy on the margin'.
'There was confidence that share prices would keep rising.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'Throughout the 1920s, there was growth in the American economy. New industries and improved mechanisation meant a wider range of products at a cheaper price. The car industry, in particular, boomed. Shares in such industries continued to rise in value.'
'It seemed to many Americans that the stock market was an easy and quick way to get rich. Anyone could buy shares, watch their value rise and then sell the shares later at a higher price.'
'In 1920 there were 4 million share owners, but by 1929 there were 20 million.'
'Many were speculators who often borrowed the money to buy shares and then after a short time sold them when the price had risen. They paid off their loan and still had a quick profit.'
'Speculators could 'buy on the margin', which meant they only had to put down 10% of the cash needed to buy shares and could borrow the rest.'
'One vital ingredient for rising share prices was confidence. If people are confident that prices will keep rising there will be more buyers than sellers. This confidence was present throughout the 1920s.'

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**14 (c) 'The greatest impact of the Wall Street Crash was on the banks.' 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. 'Many banks failed.'
'The rich were hit the hardest.'

**Level 2 Identifies AND/OR describes effects on the banks/other effects [2]**

(One mark for each point.)

e.g. 'The rich lost most because they invested the most.'
'Many ordinary people who had borrowed money went bankrupt.'
'Bank failures caused a lack of trust in banks.'
'Businesses suffered low sales as people kept their money.'
'Farm prices fell as people cut their spending.'

**Level 3 Explanation of the effects on the banks OR other effects [3–5]**

e.g. 'As banks failed people stopped trusting them and many withdrew their savings. They put their money in safe deposit boxes or stored their money at home.'
'In 1929 over 650 banks failed, with over 1300 going in 1930 and nearly 2300 in 1931.'
'The biggest failure was the Bank of the United States in New York which had over 400,000 depositors. It went bankrupt in December 1930.'
**OR**
e.g. 'The rich lost most because they had invested most. They had always been the main buyers of American goods, so there was an immediate downturn in spending.'
'The Vanderbilt family lost $40 million, while the Rockefellers lost 80% of its wealth.'
'The ordinary person was to be affected by the Crash as it led to 12 million losing their jobs as the downturn in the economy led to Depression.'

**Level 4 Explanation of the effects on the banks AND other effects [5–7]**

Both sides of Level 3.

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

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**15 (a) What progress was made in improving health and hygiene in the first ten years of the communist regime?**

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

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

e.g. 'Local areas were made responsible for hygiene.'

**Level 2 Describes progress [2–5]**

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

e.g. 'All health care became free of charge.'
'Every street set up a committee to tidy up rubbish and litter, arrange the supply of water and keep the area healthy.'
'This helped reduced the incidence of cholera, typhoid and TB.'
'China was short of doctors in 1949 and, therefore, 'Barefoot doctors' were introduced. These were people trained in basic medical skills but not given a full medical training. These people were quickly ready to deal with common diseases, although serious cases were sent to fully trained doctors.'

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**15 (b) Why did the Communists believe that improving the status of women was important?**

**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 change Chinese society.'

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

(One mark for each point.)

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

**Level 3 Explains reasons [4–7]**

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

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

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**15 (c) 'Mao's economic policies between 1952 and 1961 were unsuccessful.' 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. 'They were a success as they were planned.'

**Level 2 Identifies AND/OR describes successes/failures [2]**

(One mark for each point.)

e.g. 'There was a successful Five year Plan to increase production of coal, steel, electricity and petrol.'
'Targets were set and early targets were met.'
'The Great Leap Forward had mixed results.'
'Some Chinese were starving by 1960.'
'Poor quality goods were produced.'
'There was considerable unemployment.'

**Level 3 Explanation of successes OR failures [3–5]**

e.g. 'With the help of Russian technical assistance and equipment, the Five Year Plan for heavy industry was a success. All targets had been exceeded by 1957.'
'Grain production reached record heights in 1952 and in 1955 private ownership of farms ceased to exist as collectives were introduced.'
**OR**
e.g. 'The record harvest of 1958 was followed by three disastrous years where it was necessary to import wheat. Some Chinese were starving.'
'The Great Leap Forward brought inefficient small factories and low quality 'backyard' iron and steel, which was unusable.'

