CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0470 HISTORY

0470/11 Paper 1, maximum raw mark 60

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

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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1 Use of the Mark Scheme

1.1 It is not possible to cover every possible type of response w scheme and examiners are expected to use their professi ensuring that responses are placed in the correct levels and g that level.

1.2 Marking must be positive. Marks must not be deducted for in Half-marks must not be used.

1.3 The full range of marks should be used. Do not be afraid to Failure to do this will seriously affect the distribution of 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.

1 (a) What were the 'National Workshops' set up in Paris in 18

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were set up to help people.'

Level 2 Describes National Workshops

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

e.g. 'They gave jobs to unemployed workers.'
'Most of the jobs provided were pointless manual tasks.'
'Workers in the National Workshops were paid two francs a day.'
'They became full of discontented workers.'
'They were centralised, state owned manufacturing establishments where workers would be guaranteed work.'

1 (b) Explain why a revolution took place in France in Februar

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'People were unhappy with the government.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Most adult males could not vote.'
'The government refused to consider electoral reform.'
'There was little legislation enacted for social reform.'
'Louis Philippe had not fulfilled his promise of establishing a bourgeoisie monarchy.'
'Poor harvests led to rising food prices.'
'Guizot banned the Reform Banquet planned for 22 February 1848.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Fewer than 200,000 people out of a population of 30 million could vote for candidates to the Chamber of Deputies. Liberals, socialists, republicans and other reformers were very unhappy with this situation. Chief Minister Guizot refused to consider electoral reform, leaving opposition groups little choice other than revolution.'

1 (c) 'Europe was changed little by the revolutions of 1848–9 this statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The revolutions failed so little changed.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'The Bund was restored under Austrian leadership.'
'Prussia failed to become the leader of a united Germany.'
'The Imperial Government cancelled many of the reforms in Hungary.'
'France no longer had a monarchy.'
'In France the vote was given to all men over 21.'
'In the long term the brief period of Magyar rule brought some changes.'

Level 3 Explanation of change OR little change [3–5]

e.g. 'Prussian attempts to become leader of a united Germany were quashed by Austria. Frederick William had to accept the Treaty of Olmutz in 1850. This treaty restored the Bund under Austrian leadership and meant that the revolution of 1848 had been in vain. The princes were back on their thrones and Prussia had been humiliated.'
OR
e.g. 'In the long term the brief period of Magyar rule brought some changes. By 1867 Magyar was the official language of Hungary and the March Laws had been accepted. Hungary was now an equal partner with Austria.'

Level 4 Explanation of change AND little change [5–7]

Both sides of Level 3.

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

2 (a) How did the Crimean War help to strengthen Piedmont's

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Piedmont was noticed.'

Level 2 Describes how Crimean War helped

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

e.g. 'Piedmont sent troops to aid Britain and France in the Crimean War.'
'The troops acquitted themselves well and this meant that Cavour was able to attend the peace conference in Paris, in 1856.'
'At the conference Piedmont attended as the equal of the other delegates, including Austria.'
'At the peace conference Cavour had the opportunity to raise Italy's problems.'
'Cavour gained the interest of the French Emperor, Napoleon III.'

2 (b) Why was the meeting of Cavour and Napoleon III at Plom

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They reached an agreement.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Napoleon III made it clear he would not take part in a war of aggression against Austria.'
'They discussed arrangements to be made if Cavour provoked the Austrians into declaring war.'
'It resulted in a military alliance in January 1859.'
'In the event of war, Piedmont-Sardinia would gain Lombardy and Venetia.'
'A marriage would be arranged linking the Royal families of France and Piedmont-Sardinia.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The meeting was important because Napoleon III made it clear that he would not take part in a war of aggression against Austria. If, however, Austria was to start a war, then France would send an army against them. Cavour would try to provoke a war with Austria, in exchange for certain arrangements, such as Piedmont-Sardinia gaining Lombardy and Venetia.'

2 (c) How important was the involvement of other European c
Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was important, but there were many other reasons for

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Napoleon's forces drove out the Austrian army.'
'Napoleon and Cavour made a secret agreement in 1858.'
'Thousands of recruits from all over Europe joined Garibaldi's army.'
'Garibaldi liberated Sicily and Naples.'
'Cavour developed Piedmont to dominate Italian politics.'
'Austria issued an ultimatum to Piedmont-Sardinia.'

Level 3 Explanation of other European countries OR other reasons [3–5]

e.g. 'Napoleon was interested in the idea of liberating Italy and in 1858 he held a secret meeting with Cavour at Plombierès. Napoleon agreed to fight Austria if Austria started the war. When Austria invaded Piedmont-Sardinia in 1859 France declared war, sending 100,000 troops across the frontier into Piedmont.'
OR
e.g. 'The involvement of other European countries was not as important as the contribution of Mazzini. He caught the imagination of patriotic young Italians with his speeches and writings. He foresaw a united Italy and formed the 'Young Italy' movement to pursue that aim.'

Level 4 Explanation of other European countries AND other reasons [5–7]

Both sides of Level 3.

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

3 (a) What did the Charter Oath, signed by the Emperor in 186

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It promised more rights.'

Level 2 Describes what was promised

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

e.g. 'It promised that assemblies would be established.'
'All matters of state would be decided by public discussion.'
'Promotion to the highest offices of state would be open to all people, not just to the privileged classes.'
'All evil customs of the past would be abandoned.'
'The principles of natural justice would underpin everything.'

3 (b) Explain why the Meiji Restoration occurred.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To change Japan.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'It occurred because the feudal system needed to be abolished.'
'It was needed to introduce a strong central government.'
'The army needed to be strengthened.'
'Electoral reform was needed.'
'A new constitution was required.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Meiji Restoration occurred in order to rid the country of the domains and privileges of the daimyo and samurai. This would allow the strengthening of central government and allow one strong central government based in Tokyo, rather than a number of independent regional governments. It would also mean powerful private armies could be replaced with one central army.'

3 (c) 'Economic change was more important than social ch Japan between 1860 and 1890.' How far do you agree your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were both equally important in modernising Japan.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Employment in industry, trade and finance began to rise.'
'Many new factories were opened after 1868.'
'A Ministry of Industry was created.'
'Education was seen as important.'
'Old customs related to the feudal system was removed.'
'Japanese students were sent to study in foreign universities.'

Level 3 Explanation of economic change OR social change [3–5]

e.g. 'After 1868 government money and encouragement resulted in the opening of many new factories. The newly created Ministry of Industry financed and ran textile mills, coal mines, shipbuilding yards and cement works. This resulted in many new jobs.'
OR
e.g. 'Japanese leaders were very much aware of the importance of education in modernisation. They built elementary and middle schools and, in 1872, introduced compulsory education for four years. Traditional Japanese skills and ideas were taught alongside Western learning.'

Level 4 Explanation of economic change AND social change [5–7]

Both sides of Level 3.

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

4 (a) What was the Triple Alliance?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was an agreement between three countries.'

