CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0470 HISTORY

0470/12 Paper 1, maximum raw mark 60

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

Mark schemes 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.

CAMBRIDGE
International Examinations

1 Use of the Mark Scheme

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

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

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

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

1.5 Indicate that all answers have been seen.

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

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

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

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

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

2. Marking

2.1 All marking should be in red.

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

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

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

2.5 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.

© Cambridge International Examinations 2013

1 (a) What was the Roman Republic, 1848–9?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was set up when the Pope fled Rome.'

Level 2 Describes the Republic [2–5]

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

e.g. 'In February 1849, the Roman Republic was founded by Mazzini.'
'It was run by the triumvirate of Armellini, Mazzini and Saffi.'
'In its constitution it allowed complete freedom of religious practice and abolished capital punishment.'
'In April 1849, Garibaldi entered the city and lent his support.'
'The army of Louis Napoleon recovered the Holy City for the Pope in July 1849.'
'The Pope returned to Rome in April 1850.'

© Cambridge International Examinations 2013

1 (b) Why was Charles Albert defeated by the Austrians in 1848–9?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He was let down by his supporters.'
'He was indecisive.'

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

(One mark for each point.)

e.g. 'The Piedmontese army moved slowly.'
'The Austrians re-grouped.'
'Charles Albert delayed his decision too long.'
'His army was left short of men.'

Level 3 Explains reasons [4–7]

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

e.g. 'Charles Albert delayed too long in deciding to take action waiting for the results of the Lombard plebiscite.'
'The slow movement of the Piedmontese army gave the Austrian forces an opportunity to get reinforcements.'
'Radetsky had more skill and experience than any of the Piedmontese generals.'
'Charles Albert was promised support from the people of Lombardy but this failed to materialise.'
'The Pope sent an army but then withdrew support.'

© Cambridge International Examinations 2013

1 (c) 'Political and economic developments in Piedmont between 1849 and 1859 were the main reasons for the unification of Italy.' 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. 'Individuals were the driving force towards unification.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Piedmont became a model state.'
'Industry and agriculture was improved.'
'The legal system was reformed.'
'The influence of the Church was lessened.'
'Cavour was the architect of unification.'
'Napoleon's actions were decisive in driving out opposition.'
'Garibaldi secured the South for a united country.'

Level 3 Explanation of Piedmont's position OR other reasons [3–5]

e.g. 'Piedmont became the advanced Italian state by increasing public expenditure on railways and roads and the port of Genoa to encourage industrial growth. The use of advanced methods in agriculture and the building of factories produced a model state and one with economic growth. It would be able to withstand the rigours of war.'
OR
e.g. 'Unification was achieved by the actions of individuals, such as Cavour. He built up the state of Piedmont and liberalised it. He was able to persuade Napoleon to intervene and help remove Austrian influence in the north of Italy.'

Level 4 Explanation of Piedmont's position AND other reasons [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

2 (a) Describe the events leading to the setting up 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 resulted from the revolutions.'

Level 2 Describes events [2–5]

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

e.g. 'Political support for a unified Germany continued to grow and gather pace in the Year of Revolutions of 1848.'
'The King of Prussia introduced a number of liberal reforms including a parliament. This spread amongst other states.'
'In March 1848, opposition politicians and state deputies met at the Heidelberg Assembly. They resolved to set up a Vor(pre-)Parliament to prepare elections for a national constitutional assembly.'
'They elected a Council of Seven to invite 500 representatives to Frankfurt. They met from 31 March to 3 April and suggested forming a constitutional assembly and the writing of a constitution.'
'The Vorparliament suggested that each state should elect or appoint their representatives in their own way.'
'The delegates met in May 1848 and continued to meet until May 1849.'

© Cambridge International Examinations 2013

2 (b) Why was Austria still a dominant force in Germany by 1864?

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 it was the strongest.'

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

(One mark for each point.)

e.g. 'The Frankfurt Parliament failed to act.'
'Frederick William rejected the crown.'
'Austria was strong militarily.'
'Because of the Treaty of Olmutz.'

Level 3 Explains reasons [4–7]

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

e.g. 'Valuable time was wasted by the Frankfurt Parliament discussing boundaries when the Austro-Hungarian Empire was in disarray. The delegates were split as to Austria being included or excluded.'
'Delegates voted to offer the new Imperial Crown to Frederick William of Prussia. He turned the offer down as he did not wish to antagonise the Habsburg Empire unnecessarily.'
'Frederick William had little choice but to accept the terms of the Treaty of Olmutz in 1850. This restored the Bund under Austrian leadership. Prussia had been humiliated.'

© Cambridge International Examinations 2013

2 (c) 'Bismarck's diplomatic skills were responsible for bringing about the defeat of Austria in 1866.' 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 Prussian Army which defeated Austria.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Bismarck's skill over the Schleswig-Holstein question.'
'He used Italy as an ally.'
'He persuaded countries to remain neutral.'
'The Prussian economy built a war machine.'
'The Prussian army was superior to Austria's.'

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

e.g. 'When Schleswig-Holstein was handed over to be ruled jointly by Austria and Prussia, they could not agree and the territories were split. Some think Bismarck deliberately agreed so that it would be easier to pick a quarrel with Austria.'
'Bismarck managed to get a promise of French neutrality and relied on British and Russian neutrality. With this control, he picked a war with Austria.'
OR
e.g. 'There had been considerable investment in the Prussian economy to produce the weapons of war. Moltke and his generals had produced a well-equipped and trained army which was superior to Austria's.'

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

Both sides of Level 3.

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

© Cambridge International Examinations 2013

3 (a) Describe the main features of the 1889 Meiji Constitution.

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 constitution was a gift from the Emperor.'

Level 2 Describes features [2–5]

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

e.g. 'The legislature was called the Diet and consisted of the House of Peers and the House of Representatives.'
'Voters had to be male and over 25, paying at least 15 yen in taxes.'
'Both houses in the Diet had the power to veto legislation.'
'If they refused to pass the annual budget, the previous year's was automatically approved in its place.'
'Supreme power rested in the hands of the Emperor.'
'The Emperor was supreme commander of the armed forces.'
'The Emperor had the right to veto legislation.'
'Everyone in Japan had certain rights: freedom of speech, freedom to worship, freedom to join a political party or attend a public meeting.'

© Cambridge International Examinations 2013

3 (b) Why did the Meiji reforms face opposition?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Privileges were abolished.'

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

(One mark for each point.)

e.g. 'The abolition of the domains and privileges of the daimyo.'
'The abolition of the privileges of the samurai.'
'The abolition of feudalism.'
'Changes in the constitution.'

Level 3 Explains reasons [4–7]

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

e.g. 'The changes caused hardship and anger among the samurai and there were several small-scale uprisings.'
'Although feudalism was abolished, to most peasants they saw very little difference as they remained poor.'
'The country had been fairly 'closed' and traditional and did not easily accept change.'
'When criticised, the government censored the press. Demands were expressed for a constitutional government, which was introduced in 1890, but senior ministers were still appointed.'