**Level 4 Explanation of successes AND failures [5–7]**

Both sides of Level 3.

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

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**16 (a) What did Mao gain from the 'Hundred Flowers' campaign?**

**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 received views of government action.'

**Level 2 Describes benefits [2–5]**

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

e.g. 'Mao was shocked by the torrent of hostile comment about the government and its work.'
'Mao got an understanding of how people felt about government actions.'
'Mao was able to use this criticism to flush out opponents of the government. Many from the old educated classes were sent for 're-education'.'

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**16 (b) Why did Mao oppose the policies of the moderates in the years 1962–6?**

**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 change things.'
'He wanted to remove barriers.'

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

(One mark for each point.)

e.g. 'Mao wanted to change the culture of China.'
'He wanted to create perfect communism.'
'He wanted to regain power.'
'Mao wanted to stop the move to capitalism.'
'He wanted to remove the 'Four Olds'.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'A new class of peasants had been created and bonus payments had resulted in a new privileged class of workers. Mao wanted to change this new culture of China and return to the values and beliefs of perfect communism.'
'To achieve his idea of perfect communism, by which he meant real equality, co-operation in the interests of all and the removal of things that stood in the way.'
'He wanted to rid the country of the 'Four Olds': ideas, culture, customs and way of life which he felt was holding back China.'
Mao wanted to get back power that he had lost during the Revisionist period. He had accepted the blame for the Great Leap Forward and had resigned. New policies had taken China in a different direction.'

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**16 (c) 'The desire to control political opposition was the main reason why Mao launched the Cultural Revolution.' 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. 'Mao wanted to make drastic changes.'

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

(One mark for each point.)

e.g. 'Mao wanted to get the people back onto the path of true Communism.'
'He wanted to remove all the old ideas, customs and beliefs.'
'Mao wanted to remove all opposition to his views.'
'Mao wanted to re-organise industry so that the power went to workers, not technicians.'
'He wanted to remove the influences of the West, especially of capitalism.'

**Level 3 Explanation of control over political opposition OR other reasons [3–5]**

e.g. 'Mao realised that he needed to get rid of the opposition if his views were to be accepted. The Red Guards were ordered to rid the Communist Party of all the enemies of Mao's policies. Opponents were humiliated, tortured or executed.'
'Party officials, including Liu and Deng Xiaoping, were removed from office.'
**OR**
e.g. 'Mao wanted to create the perfect Communism. This meant the removal of the 'Four Olds'.
'Mao wanted people to accept new practices such as the re-organisation of industry so that the workers had the power – not the bureaucrats and technicians. He wanted to remove targets and bonuses. He wanted to emphasise teamwork.'

**Level 4 Explanation of control over political opposition AND other reasons [5–7]**

Both sides of Level 3.

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

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**17 (a) Describe the events leading to the British defeat at Majuba Hill in 1881.**

**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 British were occupying much of South Africa.'
'There was a failure to gain Boer support.'

**Level 2 Describes events [2–5]**

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

e.g. 'The battle arose because Britain annexed the Republic of Transvaal in 1877.'
'The Boers did not want direct rule by the British and they wanted their independence.'
'Kruger did not want to be part of the British Empire.'
'In December 1880, the Boers rose in revolt, laying siege to isolated British garrisons. A relief column of 1100 soldiers under Major-General Pomeroy-Colley arrived to deal with the Boers.'
'The Battle took place on Majuba Hill in Feb 1881 when the British forces were soundly beaten.'

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**17 (b) Why was the Jameson Raid unsuccessful?**

**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 not properly organised.'

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

(One mark for each point.)

e.g. 'There was no rising in the Transvaal to support it.'
'Some Uitlanders had warned that they would not rise up.'
'Communications to Pretoria were not disrupted.'
'The Boers realised there was possible military action.'
'Jameson's force was not strong enough.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'It was supposed to be a secret but it was not well kept in Johannesburg and the Boers realised trouble was brewing. The police prepared for action.'
'Many Uitlanders warned that they were less than enthusiastic about rising up and that they would probably not support a rising, but this advice was ignored.'
'Jameson cut the telegraph wires to Johannesburg to keep secrecy, but failed to cut the wires to Pretoria so that the Boers quickly responded.'
'Jameson's force took casualties early on and never recovered. It was too small a force and Jameson had to surrender.'