Level 2 Describes Triple Alliance

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

e.g. 'It was a development of the Dual Alliance between Germany and Austria-Hungary.'
'It was an alliance between Germany, Austria-Hungary and Italy.'
'It was an alliance formed in 1882.'
'The three countries agreed to give each other military support if there was a war.'
'It was an alliance renewed at five yearly intervals.'

4 (b) Why was the tension between Germany and the Great P race of the early twentieth century?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They all wanted to be the most powerful.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'The Kaiser wanted more Dreadnoughts than Britain.'
'Britain felt threatened by the growth of the German navy.'
'Weapons were being stockpiled.'
'Well-equipped countries would be more willing to go to war,'
'Germany developed the best equipped army in the world.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Germany stepped up the development of its army, increasing the production of guns, shells, bullets and other weapons in modern steel works. This produced a rolling snowball effect; when one power increased its army and weapons another would follow suit. Tension increased and war became more likely.'

4 (c) 'Morocco posed a greater threat to peace than did Bosni World War.' How far do you agree with this statement? E

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They both posed an equal threat to peace.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'The Kaiser said Morocco should be independent of France.'
'Britain and France stood together at Algeciras.'
'The Kaiser sent a gunboat to Agadir in 1911.'
'In 1908 Austria-Hungary added Bosnia-Herzegovina to its empire.'
'The Serbians wanted to make Bosnia part of a greater Serbia.'
'The Serbians appealed to Russia for help.'

Level 3 Explanation of threat of Morocco OR Bosnia [3–5]

e.g. 'The Kaiser sent a gunboat to Agadir to threaten the French. Lloyd George warned Germany that Britain would rather fight than see her allies pushed around. Germany backed down rather than risk war, but was unlikely to do so again.'
OR
e.g. 'The Serbians asked Russia for help after Austria-Hungary had seized Bosnia. Germany demanded that Russia accept the Austrian seizure of Bosnia; Russia had little choice but to accept, and were thus humiliated. Russia was unlikely to back down in another crisis.'

Level 4 Explanation of threat of Morocco AND Bosnia [5–7]

Both sides of Level 3.

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

5 (a) What were the successes of the League of Nations in the

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The League solved some disputes.'

Level 2 Describes successes

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

e.g. 'The League solved the dispute over the Aaland Islands.'
'The League held a successful plebiscite to decide the division of Upper Silesia.'
'The League prevented war between Albania and Yugoslavia in 1921.'
'The League ordered Greece to withdraw from Bulgaria and to pay compensation. Greece obeyed.'
'The League helped refugees and prisoners of war return home.'

5 (b) Why did the USA's failure to become a member create pr

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The USA did not have to do as the League wanted.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Trade sanctions would not work.'
'It left Britain and France as the most powerful countries in the League.'
'People felt the USA was the only nation with the resources and power needed to make the League work.'
'The League could not rely on troops from the USA.'
'The USA was the most powerful country in the world.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Without the USA in the League trade sanctions would not be effective. If the League members placed trade sanctions on an aggressive nation that nation would still be able to trade with the USA. The punishment would not hurt the aggressor nation in the same way losing trade with the USA would have done.'

5 (c) 'Italy was more responsible than Britain and France for Nations.' How far do you agree with this statement? Exp

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They both contributed to the failure of the League.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Mussolini persuaded the Conference of Ambassadors to change the League's ruling over Corfu.'
'Italy invaded Abyssinia.'
'Italy left the League in 1937.'
'Britain and France undermined the League in the Hoare-Laval Pact.'
'Britain and France were reluctant to use military action.'
'Britain and France often acted in their own self-interest.'

Level 3 Explanation of Italy OR Britain and France [3–5]

e.g. 'Italy was a permanent member of the League's Council and yet still chose to invade Abyssinia. One of the League's aims was to discourage aggression, an aim clearly being ignored by Italy. Mussolini continually defied the League's orders and formally annexed Abyssinia in May 1936. The League's ideal of collective security had not worked.'
OR
e.g. 'Britain and France often acted in their own self-interest. During the Manchurian crisis Britain seemed much more interested in maintaining good relations with Japan than in imposing sanctions. Both Britain and France were not prepared to send their armed forces to Manchuria, arguing that it was too far away.'

Level 4 Explanation of Italy AND Britain and France [5–7]

Both sides of Level 3.

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

6 (a) What were Hitler's foreign policy aims?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To recover lost land.'
'To make Germany a world power.'

Level 2 Describes foreign policy aims

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

e.g. 'He wanted to overturn the Treaty of Versailles.'
'He wanted to unite all German speaking people in a Greater Germany.' [worth additional mark]
'He wanted to achieve an Anschluss with Austria.'
'He wanted to destroy communism.'
'He wanted to gain Lebensraum in Eastern Europe.'
'He wanted to re-militarise e.g. Airforce.' [worth extra mark]

6 (b) Why was the re-militarisation of the Rhineland a success

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He gained control of the Rhineland.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Hitler had overturned a term of the Treaty of Versailles.'
'He was not opposed by the French.'
'His gamble of marching troops into the Rhineland had paid off.'
'It gave Hitler the confidence to take further action.'
'He had defied the Locarno agreement.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Hitler's gamble in attempting to overturn a term of the Treaty of Versailles had paid off. The French did not oppose him and the British believed he was only marching into his own backyard. For Hitler the message was clear; both Britain and France lacked the will to fight. This gave him the confidence to plan further moves.'

6 (c) 'Increased militarism was the main cause of the Second agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Increased militarism helped, but there were other reason

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'In 1935 Hitler reintroduced conscription in Germany and announced his plans to expand the German army to half a million men.'
'Germany tested his new Luftwaffe in the Spanish Civil War.'
'Britain announced air force increases in 1935.'
'Appeasement was the main cause.'
'Germany's invasion of Poland caused the war.'
'The Nazi-Soviet Pact was the main reason for war.'

Level 3 Explanation of increased militarism OR other causes [3–5]

e.g. 'Increased militarism definitely contributed to the likelihood of war. Hitler's excuse for reintroducing conscription in Germany was that Britain had just announced air force increases and France had extended conscription from12 to 18 months. France's justification was that Germany was rearming. Worries about increased numbers of weapons and troops increased tension and made each country more likely to expand its own armed forces in response. This made war more likely.'
OR
e.g. 'The Nazi-Soviet Pact was the main cause of war. The Pact gave Hitler the confidence to attack Poland because he no longer had to worry about a war on two fronts. As Britain and France had done nothing about his invasion of Czechoslovakia in 1939, Hitler believed they would not keep to their promise to defend Poland. He invaded Poland and Britain and France declared war.'

Level 4 Explanation of increased militarism AND other causes [5–7]

Both sides of Level 3.

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

7 (a) What was decided at the Yalta Conference of February 19

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘They made some decisions about Germany.’