© Cambridge International Examinations 2013

3 (c) 'The Sino-Japanese war of 1894–5 was more important than the Russo-Japanese War of 1904–5 in establishing Japan as a great power.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Both victories increased Japan's international status.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Japan wanted territorial expansion.'
'Japan was copying Western Powers imperialism.'
'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 war with China OR war with Russia [3–5]

e.g. 'In 1894, a situation developed in Korea which lent itself to Japanese purposes, which were to demonstrate that it was now a power strong enough to claim equality with Western Powers.'
'Japan wanted to make territorial gains from China as a first step in a general policy of expansion in the Far East.'
OR
e.g. '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.'

Level 4 Explanation of war with China AND war with Russia [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

4 (a) What was the Schlieffen Plan?

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 Germany Plan.'
'It was a military plan.'

Level 2 Describes plan [2–5]

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

e.g. 'The Plan was designed by Count Alfred von Schlieffen in 1905.'
'It was a plan designed to deal with the problem of fighting a war on two fronts, mainly France in the west and Russia in the east.'
'The aim was to concentrate over a million troops in the west and defeating the French within 6 weeks.'
'This would be done by going through neutral Belgium and Luxemburg assuming Britain and other powers would not honour the Treaty of London of 1839.'
'With the defeat of France, large numbers of troops would move eastwards to tackle the Russians who were expected to mobilise slowly.'

Note: not about 'what happened'

© Cambridge International Examinations 2013

4 (b) Explain why Franz Ferdinand was assassinated.

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 to get publicity.'

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

(One mark for each point.)

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

Level 3 Explains reasons [4–7]

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

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

© Cambridge International Examinations 2013

4 (c) 'The actions of Germany were more responsible for war in 1914 than the actions of any other country.' 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 responsible because it was aggressive.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Germany increased its navy.'
'Germany had a strong army.'
'Germany invaded Belgium.'
'The Kaiser seemed war-like.'
'Germany had the Schlieffen Plan.'
'France wanted revenge.'
'Austria's actions triggered the Alliance System.'

Level 3 Explanation of Germany's responsibility OR other nations [3–5]

e.g. 'In August 1914, Germany had a plan called the Schlieffen Plan. In August, with over one million men, Germany marched into Belgium violating the neutrality of Belgium. This triggered Britain's declaration of war as it promised to protect Belgium's neutrality.'
OR
e.g. 'When Franz Ferdinand was assassinated, Austria was furious and blamed the Serbs. Austria invaded Serbia having got German support. Russia mobilised its forces and Germany declared war on Russia.'

Level 4 Explanation of Germany's responsibility AND other nations [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

5 (a) Describe the deficiencies of Britain and France as leaders of the League of 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. 'The two countries rarely worked together.'

Level 2 Describes deficiencies [2–5]

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

e.g. 'Neither of the countries wanted to lead the League. They thought the USA would be the leading power.'
'Both countries were poorly placed to lead the League as both had been weakened by the First World War. Neither was quite the major power it had once been.'
'Both countries saw the main role of the League differently. Britain simply saw the League as a talking shop, whereas France wanted the League to enforce the terms of the peace treaties.'
'This different emphasis meant that the countries were often slow to act and then only in their own self-interest.'
'Both countries wanted to avoid war at all costs and, therefore, were reluctant to use military action.'
'Both countries had other priorities. Britain wanted to re-build trade and look after the British Empire, while France was willing to bypass the League in strengthening its position against Germany.'

Note: question is not about deficiencies of the League.

© Cambridge International Examinations 2013

5 (b) Why was the League able to achieve some successes in dealing with international disputes 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. 'It was able to settle disputes.'
'They sorted out the Aaland islands.'

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

(One mark for each point.)

e.g. 'Its decisions were often accepted.'
'Disputes were often between smaller countries.'
'War had just ended and countries did not want more fighting.'
'Germany and Japan were not very powerful.'
'Countries gave the new organisation a chance.'
'Victorious nations from the War led the League.'
'Both countries accepted the decision.'

Level 3 Explains reasons [4–7]

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

e.g. 'Most of the disputes in this period involved smaller nations and they readily accepted the League's decisions. Finland and Sweden, for example, were in dispute over the Aaland Islands. The League decided that Finland should have control of the Islands and both countries accepted the decision.'

© Cambridge International Examinations 2013

5 (c) 'It was the Hoare-Laval Plan rather than World Depression that destroyed the League.' 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 World Depression as this affected many countries.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The Plan showed Britain and France would not take military action.'
'The Plan showed up the weaknesses of the leaders of the League.'
'The Plan was rewarding aggressiveness.'
'Aggressive foreign policies resulted from the Depression.'
'Britain and France wanted to concentrate on their own economic problems rather than sort out international disputes.'
'The League found it difficult to cope with the actions of extremist parties, which had become popular because of the Depression.'
'The Depression caused the goodwill and optimism to evaporate.'

Level 3 Explanation of Hoare-Laval Plan OR Depression [3–5]

e.g. 'Britain and France searched desperately for a solution to the Abyssinian crisis. The Plan was leaked to the press but this showed that Britain and France were not prepared to back tough action; indeed, it looked as if they were rewarding Mussolini for his aggression.'
OR
e.g. 'Britain suffered high unemployment in the Depression. This became a priority. It was not willing to get involved in sorting out international disputes while its own economy was suffering.'

Level 4 Explanation of Hoare-Laval Plan AND Depression [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

6 (a) Describe Germany's involvement in the Spanish Civil War.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Germany sent the military.'

Level 2 Describes Germany's involvement [2–5]

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

e.g. 'Hitler supported the Nationalists from late July, 1936.'
'He sent transport planes so Franco could move his troops and equipment from Morocco to Spain.'
'At the end of 1936, Hitler set up the Condor Legion, which was to assist Franco in Spain. It consisted of personnel and equipment from the army, air force and navy.'
'Hitler's troops tried out new tactics such as carpet bombing as in Guernica and blitzkrieg tactics as at the offensive on Bilbao.'
'The Condor Legion was constantly getting Franco's troops out of trouble.'
'Hitler sent 2 pocket battleships, a cruiser, torpedo boats and U-boats.'
'Hitler sent a considerable amount of food, fuel and weapons. Aid had added up to £43 million by May 1939.'

© Cambridge International Examinations 2013

6 (b) Why did Britain follow a policy of appeasement towards Germany?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To buy time.'

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

(One mark for each point.)

e.g. 'Britain was not ready for war.'
'Britain was trying to avoid war.'
'The Treaty of Versailles had been harsh.'
'The British government thought Hitler was a reasonable man.'
'It did not have the support for war from the Empire.'
'Germany was seen as a bulwark against communism.'

Level 3 Explains reasons [4–7]

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

e.g. 'To many British politicians the Treaty of Versailles had been harsh on Germany and it seemed right to try to settle grievances by negotiation. Britain was happy that Hitler was only rightfully getting back what belonged to Germany.'