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**17 (c) Who was more to blame for the coming of war in South Africa in 1889, Rhodes or Kruger? 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. 'They were both to blame because of the way they acted.'

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

(One mark for each point.)

e.g. 'The Jameson Raid caused a problem.'
'The manner in which Kruger treated the Uitlanders caused resentment.'
'Rhodes held strong views about the role of the British government.'

**Level 3 Explanation of the role of Kruger OR Rhodes [3–5]**

e.g. 'Rhodes supported the Uitlanders, many of whom were British and had gone to South Africa to make their fortune from the gold mining industry.'
'The Uitlanders resented being second class citizens and shared Rhodes' view that Afrikaner states must eventually come under British rule.'
**OR**
e.g. 'Germany congratulated Kruger on the defeat of the Jameson Raid and sent troops to help Kruger. This angered the British government. Kruger now had support for his anti-Uitlander policies.'
'Kruger welcomed foreigners with money and expertise, but denied them political rights and imposed heavy taxation.'

**Level 4 Explanation of the roles of both Kruger AND Rhodes [5–7]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'more to blame' [8]**

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**18 (a) Describe the events leading to the death of Steve Biko.**

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

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

e.g. 'Biko raised black consciousness.'
'He was a threat to apartheid.'

**Level 2 Describes events [2–5]**

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

e.g. 'Biko led a Black Consciousness movement which taught black people that they should celebrate their blackness and stop thinking of themselves as second-class citizens.'
'Biko led many demonstrations and he was considered a dangerous man in the eyes of white supremacists.'
'Black frustration boiled over into rioting and the events at Soweto; whilst Biko was not directly involved, it was inspired by Biko's ideas.'
'Biko was now a target of the authorities. One year after Soweto, he was arrested. He was beaten up and tortured in police custody. He did not recover from the beatings.'

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**18 (b) Why were the actions of young people in the 1970s significant in the fight 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. 'Their actions brought energy to the anti-apartheid movement.'

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

(One mark for each point.)

e.g. 'It was students who set up Black Consciousness.'
'Many of the young would not accept apartheid.'
'They were willing to take action rather than submit.'
'Soweto was a turning point.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'Black Consciousness was organised by well educated students who wanted black people to be proud of their colour.'
'Biko had persuaded students that they should not be submissive and accept apartheid, but struggle to overcome it with demonstrations.'
'The Soweto uprising in June 1976 showed that students were not accepting that they should have half their lessons in Afrikaans.'
'The actions of the students led to deaths but it sparked waves of demonstrations and international outrage.'
'The police arrested 6,000 and banned the Black Consciousness organisation. Within a year, its leader, Steve Biko, was dead. This created a huge wave of anti-apartheid feeling within the country and internationally.'

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**18 (c) 'International pressure was more responsible than internal opposition for the collapse of apartheid.' 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 was the threat of violence.'

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

(One mark for each point.)

e.g. 'The United Nations was often a lone voice.'
'Violence resulted from the oppressive measures.'
'Sports teams were boycotted.'
'Pressure was increasing on the government.'

**Level 3 Explanation of international pressure OR internal opposition [3–5]**

e.g. 'From the early 1970s onwards a worldwide boycott of South African sports teams meant that the country was isolated in the sporting world.'
'In the 1970s international sanctions began to take effect and companies stopped investing in South Africa. The government realised they could no longer resist change.'
**OR**
e.g. 'During the mid-80s the trade unions and the resistance movements increased pressure on the government, with members of ANC returning in secret to help local resistance. They began to attack military and police installations.'
'The UDF began to co-ordinate protests. It had the single aim of abolishing apartheid and became linked with the ANC.'

**Level 4 Explanation of international pressure AND internal opposition [5–7]**

Both sides of Level 3.

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

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**19 (a) Describe the role of the League of Nations in relation to Namibia after the end of the First World 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. 'The League played a minor role.'

**Level 2 Describes events [2–5]**

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

.e.g. 'Namibia was placed under the League of Nations and became a mandated territory.'
'The mandate was given to the British who asked South Africa to administer the mandate.'
'As Namibia was a 'C' mandate, South Africa was able to apply its own laws.'
'South Africa had to give an annual report to the League on how it was 'promoting the material and moral well-being and the social progress of the inhabitants'.'
'South Africa wanted to make Namibia part of South Africa.'