Level 2 Describes decisions

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

e.g. ‘Stalin agreed to enter the war against Japan once Germany had surrendered.’
‘It was agreed that war criminals would be hunted down and punished.’
‘Countries freed from Nazi occupation would be allowed to hold free elections to choose the government they wanted,’
‘Eastern Europe should be seen as a Soviet sphere of influence.’
‘Germany would be divided into four zones: American, French, British and Soviet.’ [worth additional mark]
‘Berlin would be divided in the same way.’

7 (b) Why was there mistrust between the Soviet Union and th

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They had different views.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Stalin had left his troops in liberated countries in Eastern Europe.'
'There was no longer a common enemy.'
'Truman thought Stalin was preparing to take over all of Europe.'
'Stalin wanted compensation from Germany.'
'The USA had an atomic bomb.'
'Stalin had set up a Communist government in Poland.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'There was mistrust because Stalin had left his troops in the Eastern European countries he had liberated. Although the Western Powers had agreed to a Soviet sphere of influence in the east they had not realised that communism would so strongly dominate Eastern Europe. They feared the spread of communism to the west.'

7 (c) 'The Berlin Blockade was the main reason for the incre years 1947–49.' How far do you agree with this statemen

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Berlin blockage was one reason, but it was not the o

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Stalin cut off West Berlin from western help.'
'The Allies airlifted supplies into Berlin.'
'The Allies refused to give up Berlin.'
'The Truman Doctrine increased tension.'
'The Marshall Plan contributed.'
'Stalin set up Cominform.'

Level 3 Explanation of Berlin Blockade OR other reasons [3–5]

e.g. 'Stalin wanted to force the Allies out of Berlin and so he introduced a blockade, cutting off West Berlin from western help. The West defeated the blockade by flying in supplies, which resulted eventually in Stalin backing down. Stalin responded by turning the Soviet sector into the GDR. Germany was now divided even more firmly and Cold War tension increased.'
OR
e.g. 'The USA interpreted the Soviet takeover of Eastern Europe as the start of spreading communism around the world. They responded with the Truman Doctrine and the Marshall Plan which would help the vulnerable European economy suffering from the after effects of the war. The USSR saw this as a threat and an attempt to ensure capitalist dominance in Europe.'

Level 4 Explanation of Berlin Blockade AND other reasons [5–7]

Both sides of Level 3.

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

8 (a) Describe the key features of the Bay of Pigs incident.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was a landing at the Bay of Pigs.'

Level 2 Describes key features

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

e.g. 'It was in April 1961.'
'1,400 anti-Castro exiles landed at the Bay of Pigs.' [worth extra mark]
'Kennedy provided arms, equipment and transport.'
'The exiles had received training from the CIA.
'The exiles were met by 20,000 Cuban troops.' [worth extra mark]
'The Cuban troops were armed with tanks and modern weapons.'
'The local population did not support the invasion.'
'Castro's men captured or killed all the exiles within days.'

8 (b) Why did Kennedy decide to blockade Cuba?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He thought this was the best option.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'An American U2 spy plane had taken pictures of what looked like missile sites on Cuba.'
'A fleet of Soviet ships was sailing to Cuba.'
'He needed to protect the USA.'
'He wanted to stop nuclear weapons being placed on Cuba.'
'He wanted to be seen as a strong President.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Kennedy could not allow the Soviet Union to position nuclear weapons on Cuba. By stopping Soviet ships and searching them it would show that Kennedy was a strong president, but this action would not be a direct act of war like invading Cuba or bombing the missile sites. The burden would now be on Khrushchev to decide how to react.'

8 (c) 'There was not a winner in the Cuban Missile Crisis.' H statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Everyone gained from it.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Kennedy improved his reputation.'
'Nuclear missiles were removed from Cuba.'
'The USSR had kept Cuba safe from attack.'
'A hot-line was set up.'
'The USA had to withdraw its missiles from Turkey.'
'Khrushchev had been forced to back down.'

Level 3 Explanation of agreement OR disagreement [3–5]

e.g. 'Khrushchev had been forced to back down and remove the missiles from Cuba. The USSR felt humiliated by the terms of the withdrawal, and in 1964 Khrushchev was forced out of power. Many commentators believe the humiliation of the withdrawal contributed to this.'
OR
e.g. 'Kennedy came out of the crisis with a much improved reputation in his own country and throughout the West. He had stood up to Khrushchev and forced him to back down and remove the missiles from Cuba.'

Level 4 Explanation of agreement AND disagreement [5–7]

Both sides of Level 3.

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

9 (a) What changes in German society did the Nazi Party want

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They wanted a different government.'

Level 2 Describes changes

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

e.g. 'They wanted only 'true' Germans to be allowed to live in Germany.'
'Jews would be excluded from Germany.'
'Old age pensioners would be provided for generously.'
'Gifted children would be educated at the state's expense.'
'Communism would be destroyed.'

9 (b) Why did the Nazi Party remain unsuccessful between 192

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Nazi party was unpopular.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'The Weimar Republic was doing well.'
'The economy was recovering.'
'German industry was recovering.'
'The Nazi Party was banned.'
'They had little support from the workers.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Nazis had little appeal for workers at this time. The Nazis argued that workers were being exploited, but industrial workers actually felt they were doing well in Weimar Germany. The majority of workers supported the SDP.'

9 (c) How important was Hitler to the success of the Nazis bet your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Hitler was the main reason for their success.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Hitler was a skilled orator.'
'Hitler undertook a tour of rallies all over Germany.'
'Hitler appeared to be a man of the people.'
'The middle class supported the Nazis.'
'Propaganda was important.'
'The Depression helped the Nazis.'

Level 3 Explanation of importance OR lack of importance [3–5]

e.g. 'Hitler was very important to the success of the Nazis. He was a brilliant orator and made people feel he was speaking to them individually. He appeared to be a man of the people, someone who really understood their problems and wanted to help. He promised to deal with the problem of unemployment and to restore Germany as a great nation by overthrowing the Treaty of Versailles.'
OR
e.g. 'The Depression was the main reason for the success of the Nazis. American loans were withdrawn and Germany sank deep into depression. All the old hostility to the Weimar Republic resurfaced and everyone blamed the problems on the government. Many turned to extremist parties like the Nazis, as they offered a radical solution to Germany's problems.'

Level 4 Explanation of importance AND lack of importance [5–7]

Both sides of Level 3.

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

10 (a) What powers did the Enabling Act give to Hitler?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Act gave Hitler more power to do what he wanted.'

Level 2 Describes powers

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

e.g. 'Hitler had the power to make laws without the Reichstag for a period of four years.' [worth extra mark]
'The Act gave Hitler the power to crush political opposition.'
'It gave him the power to arrest trade union officials.'
'Hitler could pass decrees without the President's involvement.'
'It gave him the power to become a dictator in Germany.'