© Cambridge International Examinations 2013

6 (c) 'The Nazi-Soviet Pact was of greater benefit to Germany than it was to the Soviet Union' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It gave both sides a short term benefit.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Hitler could invade Poland.'
'Hitler had avoided a war on two fronts.'
'It gave Hitler confidence.
'Stalin would delay war with Hitler.'
'Stalin would gain part of Poland.'
'Stalin gained time to re-arm.'

Level 3 Explanation of Germany's benefits OR USSR's benefits [3–5]

e.g. 'Hitler had avoided the immediate possibility of fighting a war on two fronts. He knew he could invade Poland without having to worry about what action the USSR would take.'
OR
e.g. 'Stalin believed that the USSR would have to fight Germany in the future. The Pact gave him time to build up his military strength. Occupying part of Poland would also give Stalin a buffer between Germany and the USSR.'

Level 4 Explanation of Germany's benefits AND USSR's benefits [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

7 (a) What options were available to Kennedy to force the removal of missile sites on Cuba?

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 many options.'

Level 2 Describes options [2–5]

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

e.g. 'Do nothing. The USA was more powerful than the USSR and, therefore, the USSR would not use these missiles.'
'Surgical air attack. It would destroy the missiles before they were ready to use.'
'An invasion would not only get rid of the missiles, but Castro as well.'
'To get the United Nations or other bodies to intervene and negotiate.'
'To create a blockade, enforced by the US navy, who would stop and search Soviet ships.'

© Cambridge International Examinations 2013

7 (b) Explain why the Soviet Union placed missiles on Cuba.

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 give support.'

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

(One mark for each point.)

e.g. 'To restore the nuclear balance.'
'To defend Cuba.'
'To test Kennedy.'
'To threaten the USA.'
'To extend communism.'
'To increase his bargaining power.'

Level 3 Explains reasons [4–7]

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

e.g. 'Khrushchev was aware that the USA had far more long-range nuclear missiles than the USSR. The USA also had missiles based in Western Europe and Turkey. Putting nuclear missiles in Cuba would help Khrushchev to restore the nuclear balance.'
'Khrushchev was anxious to defend Cuba. It was the only communist state in the Western hemisphere and it had willingly become communist.'
'In addition, Cuba was in 'Uncle Sam's Backyard.' Just by existing, Castro's Cuba was excellent propaganda for the USSR and medium-range missiles could reach most of the USA from Cuba.'

© Cambridge International Examinations 2013

7 (c) How great a threat was the Cuban Missile Crisis to world peace? 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 it was serious as it increased world tension.'
'It was just a test of strength.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The missiles were just for protection.'
'Behind the scenes neither leader wanted war.'
'Neither leader wanted to lose face.'
'Advisers were recommending war.'
'It was a risky Soviet strategy.'
'Kennedy was relatively inexperienced.'

Level 3 Explanation of serious threat OR not a serious threat [3–5]

e.g. 'It was serious as it brought two superpowers to the brink of nuclear war. If the bases being built in Cuba became operational, much of the USA would be brought in range of Soviet missile attack. It was estimated that within minutes of firing 80 million Americans would be dead.'
'The setting up of the Hot Line and the Test Ban Treaty afterwards indicates that both leaders realised how close they had come to war.'
OR
e.g. 'The missiles and their bases were just a bargaining ploy for Khrushchev. He wanted the removal of US missiles in Turkey, which was close to the Soviet border. He did not intend warfare.'

Level 4 Explanation of serious threat AND not a serious threat [5–7]

Both sides of Level 3.

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

Note: Must relate to events after the Bay of Pigs.

© Cambridge International Examinations 2013

8 (a) Describe the impact on the people of Eastern Europe of Soviet control in the 1950s and 1960s.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Life became difficult for most people.'

Level 2 Describes impact [2–5]

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

e.g. 'People lost the right to criticise the government.'
'Newspapers were censored.'
'People were forbidden to travel to countries in Western Europe.'
'Wages fell behind the wages in other countries and even lower than those in the Soviet Union.'
'There were many shortages, such as coal, milk and meat.'
'Clothing and shoes were very expensive.'
'People could not get consumer goods like radios, electric kettles or televisions.'
'If people protested, there was severe action with deaths and imprisonment.'
'In the 1950s and 1960s protests were crushed in Poland, Czechoslovakia, Hungary and Romania.'

© Cambridge International Examinations 2013

8 (b) Why did the Soviet Union oppose the changes proposed by Dŭbcek for Czechoslovakia?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It felt threatened.'

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

(One mark for each point.)

e.g. 'Reforms were threatening Soviet control.'
'Soviet leaders thought the ideas would spread.'
'The Soviet Union was suspicious of the changes taking place.'
'Czechoslovakia was centrally placed.'
'The Soviet Union feared even more demands.'

Level 3 Explains reasons [4–7]

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

e.g. 'Brezhnev was the new Soviet leader and he was just as determined as previous leaders to maintain Soviet control of Eastern Europe and he felt this control was being threatened. Soviet leaders feared that there would be further demands for even more freedom in Czechoslovakia if control was relaxed.'

© Cambridge International Examinations 2013

8 (c) How far were developments in the Soviet Union responsible for the collapse of Soviet control over Eastern Europe? 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. 'Gorbachev was responsible because he was in power.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The economy of the Soviet Union was failing.'
'Communist countries were no longer dominated.'
'The USSR was broken up.'
'The Red Army could not support East European governments.'
'Gorbachev introduced 'perestroika' and 'glasnost'.'
'Gorbachev made links with the West.'
'Solidarity was responsible more than Gorbachev.'

Level 3 Explanation of developments in the Soviet Union OR other reasons [3–5]

e.g. 'The Soviet Union's economy was in crisis. Gorbachev decided to cut back on the arms race and the armed forces. The Red Army was also fighting a war in Afghanistan. As a result, Gorbachev decided to inform heads of Eastern European governments that they could no longer expect support from the Red Army.'
OR
e.g. 'The Solidarity movement showed that if people stood together against oppression, it was difficult to deal with. In the 1989 elections in Poland, anti-communist candidates won a striking victory. This sparked peaceful anti-communist revolutions in Hungary, East Germany and Czechoslovakia.'

Level 4 Explanation of developments in the Soviet Union AND other reasons [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

9 (a) Describe the part played by Hitler in the German Workers' Party and the Nazi Party before 1923.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Hitler was important.'
'He played a very active role.'

Level 2 Describes part played [2–5]

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

e.g. 'In July 1919, Hitler was appointed intelligence agent of the Reichswehr with the role to infiltrate the DAP.'
'Hitler approved of the leader, Drexler, and joined the DAP in September 1919.'
'When the DAP became the NSDAP, Hitler was in charge of propaganda and political ideas.'
'In 1920, Hitler designed the party banner and had a large input in the 25 Point Party Programme.'
'Hitler was discharged from the army in March 1920 and began working full time for the NSDAP.'
'In 1921, Hitler replaced Drexler as chairman of the Party and insisted the headquarters should be in Munich.'
'Hitler was the leading speech maker of the Party, often in beerhalls'
'In 1921, Hitler set up the SA to protect Party meetings and to disrupt opponents' meetings.'
'He led the attempted Munich Putsch.'