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**19 (b) Why were the Namibians unhappy with the administration of the League of Nations mandate?**

**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 League seemed to exercise little power over the mandate.'

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

(One mark for each point.)

e.g. 'Namibians were unhappy with the rule of South Africa.'
'South Africa was trying to gain control.'
'The League did not protect the Rehoboth community's special rights.'
'South Africa introduced new tax laws.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'The South Africans seemed to be continuing the colonial oppression started by the Germans. There was an uprising by the Bondelswarts when a tax was placed on dogs which they used for hunting. The intention of the tax was to make them even poorer so they would be forced to work for the white farmers.'
'In 1923, the Rehoboth community rose up in protest. South African rule began to threaten the special rights which the Rehoboths had kept after their Treaty with the Germans in 1885. Their council, the Raad, agreed to take part in South Africa's colonial administration. The Rehoboths defied the Raad and formed a new council. South Africa refused to recognise it. The League was petitioned but it did nothing.'

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**19 (c) 'The United Nations Organisation was more important than SWAPO in achieving Namibia's independence.' 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. 'They were both equally important.'

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

(One mark for each point.)

e.g. 'The UN worked through its International Court.'
'The UN supervised an election.'
'SWAPO was recognised by the UN.'
'SWAPO strongly objected to many actions of South Africa.'

**Level 3 Explanation of United Nations OR SWAPO [3–5]**

e.g. 'In May 1967, a UN Council was established to take over until independence. It received finance and trained Namibian refugees as civil servants. It encouraged UN member states to help in every way possible.'
'In June 1971, the International Court ruled that the UN was acting lawfully and that South Africa should be removed.'
'A UN supervised election was accepted by South Africa in November 1989 and independence was granted in March 1990.'
**OR**
e.g. 'It was made clear in March 1977 by the Western Five that the independence was unacceptable without the participation of SWAPO.'
'As a result of the 1971 Court ruling, SWAPO became recognised as 'the nation in a state of becoming' and was recognised by the UN as representing the majority of Namibians.'

**Level 4 Explanation of United Nations AND SWAPO [5–7]**

Both sides of Level 3.

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

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**20 (a) Describe the problems facing Palestine in 1945.**

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

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

e.g. 'Civil disruption.'

**Level 2 Describes problems [2–5]**

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

e.g. 'Large numbers of Jews wanted to go to Palestine.'
'The US was supporting a state of Israel.'
'Britain wanted to limit immigration.'
'Britain did not want a separate Jewish state.'
'There was a campaign of violence by the Irgun.'
'Arab Palestinians did not want any more Jewish immigration.'

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**20 (b) Why did the British refer the problem of Palestine to the United Nations?**

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

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

e.g. 'Britain did not want to stay.'

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

(One mark for each point.)

e.g. 'Because of the cost.'
'There was much violence.'
'Because of its view of Zionism.'
'The pressure from the Irgun.'
'Because of the guerrilla campaign.'
'Because of pressure from the US.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'At the end of the War, Britain was under great pressure to change its policy and allow in survivors of the holocaust. They refused and this brought about violent protest.'
'The Irgun deliberately attacked and killed British soldiers, including the explosion at the King David Hotel. The violence from the Irgun was intended to persuade the British to leave.'
'The Arabs continued to block any proposals regarding partition and yet the US was putting increasing pressure on Britain to accept a separate Jewish state.'
'The British were finding it too expensive to keep large numbers of troops there, especially having just fought a costly war.'

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**20 (c) How complete was the Israeli victory in the Arab-Israeli War of 1948–9? 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 was a great success as the Arab armies were forced to accept defeat.'

**Level 2 Identifies AND/OR describes how complete a victory/otherwise [2]**

(One mark for each point.)