10 (b) Why did Hitler carry out the 'Night of the Long Knives'?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It rid him of opposition.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Röhm was a challenge to Hitler.'
'Röhm's views were too left wing.'
'The SA had become a major problem.'
'He no longer needed the SA.'
'Röhm wanted to take control of the army.'
'Hitler was embarrassed by the violence of the SA.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Röhm wanted a second revolution to ensure socialist policies were put into practice, including taking wealth from the rich. Many leading industrialists felt that the SA programme was too close to communism. Hitler needed the support of the industrialists and so he decided to get rid of the SA.'

10 (c) 'The Nazi police state was more effective than propagan people.' How far do you agree with this statement? Expl

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Both played a part in controlling the German people.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'The Gestapo searched out opponents of the Nazi government.'
'The Nazi police state used informers.'
'The Gestapo had the power to arrest and detain suspects without trial.'
'Propaganda suppressed any views hostile to Nazism.'
'The Ministry for People's Enlightenment and Propaganda controlled the radio and the press.'
'Posters were used to put across the Nazi message.'

Level 3 Explanation of police state OR propaganda [3–5]

e.g. 'The Gestapo was ruthless in dealing with any opposition to the Nazi state. Their job was to search out any opponents to the Nazi government and they used informers to uncover opposition. They had the power to arrest and detain suspects without trial and could send them to concentration camps without explanation. The German people were effectively controlled.'
OR
e.g. 'Propaganda was essential in controlling the German people. They were bombarded with the Nazi Party message time and time again to ensure that any views hostile to Nazism were suppressed. The Ministry of Propaganda controlled the radio, the press and all areas of culture to ensure that the German people were indoctrinated with Nazi views.'

Level 4 Explanation of police state AND propaganda [5–7]

Both sides of Level 3.

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

11 (a) Describe the way of life for Russian peasants in the early

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Life was very difficult for peasants.'

Level 2 Describes way of life

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

e.g. 'Famine and starvation were common.'
'Russian peasants were still using ancient farm techniques.'
'Land was divided into large fields and each family was allocated a strip of land in one of the fields.'
'When a peasant had sons the family plot was subdivided and shared between them.'
'Few peasants could read or write.'

11 (b) Explain why Stolypin played an important role in the year

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He introduced reform.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'He reduced terrorism and revolutionary activity.'
'He helped peasants to buy their land.'
'He set up health insurance schemes.'
'He abolished the peasants' annual payments for their freedom.'
'He announced a programme to bring about universal primary education.'
'Carrot and stick approach.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Stolypin was important because he introduced reforms to improve the life of the peasants. He abolished the peasants' annual payments for their freedom and he helped the peasants to buy land and set up their farms. These measures had two important benefits; they provided more food for the cities and restored the loyalty of the peasants to the Tsar.'

11 (c) 'The Tsar's decision to take personal command of the main reason for the fall of the Tsarist regime.' How statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were many reasons; the Tsar's decision to take p forces was only one reason.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The Tsar had little knowledge of military strategy and tactics.'
'As Commander-in-Chief of the Russian armed forces the Tsar would be blamed personally for military defeats.'
'Large numbers of Russians were killed in the war.'
'The Tsarina's relationship with Rasputin was the main cause.'
'There were food shortages.'
'There was industrial discontent and strikes.'

Level 3 Explanation of Tsar's decision OR other reasons [3–5]

e.g. 'When the Tsar took personal command of the armed forces in 1915, this meant that he would now be held personally responsible for any military defeats suffered by Russia. He had little knowledge of military strategy and tactics. In 1916 General Brusilov launched an offensive but was forced to retreat yet again. Over one million Russians died in this campaign, and many people blamed this on the Tsar's incompetence as a military leader.'
OR
e.g. 'The Tsarina became increasingly dependent on advice from Rasputin. She dismissed able ministers and replaced them with men who would do as they were told, and with friends of Rasputin. There were so many changes of ministers that nobody was organising food, fuel and other supplies for the cities properly. Discontent grew.'

Level 4 Explanation of Tsar's decision AND other reasons [5–7]

Both sides of Level 3.

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

12 (a) What qualities and experience did Trotsky have which e as Lenin's successor?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Trotsky was an able man.'

Level 2 Describes qualities and experience

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

e.g. 'Trotsky had organised the Red Army during the Russian Civil War.'
'He had been the Commissar for Foreign Affairs.'
'Trotsky was Lenin's own choice as successor.'
'Trotsky was a brilliant orator and could bring crowds around to his point of view.'
'Trotsky was an intellectual and had written about Marxist theory.'
'Trotsky had leadership skills.'

12 (b) Why, by 1928, had Stalin emerged as the main leader of t

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He used people to help him become the main leader.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Stalin played one group against another.'
'Stalin was underestimated by the other contenders for leadership.'
'Stalin was General Secretary of the Communist Party.'
'Trotsky was tricked by Stalin into missing Lenin's funeral.'
'Lenin's secret testament was not made public.'
'Stalin's policy of 'Socialism in One Country' was popular.'
'Opposition was removed.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Stalin tricked Trotsky into missing Lenin's funeral; this meant that Trotsky appeared to be uncaring. At the funeral Stalin was able to demonstrate that he had been close to Lenin, by appearing as the chief mourner. This meant that Stalin seemed to have had a close relationship with Lenin, while Trotsky appeared uncaring by not bothering to turn up for Lenin's funeral.'

12 (c) 'Stalin's use of fear was the most effective method of Soviet Union.' How far do you agree with this statement

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The use of fear scared most people into doing as they w

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'The NKVD used an army of informers.'
'Large numbers of people were sent to the labour camps.'
'Stalin introduced the Purges.'
'Propaganda was more effective.'
'The media were controlled by the state.'
'The cult of personality was the most effective method.'

Level 3 Explanation of use of fear OR other reasons [3–5]

e.g. 'Soviet people lived in constant fear of the NKVD, the secret police. They did not dare to oppose Stalin, as they knew any opposition would result in arrest. Hundreds of thousands of people were murdered and imprisoned without trial. It was simply not worth opposing Stalin.'
OR
e.g. 'Propaganda was the most effective method. People in the Soviet Union were told what to think by the state. Radio, films and newspapers were all controlled by the state and could only produce material approved by the Communist Party. People were subjected to a constant stream of messages from the Communist Party as a part of everyday life.'

Level 4 Explanation of use of fear AND other reasons [5–7]

Both sides of Level 3.

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

13 (a) What changes took place in the entertainment industry in

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were more forms of entertainment.'

Level 2 Describes changes

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

e.g. 'America's first radio station (Station KDKA) was started in 1920.'
'Fast dances such as the Charleston replaced the slow formal dances of pre-war America.'
'Black music - jazz, blues and soul - dominated all other music.'
'The first talkie was released in 1927.'
'Hollywood became the centre of movie making in the 1920s.'

Note: must identify new developments.