© Cambridge International Examinations 2013

9 (b) Why was the SA important 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. 'They gave Hitler support.'

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

(One mark for each point.)

e.g. 'The SA disrupted the meetings of opponents.'
'The SA protected Hitler at Nazi meetings.'
'Hitler gave unemployed soldiers a role.'
'They gave Hitler confidence.'
'The SA intimidated Jewish citizens.'
'The SA brought on young Nazis.'

Level 3 Explains reasons [4–7]

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

e.g. 'In the early 1920s, Hitler found that speakers in Nazi meetings were often heckled. The SA was formed to remove such people from meetings.'
'Hitler was able to attract young unemployed men into the Party by offering them a wage and uniform when joining the SA. Many admired the discipline and fighting qualities necessary for the position.'
'Hitler still had a role for the remaining SA members after the Night of the Long Knives. They were encouraged to continue to attack Jews. It was the SA who carried out the murders and destruction of property on Kristallnacht.'
'During the 1920s, the SA developed young Nazis of 14 to 18 years in the Jugendbund , which was the forerunner of the Hitler Youth.'

© Cambridge International Examinations 2013

9 (c) 'The fear of Communism was the main reason for Nazi success in the elections of 1932.' 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 Nazi campaigning methods.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'It was the Nazis' Twenty Five Point Programme.'
'It was the large scale unemployment.'
'The success came from Hitler's oratory skills.'
'People shared the Nazis' fears and dislikes.'
'There was disillusionment with democracy.'
'Big business feared Communist policies towards business.'
'Farmers feared Communist policies towards land and farming.'
'People wanted a return to traditional values.'

Level 3 Explanation of the Communist threat OR other reasons [3–5]

e.g. 'Many middle-class business owners feared Communist policies to introduce state control of businesses. They felt the Nazis would combat this threat and some began to put money into Nazi campaign funds.'
OR
e.g. 'The Nazis were successful in the 1932 elections because of Hitler himself. He was a powerful speaker. He was years ahead of his time as a communicator. Hitler had run for president in 1932 and, despite losing, it had hugely raised his profile. He appeared as a dynamic man of the moment and the leader of a modern party with modern ideas.'

Level 4 Explanation of the Communist threat AND other reasons [5–7]

Both sides of Level 3.

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

Note: events after the end of 1932 do not receive credit.

© Cambridge International Examinations 2013

10 (a) Describe what children learned in Nazi schools.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'About the Nazis.'

Level 2 Describes what children learned [2–5]

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

e.g. 'Children learned about German history.'
'They learned that the German Army was 'stabbed in the back' in the Treaty of Versailles by weak politicians who made peace.'
'They learned that the hardships of 1919–23 were caused by Jews squeezing profits out of honest Germans.'
'Biology lessons informed them that they were special. They were part of the Aryan race superior in intelligence and strength to the Jews and Slavs.' [worth additional mark]
'Maths and Science concentrated on military matters, such as explosives and ballistics.'
'The amount of time for Physical Education trebled in the 1930s.'
'Girls learned about Domestic Science and other subjects for motherhood and raising a family.'
'Boys had more sport and military training.'
'To hate Jewish people.'

© Cambridge International Examinations 2013

10 (b) Why did the Nazis attempt to control the young people of Germany?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Nazis wanted to change society.'

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

(One mark for each point.)

e.g. 'The Nazis wanted to indoctrinate the young.'
'They wanted to create young, loyal Nazis.'
'They were the future armed forces.'
'They could report parents and teachers.'
'The Nazis wanted to restore traditional values.'
They wanted girls to be good wives and mothers.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Nazis believed that if you had control of the young then the Nazis would have supporters for the future. By persuading the young that their loyalty was to Hitler first and only then to their parents and friends, it would mean that the Nazis had strong control over the families of the future.'
'By stressing loyalty to Hitler to the young, it meant that it could be expected that the young would report any parent or teacher who grumbled about the Nazis or who spoke out against them.'

© Cambridge International Examinations 2013

10 (c) 'Most people in Germany benefited from Nazi rule.' 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 must have done as the Nazis remained in power.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Unemployment was removed.'
'There were programmes for improving working and leisure conditions.'
'The Hitler Youth was popular.'
'Trade unions were banned.'
'Food was expensive.'
'People were indoctrinated.'
'Groups were persecuted.'
'Few benefited during the war years.'

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

e.g. 'When Hitler came to power in 1933, there were 6 million unemployed. He created jobs through the re-armament programme and conscription. His public works schemes and the building of the autobahns created more jobs.
OR
e.g. 'Free trade unions were banned. Workers had no rights and the organisation they joined was the Nazi Labour Front. As a result, wages stayed low while working hours increased. This was at a time when the cost of living increased and basic grocery and food items were in short supply.'

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

Both sides of Level 3.

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

© Cambridge International Examinations 2013

11 (a) What were the 'July Days'?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'A period of serious unrest.'

Level 2 Describes July Days [2–5]

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

e.g. 'Unrest had been growing in the capital from early July 1917.'
'There were a series of strikes for higher wages and the need for food. Strikers were joined by soldiers who were home for spring sowing. They demonstrated against the War.'
'A highly charged atmosphere was sparked off by the resignation of 4 Kadet ministers from the Provisional Government on 15 July.'
'Workers and soldiers took to the streets shouting 'All Power to the Soviets'.'
'The Bolsheviks were not prepared for a seizure of power at this time, but they tried to restrain and control the demonstration even though there was much indiscriminate shooting.'
'After three days of confusion and bloodshed the demonstrators, lacking leadership, returned to their homes and barracks.'
'The Government moved loyal troops into the capital to restore order and end the 'July Days'.'
'On 18 July, Lenin was declared a German agent and he fled to Finland, while Trotsky was arrested. The Bolsheviks were labelled as traitors to the Revolution by the Provisional Government.'

© Cambridge International Examinations 2013

11 (b) Why was Lenin a threat to the Provisional Government?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Lenin wanted to remove the Provisional Government.'

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

(One mark for each point.)

e.g. 'Lenin changed the power base in the Petrograd Soviet.'
'Lenin organised the Bolsheviks.'
'Lenin received money from Germany.'
'Lenin's 'April Theses' threatened the Government.'
'Lenin urged a second revolution.'
'He promised what the Government could not deliver.'
'Lenin and the Bolsheviks were now armed after the Kornilov Affair.'

Level 3 Explains reasons [4–7]

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

e.g. 'Lenin worked to persuade the Bolsheviks to overthrow the Provisional Government by stopping the close co-operation of the Petrograd Soviet and the Government by ensuring more Bolsheviks became members.'
'Lenin began to organise the Bolsheviks into a professional party. He used money from Germany to build the party's structure. The Bolsheviks ran several newspapers to spread their views, local committees were set up and the Red Guard introduced.'