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

**Level 3 Explanation of how complete a victory OR otherwise [3–5]**

e.g. 'A Jewish state was established within the territory controlled by the Jewish forces. The Gaza Strip, east Jerusalem and the West Bank were the only areas outside Israeli control.'
'Large numbers of Jewish migrants moved to the new state of Israel.'
**OR**
e.g. 'Despite being a great victory, the victory would cause future problems, such as the 700,000 Arab Palestinians who fled, many of whom went into refugee camps.'
'The Arab nations were defeated. Their pride was hurt and their hatred of Israel increased.'
'The United Nations had failed in its first attempt to sort out a problem. The Jews had seized 79% of what had been the British mandate of Palestine, rather than the 55% allocated to the new state by the UN, thus storing up future problems.'

**Level 4 Explanation of how complete a victory AND otherwise [5–7]**

Both sides of Level 3.

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

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**21 (a) Describe the part played by the USA in the Arab-Israeli conflict in the 1970s.**

**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 US supported the Israelis in successful wars.'

**Level 2 Describes part played [2–5]**

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

e.g. 'The USA has supported Israel financially.'
'In 1973, the Israelis were shocked by an Egyptian attack and the US airlifted emergency supplies to enable a successful counter attack to take place.'
'The USA prevented Israel from advancing on to Cairo or Damascus towards the end of the Yom Kippur War. The Americans worked with the Russians to demand a ceasefire, which the UN supported.'
'Henry Kissinger, US Secretary of State, engaged in 'shuttle diplomacy' between the Israeli, Egyptian and Syrian capitals during 1973–5 to arrange treaties of 'disengagement'.
'As a result, the Israelis withdrew from Suez and from part of the Golan Heights, while Egypt was able to clear the Suez Canal.'
'In 1978, Jimmy Carter brought Sadat and Begin together at Camp David where they agreed the details of a peace treaty.'

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**21 (b) Why was Arafat's 1974 speech at the United Nations significant?**

**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 surprising he was invited to speak.'

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

(One mark for each point.)

e.g. 'He told the UN the problems Palestinians faced.'
'Many listeners were sympathetic.'
'His demands seemed reasonable to many countries.'
'He was bearing an olive branch.'
'The Israelis were furious that Arafat had been invited.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'Arafat told the UN that the Palestinian problem was about a people without, a people who had been forced to flee from their homes and who were still, after 25 years, living in refugee camps.'
'Many listeners were sympathetic and began to admit that the Palestinians deserved a homeland. They realised that if the Palestinians were granted their wish, then permanent peace in the Middle East was possible.'
'Arafat suggested there were two options when he said 'Today I have come bearing an olive branch and a freedom fighter's gun. Do not let the olive branch fall from my hand.''
'There was no breakthrough to peace. The Israelis were furious with the UN for inviting Arafat to speak. They said the PLO was a 'murder organisation'. They refused to discuss a separate Palestinian state, however small it might be.'

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**21 (c) 'The main reason why the Camp David Treaties did not produce peace was that they failed to solve the Palestinian issue.' 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 are still problems today.'
'It was a first step towards peace in the region.'

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

(One mark for each point.)

e.g. 'It did not demand enough for the Palestinians.'
'Some concessions were made to the Palestinians.'
'Some Israelis had to give up their homes.'
'Egypt and Israel were at peace.'
'Israel was allowed access to the Suez Canal.'
'Egypt was suspended from the Arab League.'

**Level 3 Explanation of failure re the Palestinian issue OR other reasons [3–5]**

e.g. 'Egypt had more leverage than any other Arab state to advance Arab interests. The peace treaty did not demand from Israel recognition of the Palestinians' rights to self-determination.'
'Many Arab nations blame Egypt for the present problems over Palestine. They see the Accords as a disintegration of a united Arab front in opposition to Israel.'
'Arab feeling was so strong that Egypt was suspended from the Arab League from 1979 to 1989 and the headquarters were moved from Cairo.'
**OR**
e.g. 'After thirty years of conflict, Egypt and Israel were at peace with each other.'
'Israel agreed to allow Palestinians in the West Bank and some rights of self-government within five years.'
'It was agreed that Israel would gradually leave Sinai and go back to the borders of 1948.'

**Level 4 Explanation of the failure re Palestinian issue AND other reasons [5–7]**

Both sides of Level 3.

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

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**22 (a) Describe the work of Brunel in relation to 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. 'Brunel developed the railways in the South.'