13 (b) Why was there intolerance in US society in the 1920s?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'People were scared by people who were different.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Many Americans were worried about the number of immigrants.'
'Many brewers were of German origin.'
'Americans felt they had to protect decent American values.'
'People were worried by socialist ideas.'
'The film 'The Birth of a Nation' fuelled intolerance.'
'Some people believed only WASPs were true Americans.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Many Americans believed that the ideal American citizen was a WASP – white, Anglo-Saxon and Protestant. The Ku Klux Klan were therefore anti-communist, anti-black American, anti-Jew, anti-Catholic and against all foreigners. They believed that they were carrying out a moral crusade to protect decent American values by terrorising these people.'

13 (c) 'Corruption caused the failure of prohibition.' How statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Yes, it contributed, but there were many other reasons.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Prohibition officers were corrupt.'
'Police officers were corrupt.'
'Judges were bribed.'
'Bootleggers supplied illegal liquor.'
'Prohibition reduced the amount of tax.'
'Many Americans did not agree with the prohibition law.'

Level 3 Explanation of use of corruption OR other reasons [3–5]

e.g. 'Prohibition led to massive corruption. Most of the law enforcement officers were themselves involved in the liquor trade as the big breweries bribed government officials, prohibition agents and the police. Often judges were in the pay of criminals and therefore it was difficult to get a conviction.'
OR
e.g. 'The speakeasies were well supplied with illegal alcohol by the bootleggers. About two thirds of the illegal alcohol came from Canada. The vast border between the USA and Canada simply could not be effectively patrolled.'

Level 4 Explanation of use of corruption AND other reasons [5–7]

Both sides of Level 3.

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

14 (a) Describe how Roosevelt dealt with the banks to prevent

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He rescued some of the banks.'

Level 2 Describes how dealt with banks

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

e.g. 'Roosevelt closed all the banks for four days.' [worth extra mark]
'He pushed an Emergency Banking Act through Congress in just eight hours.'
'The government decided which banks were honest and efficiently run and only these banks were allowed to reopen.'
'The reopened banks were supported by government loans to help them to continue operating and to reassure people that their money was safe in these banks.' [worth extra mark]

14 (b) Why did Roosevelt set up the Tennessee Valley Authority

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He thought it would help the people of Tennessee.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'The Tennessee Valley was a poverty stricken area.'
'The Tennessee Valley suffered from soil erosion and flooding.'
'He wanted to improve the quality of the soil in the area.'
'He wanted to revive agriculture in the area.'
'He wanted to provide cheap electricity.'
'He wanted to create jobs.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Roosevelt set up the Tennessee Valley Authority to help revive agriculture in the area. Measures were taken to improve the quality of the soil so that it could be farmed again. By planting forests soil erosion could be prevented and the building of 55 dams would help to control the Tennessee River and therefore help to deal with the problem of flooding.'

14 (c) 'The main weakness of the New Deal was that it did not How far do you agree with this statement? Explain your a

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The New Deal failed to help many groups of people, incl

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'In 1936 there were still around 9 million unemployed.'
'Old people did not receive pensions until 1940.'
'Poor tenants and sharecroppers were often evicted from farms.'
'Many Americans were excluded from social security.'
'The main weakness was that black Americans did not benefit.'
'Few of the New Deal measures helped women.'

Level 3 Explanation of agreement OR disagreement [3–5]

e.g. 'The New Deal did not go far enough in tackling poverty. The Social Security Act was introduced in 1935 and proposed to give a state pension to everyone over 65. However, this did not become reality until 1940, leaving many old people in poverty for years.'
OR
e.g. 'The main weakness of the New Deal was that it did not do enough to help black Americans. Many New Deal agencies actually discriminated against black Americans, giving them no work at all, or paying them less than white Americans. Roosevelt failed to pass laws against lynching because he was afraid of alienating Democratic senators in the southern states.'

Level 4 Explanation of agreement AND disagreement [5–7]

Both sides of Level 3.

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

15 (a) Describe the impact, in the 1950s, of Chinese Communist

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘Women were given more rights.’

Level 2 Describes impact

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

e.g. ‘Arranged marriages were banned.’
‘Women were able to divorce men.’
‘The killing of unwanted female babies was made illegal.’
‘Family property was now jointly owned by husband and wife.’
‘Concubinage was banned.’
‘Unmarried, divorced and widowed women were given the same rights to own property as men.’

15 (b) Why did the Communists introduce the system of 'barefo

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They needed to improve health.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Barefoot doctors were introduced to provide basic health care in the countryside.'
'China was short of doctors.'
'Barefoot doctors could be trained quickly.'
'Fully trained doctors could concentrate on serious cases.'
'Barefoot doctors could deal with common diseases.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'China was short of doctors, especially those trained in Western medicine. As the full training of doctors took a long time, barefoot doctors were introduced to help. They were trained in basic medical skills only and so could be trained very quickly. They could deal with common diseases in the villages, leaving the fully trained doctors to deal with serious cases.'

15 (c) How successful were Mao's Five Year Plans? Explain yo

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were partly successful but there were some proble

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Output increased in the First Five Year Plan.'
'Heavy industry targets were met early.'
'Grain production increased early on.'
'The backyard furnaces were not a success.'
'China had to import grain.'
'The Great Leap Forward failed.'

Level 3 Explanation of use of success OR failure [3–5]

e.g. 'The First Five Year Plan concentrated on heavy industries like steel, coal, electric power and cement and it was very successful. The target was for output to double, but it increased by 120% and in some cases even more. Iron production increased from 1.9 million tonnes in 1952 to 5.86 million tonnes in 1957.'
OR
e.g. 'The thousands of small factories set up as part of the Great Leap Forward proved to be inefficient and wasteful. Most of the 'backyard' iron and steel was of such low quality that it could not be used.'

Level 4 Explanation of use of success AND failure [5–7]

Both sides of Level 3.

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

16 (a) What were Mao's aims in launching the 'Hundred Flower

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He wanted to hear people's views.'

Level 2 Describes aims

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

e.g. 'He aimed to encourage free discussion.'
'Mao wanted to hear what people really thought of the government and its work.'
'He hoped to hear praise and reassurance that the people supported his measures.'
'His aim was to encourage constructive criticism.'
'He aimed to encourage a flourishing social culture in China.'
'He wanted to expose anti-communist elements amongst the intellectuals.'

16 (b) Why did the Cultural Revolution take place?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Mao wanted change.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Mao was trying to create perfect communism.'
'Mao wanted to rid the Communist Party of all those who opposed his policies.'
'Mao felt he could not trust Liu Shaoqi.'
'Mao felt that the party cadres had become used to a privileged lifestyle.'
'Mao felt that the Party had been infiltrated by capitalists and the bourgeoisie.

Level 3 Explains reasons **[4–7]**

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

e.g. 'Mao wanted to create perfect communism and the Cultural Revolution took place to attack all modes of thought and behaviour that did not conform to Mao's vision of a socialist society. The Cultural Revolution would ensure that old customs and religious beliefs would be removed and then Mao's vision of a truly communist society would be built in China.'

16 (c) How far was China changed by the death of Mao? Explai

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were many changes, some good, some bad.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'There was less state control in industry and agriculture.'
'Education was seen as important.'
'People were free to own their own businesses.'
'The cost of living remained high.'
'China did not move closer to democracy.'
'Opposition was crushed mercilessly.'