Note: general comments about Lenin's aims: Level 2

© Cambridge International Examinations 2013

11 (c) How successful was Lenin in creating a new society in Russia? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He created a socialist state.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'He nationalised heavy industry.'
'The peasants took land from the landlords.'
'He removed private wealth and property.'
'Banks were nationalised.'
'Men and women were legally equal.'
'The Civil War interrupted his plans.'
'The New Economic Policy encouraged private enterprise.'
'He introduced War Communism.'
He failed with Parliamentary democracy.'

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

e.g. 'Lenin delivered two key areas of his socialist society by nationalising all heavy industry so that it was run by and for the State and by allowing peasants to take land for farming from their landlords.'
'It was declared that men and women were legally equal. Divorce was made easier and only civil marriages were allowed, thus reducing the power of the churches.'
OR
e.g. 'Lenin had promised a parliamentary democracy but this lasted one day on 18 January 1918 when the Constituent Assembly was dismissed because the Bolsheviks could not command a majority.'
'The Civil War caused Lenin to introduce the brutal War Communism, but he had to re-introduce some private enterprise with the NEP to help the economy recover.'

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

Both sides of Level 3.

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

© Cambridge International Examinations 2013

12 (a) Describe how women were affected by Communist rule 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. 'Soviet society was male dominated.'

Level 2 Describes how women were affected [2–5]

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

e.g. 'The First Five Year Plan showed that there was a shortage of workers and, therefore, more women were encouraged into industry. Thousands of crèches and day care centres were established so mothers could work.'
'By 1937, 40% of industrial workers were women.'
'Women were encouraged into the health services as doctors and nurses. By 1937, 72% of health service workers were women.'
'In the eyes of the law women were equal with men, but women rarely took up the most senior positions in industry, politics or the civil service.'
'In the early years of the revolution, abortion and divorce were made easy to obtain, but under Stalin more conservative social values were re-established. The state encouraged marriage and parenthood but the automatic right to abortion was abolished.'

© Cambridge International Examinations 2013

12 (b) Why did Stalin repress ethnic minorities in the Soviet Union?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He wanted them to feel as though they were Soviet citizens.'

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

(One mark for each point.)

e.g. 'Stalin had a policy of Russification.'
'Stalin wanted loyal Soviet citizens.'
'He wanted them to forget their culture, language and customs.'
'He was suspicious of anything different.'
'Stalin wanted to diminish the power of religion.'

Level 3 Explains reasons [4–7]

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

e.g. 'Stalin had little time for nationalist feelings. He was much more concerned with control and obedience. He encouraged ethnic minority groups to see themselves as Soviet citizens rather than as separate nationalities.'
'Stalin followed a policy of Russification by making Russian a compulsory subject in schools and by making Russian the language to be used in state organisations including the army.'

© Cambridge International Examinations 2013

12 (c) 'The advantages gained by the Soviet Union from Stalin's economic policies outweighed the misery suffered by the Soviet 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. 'Industrial output rose considerably.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Heavy industry reached all targets.'
'Greater use was made of Russia's natural resources.'
'Communications were improved.'
'Farm machinery was produced.'
'It prepared the USSR for war.'
'There were harsh conditions.'
'There were few consumer goods.'

Level 3 Explanation of economic policies OR misery [3–5]

e.g. 'Although not all of the targets were met, every heavy industry made spectacular advances. By 1940, the USSR was the world's second largest industrial power.'
'New cities were built from nothing with huge steel mills in the Urals and central Siberia. New dams and HEP was used to meet industry's energy demands.'
OR
e.g. 'There was enormous human cost as improvements were based on strict, harsh discipline enforced by secret police. On many large projects conditions were appalling, with many accidents and deaths.'

Level 4 Explanation of economic policies AND misery [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

13 (a) In what ways did mass production methods benefit new industries 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. 'It made them better.'

Level 2 Describes benefit [2–5]

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

e.g. 'The methods benefited the production of consumer goods.'
'Goods could be made on a vast scale and, therefore, were cheaper.'
'Telephones, radios, vacuum cleaners and washing machines were bought in huge quantities.' [only 1 example required for mark; up to max of 2 for listing]
'The motor car industry benefited most from the methods. Henry Ford pioneered the moving assembly line in Detroit.'
'The Model T Ford was coming off the assembly line at the rate of one every ten seconds in 1927.'
'The advertising and service industries benefited from these methods by providing mass nationwide advertising and credit facilities.'

© Cambridge International Examinations 2013

13 (b) Why were the policies of Republican governments an important factor in the economic 'boom' of 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. 'During the 1920s all the presidents were Republican.'

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

(One mark for each point.)

e.g. 'They had an attitude of 'laissez-faire'.'
'The Republicans believed in import tariffs.'
'The Republicans kept taxes low.'
'The Republicans allowed the development of trusts.'

Level 3 Explains reasons [4–7]

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

e.g. 'Republicans believed that government should interfere as little as possible in the everyday lives of the people. In their view, the job of the President was to leave the businessman alone to do his job.'
'The Republicans believed in import tariffs which made it expensive to import foreign goods. The Fordney-McCumber tariff made imported food expensive in the USA. These tariffs protected business against foreign competition and allowed American companies to grow rapidly.'
'The Republicans kept tax low. They thought that, if people kept more of their own money, they would spend it on American goods and wealthy people would reinvest their money in industries.'

© Cambridge International Examinations 2013

13 (c) 'The main reason for the lack of prosperity in farming communities in the 1920s was over-production.' 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. 'US agriculture lost markets.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The demand from Europe fell.'
'Canada was more efficient.'
'The underlying problem was over-production.'
'US tariffs were responsible.'
'The US population fell in number.'
(Not dust bowls.)

Level 3 Explanation of over-production OR other reasons [3–5]

e.g. 'The underlying problem was over-production. From 1900 to 1920, while farming was doing well, more and more land was being farmed. Improved machinery, especially the combine harvester, and improved fertilisers made US agriculture very efficient. By 1920, it was producing surpluses of wheat which nobody wanted.'
OR
e.g. 'Farmers were struggling against competition from the highly efficient Canadian wheat producers. European grain imports were mainly Canadian rather than from the USA.'
'After the War, Europe imported far less food. This was because Europe was poor and had started to grow more of its own food supplies. It was partly a response to US tariffs which had disadvantaged Europe when exporting to the USA.'

Level 4 Explanation of over-production AND other reasons [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

14 (a) What was 'speculation' in relation to the stock market?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Speculation was a form of gambling.'

Level 2 Describes speculation [2–5]

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

e.g. 'Americans bought shares on the stock market to make a profit. As more shares were bought, share prices kept rising. People bought shares on credit expecting to sell them for a profit. This is called speculation.'
'Speculators did not intend to keep their shares for long. They bought shares with the sole purpose of selling them to someone else at a higher price.'
'Speculators did not even have to pay the full value of the shares. They could buy 'on the margin' by putting down 10% of the cash needed to buy shares and borrowing the rest.'
'It was risky buying on the margin as the money could be lent by a bank using securities like your house as collateral.'