**Level 2 Describes his work [2–5]**

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

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

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**22 (b) Why did the rail network grow rapidly in the late 1840s and early 1850s?**

**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 improve communications.'
'Because roads were bad.'

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

(One mark for each point.)

e.g. 'To aid industry by carrying goods.'
'Because new technology was available.'
'Because the population needed food.'
'Because of speculation.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'The growth of industry required a form of transport that was reliable, quick and could carry heavy goods.'
'The development of industry required transport that was relatively inexpensive and reliable.'
'The ability to produce rails and other iron goods through the developments in the iron industry.'
'The population was growing and needed feeding and the use of railways to transport fresh produce to the towns was ideal.'

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**22 (c) How far did conditions improve for rail passengers during 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. 'Very slowly.'

**Level 2 Identifies AND/OR describes improvements/lack of improvements [2]**

(One mark for each point.)

e.g. 'There was increased comfort.'
'Safety was improved.'
'Continuous or long journeys were difficult.'
'Change came later on in the century.'

**Level 3 Explanation of improvements OR lack of improvements [3–5]**

e.g. 'As the century progressed, improvements in comfort including steam heating, gas lighting in carriages, restaurant cars and sleeping carriages were introduced.'
'Safety was improved with the introduction of standardised signalling and automatic brakes.'
**OR**
e.g. 'Having to change trains at a junction was still a lottery as information was not readily available. Facilities on many stations were limited.'
'Conditions did not improve immediately and many improvements were only introduced towards the end of the century.'

**Level 4 Explanation of improvements AND lack of improvements [5–7]**

Both sides of Level 3.

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

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**23 (a) How were trade unions affected by changes in the law between 1867 and 1875?**

**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 became legal.'

**Level 2 Describes impact [2–5]**

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

e.g. 'In 1867, in the case of Hornby v Close, it was stated that trade unions were not protected by the courts because they were in restraint of trade.'
'In 1868, there was temporary legislation giving unions protection against embezzlers.'
'In 1871, the Trade Union Act legalised unions, giving them the protection of the courts.'
'In 1871, the Criminal Law Amendment Act contained stringent penal clauses against picketing and any action considered obstructive or intimidating.'
'In 1875, the CLA was repealed and picketing became legal.'

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**23 (b) Why did the number of trade unionists grow significantly after 1870?**

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

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

e.g. 'Unions did more for their members.'

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

(One mark for each point.)

e.g. 'Because of the match girls.'
'Because of the dockers strike.'
'Workers more informed.'
'Workers wanted better conditions.'
'Unions were legal.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'The growth was in unions for the unskilled and the subscriptions were low.'
'They were more militant than earlier unions.'
'They concentrated on improving pay, reducing hours and improving conditions.'
'Unskilled workers were more aware of their rights through increased education.'
'Membership increased because of the success of the match girls and the dockers.'
'Unions were now recognised as legal bodies after the 1871 Trade Union Act and this gave some confidence to potential members.'

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**23 (c) 'The strike of match-girls in 1888 was more important than the London dockers' strike of 1889 for the trade union movement.' 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. 'Both were equally important.'

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

(One mark for each point.)

e.g. 'The Bryant and May Strike helped female pay.'
'The match-girls got the public involved.'
'The dockers showed the potential power of the unions.'
'It showed a prolonged strike could win.'

**Level 3 Explanation of dockers OR match-girls [3–5]**

e.g. 'The London dockers were low paid and not always guaranteed work. A claim for 6d an hour was rejected and a five week strike followed. This showed that unions could stay out for a prolonged time.'
'Funds were raised on marches through London and an unexpected donation of £30,000 from Australia. The owners gave in. It showed that with public support a prolonged strike could be won.'
**OR**
e.g. 'The match-girls of Bryant and May went on strike because of low wages and dangerous working conditions. Annie Besant used a newspaper article to highlight the working conditions.'
'The items got the public on side and the strike was successful in improving conditions. This encouraged females to join unions and showed they could be successful.'

**Level 4 Explanation of dockers AND match-girls [5–7]**

Both sides of Level 3.