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

e.g. 'China was changed by Mao's death. People were now free to own their own businesses. Record numbers of consumer goods were produced and external investment, even from the USA, was encouraged. This all helped the Chinese economy.'
OR
e.g. 'After Mao's death China did not move closer to democracy. Tight control was still exercised and opposition was not welcomed. In 1986 unrest spread to students in universities. Deng was determined to crush all opposition and this resulted in the Tiananmen Square massacre.'

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

Both sides of Level 3.

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

17 (a) What were the results of the war of 1880–1 in the Transva

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The results were bad for the British.'

Level 2 Describes results

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

e.g. 'The British were heavily defeated in battles at Laing's Nek and Schuinshoogte.'
'The British were defeated at Majuba Hill.'
'A British royal commission was appointed to draw up the Transvaal's status and new borders.'
'The war resulted in the Pretoria Convention of 1881.'
'The British agreed to complete Boer self-government in the Transvaal, with foreign relations remaining under British control.'

17 (b) Why did the Boers win the Battle of Majuba Hill?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Boers were superior as a fighting force.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Colley did not wait for reinforcements.'
'There was little co-ordinated command.'
'Colley's forces did not occupy the whole summit of Majuba Hill.'
'Colley did not take artillery with him to the summit.'
'Colley assumed the Boers would disperse when they saw his position.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Colley's forces did not occupy the whole of the summit of Majuba Hill. This meant that the Boers could work their way up the sides of Majuba Hill and reach the top. They were able to fire on the British from higher sections of the plateau and therefore pin down the British.'

17 (c) 'The discovery of gold was more important than growi tension between the British and Boers before 1899.' H statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were both equally important.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'There was a flood of gold seekers – the Uitlanders.'
'Kruger's government imposed high taxes on the Uitlanders.'
'Cecil Rhodes stirred up trouble.'
'The Boers did not want to be drawn into the British Empire.'
'Du Toit founded the Afrikaner Bond.'
'Kruger made an alliance with the Orange Free State.'

Level 3 Explanation of gold OR growing nationalism [3–5]

e.g. 'Gold was found in the Rand, which was in the middle of the Boer South African Republic. Cecil Rhodes was determined to gain control of the Rand goldfields and he supported the Jameson Raid into the Transvaal in 1895, thinking he would be able to take over the government of the Transvaal and turn it into a British colony. The Boers surrounded Jameson and his forces and forced him to surrender. The Boers became even more distrustful of the British.'
OR
e.g. 'A growing sense of Afrikaner identity emerged in the early 1880s. This Afrikaner sense of a distinct identity crossed political boundaries to include Dutch speakers in the Cape and the citizens of the Orange Free State, as well as the Transvaal. They were determined to resist any British influence or interference.'

Level 4 Explanation of gold AND growing nationalism [5–7]

Both sides of Level 3.

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

18 (a) What happened in Soweto in June 1976?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'People were killed.'

Level 2 Describes events

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

e.g. 'On 15 June, 15,000 pupils in Soweto staged a demonstration.'
'They were protesting about the decision by the government that half of their lessons should be in Afrikaans.'
'The police stopped the demonstration with tear gas and bullets.'
'A number of children were killed or wounded.'
'The police confiscated photographers' film of events.'
'The black community of Soweto reacted with demonstrations, violence and riots.'

18 (b) Why was the Black Consciousness movement important

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It increased publicity.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'It taught black people that they should stop thinking of themselves as second-class citizens.'
'Its leader Steve Biko was very out spoken.'
'It inflamed public opinion against South Africa.'
'It threatened apartheid.'
'It forced the white government to consider reform.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The leader of the Black Consciousness Movement was Steve Biko, an outspoken and charismatic leader. When he died under suspicious circumstances in police custody young black people became more determined than ever to defy the government and the police at almost any cost.'

18 (c) 'The most important reason for the ending of white min the impact of international sanctions.' How far do yo Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The impact of international sanctions was important, but

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'In 1986 the Commonwealth (except Britain) agreed on a strong package of sanctions.'
'In 1986 the American Congress voted to stop American loans to South Africa.'
'In 1986 the European Community voted to ban imports of South African iron, steel, gold and coins.'
'Mandela worked for reform.'
'De Klerk looked at a mandate for reform.'
'The ANC fought tirelessly to end white minority rule.'

Level 3 Explanation of international sanctions OR other reasons [3–5]

e.g. 'International sanctions definitely played a part. In 1986 the American Congress voted to ban imports of iron, steel, coal, textiles and uranium from South Africa, while the European Community banned imports of South African iron, steel, gold and coins. These sanctions led to a large increase in white unemployment in South Africa and economic growth suffered. This could not continue without South Africa suffering disastrous effects.'
OR
e.g. 'De Klerk was a key figure in the ending of white minority rule. Following the whites-only election of 1989, De Klerk chose to treat the result as a mandate for reform although there was not a clear majority of voters wanting change. In 1990 he announced that the ban on the ANC, the PAC and the SACP would be lifted.'

Level 4 Explanation of international sanctions AND other reasons [5–7]

Both sides of Level 3.

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

19 (a) What part did Lüderitz play in the German colonisation of

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He acquired land.'

Level 2 Describes Lüderitz's role

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

e.g. 'He established a trading post at Angra Pequena, which he renamed Lüderitzbucht.'
'Vogelsang negotiated a treaty with Chief Fredericks on Lüderitz's behalf. This entitled Lüderitz to acquire all land within a 5 mile radius of the harbour.'
'This coastal area was renamed Lüderitzland.'
'Lüderitz's land was placed under German protection on April 24th, 1884. This constituted the first German colony.'

19 (b) Why was there conflict between Herero and the Germans

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Herero were unhappy with the way the Germans tre

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'The Herero were deprived of their nomadic freedom.'
'The Herero saw their traditional lands disappearing.'
'The Berlin Conference created the German colony of South West Africa.'
'The rinderpest epidemic caused conflict.'
'Witbooi refused to submit to German control.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Witbooi refused to submit to German control. Von Francois was determined to destroy him and so attacked his camp at Hoornkranz, killing a number of Witbooi's followers, including old men, women and children. The Herero were appalled by this action.'

19 (c) How effective was the War of National Resistance ag Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It failed to achieve success.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Some progress was made in the central areas.'
'The Ovambo attacked the German fort at Namutoni.'
'Marenga led the guerrilla struggle.'
'The Nama communities suffered severely.'
'Namibians were tricked into entering the dry Omaheke sandveld.'
'Significant numbers of Namibians died in war or in atrocious conditions.'

Level 3 Explanation of effectiveness OR ineffectiveness [3–5]

e.g. 'The first attack by the Herero was against German garrisons and settlements. The fighters destroyed railway and telegraph lines and won back control over much of the central part of the country. For eight months they kept the upper hand over the Germans.'
OR
e.g. 'With massive reinforcements from Germany von Trotha prepared a major attack on Namibian forces. He intended to destroy the Namibian communities and tricked them into entering the dry Omaheke sandveld. Without food and water many Namibian families died.'