© Cambridge International Examinations 2013

14 (b) Explain why the US economy was showing signs of weakness 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. 'They were not selling many products.'

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

(One mark for each point.)

e.g. 'There was a downturn in construction.'
'Farming was in trouble throughout the 1920s.'
'Coal and traditional textiles were in decline.'
'Cars and electrical goods were producing more than they could sell.'
'The USA struggled to export its agricultural and manufactured goods.'
'There was overproduction.'
'Traditional trades were in decline.'

Level 3 Explains reasons [4–7]

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

e.g. 'American industrialists, encouraged by high profits and helped by increased mechanisation, were producing too many goods for the home market to absorb. Unsold stocks of goods built up, resulting in unemployment.'
'Exports began to fall away, partly because foreign countries were reluctant to buy American goods when the Americans themselves put up tariff barriers to protect their industries from foreign imports.'
'By 1929, the rich and the 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 even on the generous hire purchase and credit schemes on offer.'

© Cambridge International Examinations 2013

14 (c) 'Roosevelt was elected President in 1932 because he promised a 'New Deal' to the American 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. 'He won because the people did not want Hoover.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Roosevelt promised relief for the people.'
'People knew his record.'
'Hoover failed to deal with the Depression.'
'Roosevelt gave hope to the unemployed.'
'Hoover lost popularity over his handling of the Bonus Marchers.'

Level 3 Explanation of the promise of a New Deal OR other reasons [3–5]

e.g. 'Roosevelt's promise of a 'New Deal' gave people hope and the feeling he was on their side. He promised government schemes for new jobs, measures to revive industry and agriculture, relief for the poor and unemployed.'
'Roosevelt had a reputation for helping the unemployed by using public money to fund job-creation schemes.'
OR
e.g. 'Hoover became unpopular because he failed to deal with the effects of the Depression. He thought government should stay out of business matters. He became associated with the shanty towns which built up on the edge of towns and were known as 'Hoovervilles'.'

Level 4 Explanation of the promise of a New Deal AND other reasons [5–7]

Both sides of Level 3.

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

Note: Answers relating to the detail of the New Deal are not valid.

© Cambridge International Examinations 2013

15 (a) Describe relations between China and Tibet between 1950 and 1959.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'China was hostile towards Tibet.'

Level 2 Describes relations [2–5]

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

e.g. 'In 1950, Chinese troops invaded Tibet. The Tibetan leader, the Dalai Lama, asked the UN for help, but none came.'
'By 1951, the Chinese were in control of Tibet and turned it into a Chinese province.'
'In 1958, there was a rebellion and the Tibetans declared their independence. The Chinese responded by crushing it.'
'In 1959, the Dalai Lama went into exile in India after objecting to the spread of communism.'

© Cambridge International Examinations 2013

15 (b) Why did Mao visit the Soviet Union in 1949–50?

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 support.'

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

(One mark for each point.)

e.g. 'Mao wanted recognition for his regime.'
'He needed an international friend.'
'He wanted talks with fellow communists.'
'It was Stalin's 70th birthday celebrations.'
'He wanted financial support.'
'He sought advice on foreign affairs.'
'He wanted trade.'
He needed skilled help for industry and the military.'

Level 3 Explains reasons [4–7]

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

e.g. 'Mao had no international friends in 1949 except the hope of a friendship with a fellow communist which was the USSR. All major countries, including Britain and the USA, still recognised Chiang Kai-shek's government on Formosa/Taiwan as the rightful government of China.'
'Mao desperately needed aid to rebuild industry, agriculture and transportation after the Civil War. He hoped Stalin would provide credit. This was achieved when Stalin offered $300 million in the Treaty of Friendship, Alliance and Mutual Assistance.'

© Cambridge International Examinations 2013

15 (c) 'China was not a superpower by the time of the death of Mao.' 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 not as strong as the USA or USSR.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'China was an atomic power.'
'It was recognised by the United Nations.'
'Mao changed the role of women.'
'The First Five Year Plan made considerable progress.'
'Mao improved education.'
'The Cultural Revolution caused chaos.'
'China lost expertise when parting from the USSR.'

Level 3 Explanation of superpower OR not [3–5]

e.g. 'Mao drastically changed heavy industry with the First Five Year Plan. Targets were set and industrial centres grew up. As most large industries were nationalised, he was able to control prices and wages and, therefore, controlled inflation.'
'In 1964, China exploded a test nuclear bomb to join a limited number of countries with this capability. This had been done without outside help as the USSR withdrew experts from China in 1960.'
OR
e.g. 'The Cultural Revolution caused chaos in all walks of life and resulted in a drop in production both in industry and agriculture. This was hardly the symbol of a superpower.'

Level 4 Explanation of superpower AND not [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

16 (a) What was the Cultural Revolution?

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.'
'There were revolutionary activities.'

Level 2 Describes revolution [2–5]

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

e.g. 'Mao wanted to change the culture of China. He was trying to create perfect communism. This meant the removal of all ideas that stood in his way including old customs and religious beliefs.'
'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, were removed from office.'
'In June 1966, schools and universities were closed down with students joining the Red Guards. At mass rallies they were encouraged by Mao to seek out revisionists.'
'Students and graduates were sent to work alongside peasants in the countryside. Medical care did improve as thousands of 'barefoot doctors' were trained.'
'Factory workers were given power with importance placed on team work. Technicians were dismissed and production fell.'

© Cambridge International Examinations 2013

16 (b) Why was there a power struggle after Mao's death?

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 rival candidates.'

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

(One mark for each point.)

e.g. 'Mao's appointed successor attempted an early take over.'
'Chou En-lai died in the same year as Mao.'
'Mao's widow tried to seize power.'
'Deng was a veteran of the Long March.'
'Hua was tainted by the Cultural Revolution.'

Level 3 Explains reasons [4–7]

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

e.g. 'In 1969, Mao had nominated his successor as Lin Piao. He was not willing to wait to take power and made an attempt to seize power in 1971. He disappeared with several military leaders.'
'Mao's lifelong friend and likely successor, Premier Chou En-lai, died of cancer, soon to be followed by Mao himself.'
'Hua Guofeng was appointed premier, but almost immediately Mao's widow, Chiang Ching-Kuo, with the help of three other leading communists, tried to seize power. This attempt by the so-called 'Gang of Four' failed and they were arrested.'
'In October, Hua was appointed successor to Mao as Party Chairman, but by the middle of 1977 Deng Xiaoping had emerged as the real leader of China. He was a veteran of the Long March and, unlike Hua, had not been tainted by the Cultural Revolution.'

© Cambridge International Examinations 2013

16 (c) How far did economic development in the period 1976–90 bring about social and political change? 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. 'Tight control was maintained.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Greater freedom within industry and agriculture.'
'Unemployment was high.'
'Foreign involvement encouraged.'
'Education was seen as important.'
'Birth control was introduced.'
'Communist control remained.'