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

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**24 (a) What do you understand by the phrase 'the white man's burden'?**

**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 phrase used in the nineteenth century.'

**Level 2 Describes phrase [2–5]**

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

e.g. 'It was a phrase from Kipling designed to manipulate public opinion.'
'It was presented as Britons having a duty to help the less fortunate and inferior peoples of the Empire.'
'It was to inform those in the Empire that Britain was willing to help them.'
'Britons were to be proud of the burden they shouldered on behalf of others.'

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**24 (b) Why were European countries in the late-nineteenth century anxious to add to their overseas empires?**

**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 increase wealth.'
'To increase status.'

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

(One mark for each point.)

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

**Level 3 Explains reasons [4–7]**

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

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

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**24 (c) 'Western imperialism led to non-Europeans being helped rather than harmed.' 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 brought many material advantages.'
'It led to changes in culture.'

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

(One mark for each point.)

e.g. 'An infrastructure was built.'
'There were improvements made in public health.'
'There were economic benefits.'
'Ruling was often lost to the colonist.'
'Traditions were often challenged.'
'Natives were often exploited as cheap labour.'

**Level 3 Explanation of benefits OR disadvantages [3–5]**

e.g. 'In both Africa and India, Britain built roads, railways, schools and hospitals. This generally improved the standard of living of native peoples.'
'There were benefits to the native peoples from considerable trading. Raw materials, such as bananas, palm oil, rubber, cocoa and tea, were exchanged for manufactured goods.'
**OR**
e.g. 'In India many people objected to the changes brought by Britain in stopping traditional practices such as suttee. In Africa many objected to Britain trying to stamp out traditional practices of slavery, sacrifices and extreme punishments.'
'In both Africa and India, many objected to the attempt to spread Christianity at the expense of Islam, Hinduism and traditional tribal religions.'

**Level 4 Explanation of benefits AND disadvantages [5–7]**

Both sides of Level 3.

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

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**25 (a) Describe the expansion of the British Empire in Africa 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. 'Large areas of north-eastern Africa came under Britain's control.'

**Level 2 Describes expansion [2–5]**

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

e.g. 'The most important part of the British Empire was India. In 1869, the Suez Canal was opened and this became the shortest and most important route between Britain and India.'
'Britain took a large financial interest in the Canal when shares became available.'
'Britain wanted to make sure of the safety of the Canal and, therefore, took control of Egypt in 1882.'
'To keep control of the waters of the Nile for Egyptian settlements, Britain occupied the Sudan, Uganda and Kenya.'

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**25 (b) Why was colonisation in Africa not extensive 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 known as the dark continent.'

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

(One mark for each point.)

e.g. 'It was inhospitable.'
'The climate was oppressive.'
'It was more about trade.'
'Other countries were not expanding.'

**Level 3 Explains reasons [4–7]**

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

e.g. 'Africa was the great unknown. Many possible colonists were put off by the hot and humid climate which bred disease. At the time, there were no medicines for some of the diseases.'
'The impression of Africa was that it was a place of thick, steaming equatorial forests, swamps or deserts.'
'The coastal areas of Africa were trading areas and this was successful. It was not thought it would be a great benefit to colonise such areas.'
'The interior of Africa was still largely unknown. Until these areas had been fully explored and their potential realised, it was unlikely colonisation would take place.'

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**25 (c) 'The greatest impact on Europeans of imperialism in Africa was increased colonial rivalry.' 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 was more about trade and wealth.'

**Level 2 Identifies AND/OR describes colonial rivalry/other effects [2]**

(One mark for each point.)

e.g. 'European countries wanted colonies.'
'Raw materials and markets were important.'
'It was important for strategic military purposes.'
'People were proud of an empire.'
'To spread Christianity.'

**Level 3 Explanation of colonial rivalry OR other effects [3–5]**

e.g. 'Many statesmen wanted colonies to balance those acquired by their competitors to avoid being weaker than others.'
'Patriotism was important to the man in the street and the acquisition of an empire was something of which to be proud.'
**OR**
e.g. 'There was a strong economic argument for an overseas empire as the territories would be expected to contribute raw materials and food products many of which would be unobtainable in the home country. These might be bananas, palm oil, rubber, cocoa and tea.'
'Colonies provided markets for the home produced manufactured goods without restrictive import tariff restrictions.'

**Level 4 Explanation of colonial rivalry AND other effects [5–7]**

Both sides of Level 3.

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

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