Level 4 Explanation of effectiveness AND ineffectiveness [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how effective' [8]

20 (a) What were the main causes of conflict between Jews a 1948?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They disagreed about Palestine.'

Level 2 Describes causes

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

e.g. 'A long term cause was the expulsion of the Jews from Palestine by the Romans.'
'A long term cause was the Turkish occupation of Palestine which lasted until 1918.'
'Both Jews and Arabs have lived in the area of Palestine for more than three thousand years. Each group has stated it has a greater claim to own Palestine than its opponents.'
'Zionism set out to establish a Jewish national home.'
'By 1918 both the Arabs and the Jews believed they had the right to live and rule themselves in their own land – Palestine.'

20 (b) Explain why the British left Palestine in 1948.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They could see no reason to stay.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'The British were finding it too expensive to stay.'
'They left because of violence from the Irgun.'
'In 1946 the British Army Headquarters in Jerusalem was attacked.'
'The new government in Britain was committed to allowing more countries to rule themselves.'
'Public opinion in Britain was in favour of leaving Palestine.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The British were simply finding it too expensive to stay in Palestine. The British economy was in great difficulty and debt. The new Labour government had great plans for social reform, including the National Health Service and a welfare state. The money being spent in Palestine could be used instead for social reform.'

20 (c) 'The main reason for Israel's victory in the war of 1948–9 lose.' How far do you agree with this statement? Explain

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The main reason was that the Arabs fought badly.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'The Israelis were fighting for their very survival.'
'The new state of Israel was invaded the day after it had been set up.'
'The Arab forces aimed to destroy the new state of Israel.'
'The Arabs were badly organised.'
'The Israelis were supported by the US and Soviet governments.'
'A month long truce was organised by the UN.'

Level 3 Explanation of agreement OR disagreement [3–5]

e.g. 'The new state of Israel was established on 14th May 1948 and the next day armed forces from Lebanon, Syria, Iraq, Transjordan and Egypt invaded. The new state was therefore fighting for survival from the very beginning. The Israelis could not afford to lose; if they did they would lose their new state and see all their dreams destroyed.'
OR
e.g. 'The Arabs were badly organised. Their leaders were not united in their aims and each tended to fight for their own particular interests. Their efforts in the war were not co-ordinated and both the Egyptian and Syrian governments were very suspicious of King Abdullah's aims.'

Level 4 Explanation of agreement AND disagreement [5–7]

Both sides of Level 3.

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

21 (a) Describe events in 1967 which led to the Six Day War.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were raids across the borders.'

Level 2 Describes events

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

e.g. 'On 7 April an Israeli tractor was ploughing land in the demilitarised zone. The Syrians opened fire and the Israelis fired back.'
'The Syrians then started shelling other Israeli settlements in the area.'
'Israeli tanks could not reach all the Syrian firing positions and so the Israeli planes were called up.'
'In the ensuing air fight between Syria and Israel six Syrian planes were shot down.'
'On 15 May Nasser moved 100,000 Egyptian troops into Sinai.'
'In May 1967 Nasser insisted that the United Nations removed its forces from Egypt.'
'On 22 May Nasser closed the Straits of Tiran.'
'On 24 May the Israelis were challenged by the Syrian Defence Minister.'

21 (b) Why were the Israeli armed forces successful in 1967?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were stronger.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'The Arab air forces were destroyed.'
'The Israelis had French fighter planes and tanks.'
'The Israelis had advanced American electronic equipment.'
'The Israelis believed that they were fighting for the survival of their nation.'
'The Israelis used surprise shock tactics.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Israeli armed forces were highly skilled and well trained. They used surprise shock tactics and this meant that they were able to destroy their enemies' air forces on the ground. The Israelis lost just 26 aircraft compared with the loss of 400 aircraft by the Arab countries. This was vital to their success.'

21 (c) How significant was superpower involvement in the A 1956 and 1973? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was significant but not all the time.'

Level 2 Identifies AND/OR describes reasons

[2]

(One mark for each point.)

e.g. 'The USA has supported Israel financially.'
'The USSR has provided weapons.'
'During the 1960s American policy became more sympathetic to the Arabs.'
'Kissinger arranged ceasefire agreements between the warring countries.
'The Israelis did not consult the USA about the Suez Crisis.'
'Nasser refused to be controlled by the USA and Britain.'

Level 3 Explanation of significant OR not significant **[3–5]**

e.g. 'Kissinger attempted to bring some peace and stability to the Middle East. He arranged ceasefire agreements between the warring countries and then helped to set up the Middle East peace talks in Geneva. In December 1973 Arabs and Israelis sat together at a peace conference for the first time.'
OR
e.g. 'In 1956 Eisenhower was very angry about not being consulted regarding the Suez Crisis. The Israelis invaded Egypt in October 1956; the USA insisted they withdraw. The USA was concerned that the Arabs would view the invasion as a renewal of old style imperialism and that the Soviet Union would then try to exploit the situation. This event showed that Israel was willing to act without America's permission; however, in 1967 Israel did not attack until it was sure of American support'

Level 4 Explanation of significant AND not significant **[5–7]**

Both sides of Level 3.

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

22 (a) Describe the problems faced when moving raw material road in the early-nineteenth century.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was slow.'

Level 2 Describes problems

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

e.g. 'Turnpikes made transport by road slow.'
'Many stretches of road were just mud tracks or they were rutted with no uniform system of repairs.'
'The bad condition of many roads meant that manufactured goods were often damaged during transportation.'
'Tolls were often high, thus increasing the cost of goods.'
'Horses and wagons were unable to carry heavy loads.'

22 (b) Why was it difficult to construct a railway network?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Physical obstacles could be in the way.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Landowners often objected to proposed railways.'
'Construction costs were high.'
'Land was expensive to purchase.'
'Some town officials did not want railways in their towns.'
'Steep gradients had to be avoided.'
'Rivers had to be crossed.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The costs of constructing a railway network were high. The initial cost of land was high and then there were often various obstacles to overcome. For example, during the construction of the Liverpool and Manchester Railway a deep cutting, a tunnel and a viaduct all had to be constructed. This added greatly to the cost and the money was not always readily available.'

22 (c) How beneficial were railways? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were many benefits for ordinary people.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'Fresh produce was available in the towns.'
'They increased levels of employment.'
'People could travel to the seaside.'
'Pollution increased.'
'The income of the Turnpike Trusts dropped.'
'Some canal transport companies went out of business.'

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

e.g. 'The railways were beneficial in boosting employment. The iron, building, timber and coal industries all grew due to demand from the railways and thus provided extra jobs. The railways themselves also created numerous jobs for signalmen, firemen, guards, drivers, booking clerks and station masters.'
OR
e.g. 'The railways were not beneficial because they increased pollution. As they were fuelled by coal, the trains made buildings and the air dirty. This pollution contributed to respiratory illnesses.'