Level 3 Explanation of change OR no change [3–5]

e.g. 'Deng saw that China needed to increase production and modernise industry to support its huge population. New incentives were introduced including profit-sharing. Peasants were allowed to grow more cash crops and sell their surplus at market value.'
'People were free to own their own businesses. Record numbers of consumer goods were produced, which increased the standard of living.'
OR
e.g. 'Despite increased trade, the cost of living remained high and wages low. Unemployment in 1983 was 12% and with modernisation came Western-style problems of increasing crime and football hooliganism.'

Level 4 Explanation of positive change AND negative change [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

17 (a) What was the 'Transvaal'?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'A state in South Africa.'

Level 2 Describes the Transvaal [2–5]

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

e.g. 'The Transvaal is a region in North-East South Africa.'
'It was an independent Boer ruled republic during the second half of the nineteenth century.'
'Descendants of Dutch settlers moved away from Cape Colony in the Great Trek to be independent of the British.'
'They settled north of the Vaal River, forming a capital at Pretoria.'
'It was an independent republic from 1856–1877 and 1881–1900.'
'In 1886, gold was discovered and led to an influx of settlers.'

© Cambridge International Examinations 2013

17 (b) Why was there tension between Uitlanders and the Boers before 1899?

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 Boers did not like the Uitlanders.'

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

(One mark for each point.)

e.g. 'The Boers called them foreigners.'
'The Uitlanders thought they were second class citizens.'
'The Boers imposed heavy taxes.'
'The Boers did not like the British influence.'
'The Uitlanders felt they could not air their grievances.'
'The Boers thought they were just gold seekers.'

Level 3 Explains reasons [4–7]

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

e.g. 'Most Uitlanders felt as though they were second class citizens because they could not vote until they had been resident for 14 years and they had to be at least 40 years of age. They had no rights and could not raise problems with the authorities.'
'Kruger's government did not like the Uitlanders. Kruger thought that the Uitlanders would spread British influence even more in the Transvaal. They considered them as gold seekers who only wanted to come to their territory to make themselves rich. The government, therefore, taxed them heavily.'

© Cambridge International Examinations 2013

17 (c) How successful was Britain in dealing with the Boers between 1880 and 1910? 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 very as they suffered many setbacks.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'A British force was defeated at Majuba Hill in 1881.'
'The Boers surrendered to the British in 1902.'
'The Boer Republics became part of the British Empire.'
'Segregation continued.'
'Early plans to make the area British failed.'
'The use of concentration camps was a disaster.'
'There was a great loss of life.'
'The British were accused of barbarism.'

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

e.g. 'Despite many setbacks, Britain held the upper hand in both the first and second Boer Wars. Britain achieved its aim of creating a self-governing dominion, the Union of South Africa in 1910.'
OR
e.g. 'During the Second Boer War, the British, under Kitchener, adopted a scorched earth policy which destroyed many farms. Boer women and children were put in concentration camps. This was a disaster as 28,000 died of disease. The Boers believed they were the victims of a monstrous British injustice.'

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

Both sides of Level 3.

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

© Cambridge International Examinations 2013

18 (a) Describe the mine owners' treatment of black workers under the migrant labour system.

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 system which gave the mine owners control.'

Level 2 Describes treatment [2–5]

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

e.g. 'Black men did most of the hard physical labour on short-term contracts moving to and from rural villages. Workers needed to be strictly supervised and, as they had no fixed abode, could easily be supervised in male-only compounds.'
'The system enabled them to pay low wages to the workers, arguing that they met the basic needs of their workers by housing and feeding them in compounds.'
'The system enabled segregation of blacks and whites to take place with the movement of black workers being controlled by a system of passes.'

© Cambridge International Examinations 2013

18 (b) Why was the pass system hated?

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 only applied to black South Africans.'
'It was a book that had to be carried.'

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

(One mark for each point.)

e.g. 'It was a book that had to be shown on demand.'
'It contained personal information.'
'Women had to carry them from 1956.'

Level 3 Explains reasons [4–7]

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

e.g. 'It seemed unfair because it only had to be carried by non-Whites. They had to carry documentation which had to be produced on demand. Failure to do so resulted in punishment.'
'Citizens were classified according to race and this was supported by the pass system. This led to raids in the black townships to check passes and often resulted in law-abiding citizens serving time in jail for 'pass offences'.'
'It helped the government to control where black South Africans lived and worked. It contained personal information as well as their finger prints.'

© Cambridge International Examinations 2013

18 (c) 'Sharpeville was a crucial turning point in the struggle against 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 caused more violence.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Mandela formed the Spear of the People.'
'The PAC set up a terrorist arm, Poqo.'
'There was international condemnation.'
'It was the work of individuals which brought change.'
'The ANC held campaigns of defiance.'
'The 1970s were the turning point.'

Level 3 Explanation of Sharpeville OR other reasons [3–5]

e.g. 'Events at Sharpeville weakened the position of the Nationalist government because black leaders decided that the time for peaceful protest had passed. Mandela went underground to form Umkhonto we Sizwe-the Spear of the People and a campaign of sabotage was organised. Its chief targets were power stations and government offices.'
OR
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.'

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

Both sides of Level 3.

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

© Cambridge International Examinations 2013

19 (a) What suffering was experienced by Namibians during 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. 'Some were killed for not obeying orders.'

Level 2 Describes suffering [2–5]

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

e.g. 'The majority of Namibians were not affected by the fighting as this was mainly between Germany and South Africa.'
'During the war, the Germans evacuated many settlements with the inhabitants forced to leave behind all their possessions.'
'Because of the Treaty of 1885, where the Rehoboths had agreed to do military service for the Germans, the Germans wanted them to guard South African POWs. They refused and many were killed.'
'During the war, there were disputes with the Portuguese, resulting in disturbances near what is now the Angolan border. In February 1917, there was a major battle and over one hundred Namibians were killed.'

© Cambridge International Examinations 2013

19 (b) Why was Namibia put under South African control in 1920?

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 under the control of the League of Nations.'

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

(One mark for each point.)

e.g. 'It was a mandated territory.'
'It was given to the British.'
'South Africa was given the task of administering Namibia.'
'It was a reward.'

Level 3 Explains reasons [4–7]

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

e.g. 'With the defeat of the Germans in the First World War, Namibia was placed under the control of the League of Nations and became a mandated territory.'
'Although the mandate was given to Britain, it asked South Africa to administer it because of its closeness and as a reward for fighting on behalf of Britain in the war. It was also a member of the British Empire.'
'Namibia was a 'C' mandate which meant South Africa could apply its own laws.'

© Cambridge International Examinations 2013

19 (c) 'The resistance by both Bondelswarts and Rehoboth communities against South African colonialism was equally 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. 'Neither community was happy with South Africa.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'South Africa introduced new taxes.'
'South Africa was trying to gain control.'
'The Rehoboth community had special rights.'
'The League did not protect the Rehoboth community's special rights.'