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

Both sides of Level 3.

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

23 (a) What attempts were made to organise the working cla nineteenth century?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘They were organised into different groups.’

Level 2 Describes attempts

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

e.g. ‘Skilled craftsmen formed trade clubs to protect their members’ interests.’
‘Most trades had a secret society‘.’
‘Friendly Societies existed.’
‘There were workers’ combinations.’
‘Some groups of workers, like hatters and sail-makers, had organised petitions.’
‘In August 1819 60,000 people gathered at St Peter’s Fields in Manchester to listen to Henry Hunt, the powerful speaker for electoral reform.’

23 (b) Why were the Combination Acts passed?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were passed because the government was scared.

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'The government was worried by the growing strength of the trade clubs and societies.'
'Some trade groups were sending petitions to parliament.'
'Working class combinations were demanding higher wages.'
'The government was worried by the French Revolution in 1789.'
'Food shortages were causing working class agitation.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The British government was extremely concerned by the events of the French Revolution in 1789, and feared that the British working class might also rise up in revolution. Their fears were deepened by the growing strength of the trade clubs and societies, some of whom were sending petitions to Parliament demanding fair pay and better conditions.'

23 (c) 'The Grand National Consolidated Trades Union had Tolpuddle Martyrs.' How far do you agree with this state

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They both had an impact.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'The GNCTU enjoyed success at first and by 1834 there were over half a million members.'
'Four of the biggest unions did not join the GNCTU.'
'By 1835 the GNCTU had collapsed.'
'The London Central Dorchester Committee was formed to campaign for the pardon of the Tolpuddle Martyrs.'
'On 21 April 1834 there was a vast demonstration in support of the Tolpuddle Martyrs.'
'On 14 March 1836 all the Tolpuddle Martyrs were given a full and free pardon.'

Level 3 Explanation of GNCTU OR Tolpuddle Martyrs [3–5]

e.g. 'The impact of the GNCTU was limited. Although it was initially popular, with over half a million members by June 1834, the GNCTU had completely collapsed by 1835. The union was badly organised and its aims were unclear to its members. Its impact was very limited because it existed for such a short period of time.'
OR
e.g. 'The Tolpuddle Martyrs incident was a great victory for the trade unions and demonstrated the power of working class solidarity. Demonstrations, marches and petitions demonstrated the strength of feeling and ultimately forced the granting of a full and free pardon to all the Tolpuddle Martyrs.'

Level 4 Explanation of GNCTU AND Tolpuddle Martyrs [5–7]

Both sides of Level 3.

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

24 (a) What were the Opium Wars?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘They were a conflict over the drugs trade.’

Level 2 Describes the Opium Wars

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

e.g. ‘British traders had to surrender their chests of opium and sign an undertaking that they would not import the drug in the future.’
‘Britain sent an expeditionary force of 4000 soldiers to China.’
‘The Chinese were forced to sign the Treaty of Nanjing.’
‘The Treaty of Nanjing was not a success and the conflict was renewed after an incident involving a Hong Kong registered boat.’
‘After the second Anglo-Chinese War there was a period of relative peace and an atmosphere of co-operation.’

24 (b) Why was the Self-Strengthening Movement introduced?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was to help China.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'It was designed to strengthen China by making it more modern.'
'It would strengthen China's military expertise.'
'China would gain western expertise.'
'China would gain modern industries.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Self-Strengthening Movement was designed to strengthen China by making it more modern. China would be strengthened with western armaments, steamships, guns, modern industries and military training, all of which were essential to modernise China.'

24 (c) 'The Sino-Japanese War had a greater effect on Europea did on China.' How far do you agree with this statement?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It affected both European imperialist countries and Chin

Level 2 Identifies AND/OR describes reasons
(One mark for each point.)

e.g. 'The European imperialist countries were worried about the balance of power in the Far East.'
'The European imperialist countries were concerned that the Chinese Empire might disintegrate.'
'The European imperialist countries were concerned about Japan's new status as a world power.'
'China was decisively defeated by Japan.'
'The Chinese were forced to sign the Treaty of Shimonoseki.'
'The Chinese were at the mercy of the foreign powers, who were all trying to gain pieces of her territory.'

Level 3 Explanation of agreement OR disagreement [3–5]

e.g. 'The European imperialist countries were extremely worried by China's defeat by Japan. This defeat upset the balance of power in the Far East and the Europeans were concerned that the Chinese Empire might disintegrate. They wanted to ensure that they gained their share if China was to be partitioned, otherwise the Japanese would become even more powerful.'
OR
e.g. 'China had to sign the Treaty of Shimonoseki with Japan. This treaty had far reaching effects on the Chinese. They had to pay a large indemnity to Japan and grant Japan most 'favoured nation' status and treaty rights in four Chinese ports.'

Level 4 Explanation of agreement AND disagreement [5–7]

Both sides of Level 3.

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

25 (a) What was known by Europeans about Africa in 1800?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They knew little about Africa.'

Level 2 Describes what was known

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

e.g. 'Africa south of Egypt and Algeria was virtually unknown to Europeans.'
'They were aware of trading stations along the coast of West Africa, dealing in slaves.'
'They knew Africa as the dark continent.'
'They believed it had an oppressive climate.'
'They believed it was a dangerous land, and would be difficult to colonise.'

25 (b) Why did Britain want to expand its imperial influence in A nineteenth century?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They thought they could gain many benefits.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point.)

e.g. 'There were great opportunities for trade.'
'Patriotic feeling meant that the acquisition of an empire was something to be proud of.'
'Raw materials and different food products would be available.'
'British people believed it was their Christian duty.'
'Missionaries highlighted the opportunities available.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'There were good economic reasons for Britain to expand its influence in Africa. Africa could provide raw materials and food products unobtainable in Britain, such as bananas and cocoa. Africa could also provide markets for British manufactured goods, free of import tariff restrictions.'

25 (c) How significant was imperialism for Africans? Explain yo

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It brought them many benefits.'

Level 2 Identifies AND/OR describes reasons
(One mark for each point.)

e.g. 'It improved medical facilities.'
'The British developed plantations.'
'The British developed an infrastructure.'
'It was not significant because they were exploited.'
'The mineral wealth was taken to benefit Europeans.'

Level 3 Explanation of significant OR lack of significance [3–5]

e.g. 'It was significant because the British developed communications and infrastructure in their colonies. Roads, railways, hospitals, clinics, schools and other public buildings were all built and benefitted the local populations.'
OR
e.g. 'Imperialism was not of significant benefit to the Africans. Plantations were developed in Africa by the British. However, instead of growing food to feed the peoples of Africa, the plantations were organised to produce crops for processing into luxury or semi-luxury goods for the European market, such as cocoa (chocolate) and palm oil (soap and margarine).'

Level 4 Explanation of significant AND lack of significance [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how significant' [8]