Level 3 Explanation of Bondelswarts OR Rehoboths [3–5]

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.'
OR
e.g. '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.'

Level 4 Explanation of Bondelswarts AND Rehoboths [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

20 (a) Describe the superpower involvement in the Yom Kippur 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 USA and the USSR were deeply involved in the War.'

Level 2 Describes involvement [2–5]

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

e.g. 'The USA supported Israel with funds and arms.'
'The USA organised a massive airlift to Israel.'
'The USSR sent arms to Egypt and Syria.'
'The USSR had trained the Egyptian army.'
'When the Israelis crossed the Suez Canal, both superpowers stepped in.'
'The Soviets advised Egypt to accept a ceasefire while it still held Sinai.'
'The US was worried by the Arab oil weapon, but even more by the threat of armed intervention by Soviet troops.'
'For a time US forces were put on nuclear alert.'
'The USA prevented Israel from advancing on either Cairo or Damascus.'
'US and Soviet leaders met and together demanded a ceasefire which the UN supported.'

© Cambridge International Examinations 2013

20 (b) Why did Israel invade Lebanon in 1978 and 1982?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Israel was being attacked.'

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

(One mark for each point.)

e.g. 'The PLO was based in Lebanon.'
'Raids took place on Israel from Lebanon.'
'There were Palestinian camps in Lebanon.'
'To protect Christians during the civil war.'

Level 3 Explains reasons [4–7]

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

e.g. 'The PLO established bases in south-east Lebanon and its headquarters in Beirut. It trained people for raids against Israel. In 1978, a PLO suicide squad attacked a bus near Tel Aviv, killing 37 passengers. Three days afterwards, Israeli troops invaded Lebanon to capture PLO members.'
'In 1982, the Israelis planned another invasion of Lebanon to seize members of the PLO. The reason given was that a group of Palestinians attempted to murder the Israeli ambassador in London. Their actions led to most PLO members leaving and the headquarters was transferred to Tunisia.'
'The Israelis sent in troops to protect Christians who were fighting Palestinians. They set up a small semi-independent Christian state of Free Lebanon under Major Haddad. The Israelis supported this because it acted as a buffer zone to protect them from further Palestinian attacks.'

© Cambridge International Examinations 2013

20 (c) 'Superpower involvement in the Middle East between 1956 and 1993 hindered rather than helped the search for peace.' 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 USA made genuine attempts to bring about peace.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The USA brought aggression over Suez to an end.'
'The USSR did not diffuse the 1967 crisis.'
'Both powers provided arms for the Yom Kippur War.'
'The USA brokered a peace deal at Camp David.'
'The USSR put forward a six point peace plan.'
'Clinton brokered the Oslo Accord.'

Level 3 Explanation of help OR hindrance [3–5]

e.g. 'Since the Second World War, the USA had tried to bring peace in the Middle East. A good example was when the Camp David Accords took place with Begin, Sadat and Carter in 1978. President Carter had encouraged the two leaders to visit each others' country, which both Sadat and Begin did.'
OR
e.g. 'The USA was giving $3 billion annually to Israel's government during the 1990s. The USA expected Israel to take advice but in 1992 President Bush told the Israelis to stop expanding in the West Bank. This was ignored by the Israelis but the USA did not take action against Israel. If it had, a tense situation might have been diffused.'

Level 4 Explanation of help AND hindrance [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

21 (a) Describe the activities of Fatah between 1965 and 1967.

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 activities were violent.'
'The activities were against the Jews.'

Level 2 Describes the activities [2–5]

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

e.g. 'On 3 January, 1965, there was a major guerrilla attack by Fatah on the Israeli National Water Carrier, which diverted water from the Jordan. It was thwarted by the Israeli security forces.'
'Terrorist raids by Fatah against Israeli targets were launched from Jordan, Lebanon and Egyptian-occupied Gaza. There were dozens of raids each year against civilian targets.'
'In 1967, Fatah guerrilla forces planted bombs and mines and attacked military installations.'
'Fatah provided training to numerous European, Mid-Eastern, Asian and African rebel and terrorist groups.'

© Cambridge International Examinations 2013

21 (b) Why was the Six Day War a turning point for the Palestine Liberation Organisation?

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 decided not to change its policies.'
'It had not achieved much and needed to change.'

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

(One mark for each point.)

e.g. 'The PLO needed to become the voice of the Palestinian people.'
'It needed to gain the West Bank and Gaza.'
'The PLO wanted to introduce strikes against civilians and civilian targets.'
'The PLO needed to gain publicity through terrorism.'
'The PLO knew they were on their own when fighting for their homeland.'

Level 3 Explains reasons [4–7]

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

e.g. 'The PLO had been set up in 1964 but the defeat of the Arab armies in the Six Day War of 1967 made the PLO more important. Leaders of Fatah were becoming more dominant in the PLO, changing its nature. The PLO in 1969 became an independent voice for the Palestinians.'
'The charter of the PLO proclaimed: 'Armed struggle is the only way to liberate Palestine'.'
'Arafat and the PLO realised that Palestinians could not rely on powers such as Egypt, Syria and Jordan to defeat the Israelis in battle. With such a heavy defeat in the Six Day War, it would be a long time before countries would be willing to put their forces up against the Israelis. The Palestinians were now on their own if they wanted to liberate their homeland. This meant a change in tactics.'
'Arafat had hoped to be able to fight a successful guerrilla war against Israel but was not successful as the Israeli forces were too strong. The attacks against the military were continued but surprise attacks against Israeli civilians and civilian targets were carried out. These attacks were condemned as terrorism.'

© Cambridge International Examinations 2013

21 (c) How far have international opinions about the Palestinian cause changed over time? 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. 'Opinions have varied from supportive to hostile.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The UN supported a divided Palestine of Jewish and Arab states in 1947, although Palestinians disagreed.'
'International opinion wanted Arab states to absorb Palestinian refugees.'
'Fatah's and the PLO's activities caused hostility.'
'Black September's activities were abhorred.'
'The Intifada gained universal support except in Israel.'
'Hamas has divided international support.'

Level 3 Explanation of support OR lack of it [3–5]

e.g. 'The Intifada, 1987-1993, or uprising, especially of young men throwing stones at Israeli soldiers, gained considerable support around the world and even in the USA. Many were shot in front of the television cameras. The 'occupied territories' had not been handed back and Palestinian property was being taken to build more Israeli settlements.'
OR
e.g. 'The violent activities of Fatah in 1967 and the PLO from 1969 turned international opinion against the cause. The PFLP hijacked planes, bombed sites and took hostages. As a result, the PLO was expelled from Jordan and later evicted from Lebanon. The murders at the Munich Olympics by Black September brought the most hostile reaction.'

Level 4 Explanation of support AND lack of it [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

22 (a) What caused people to move from the countryside to the growing industrial towns?

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 thought they would have a better life.'
'They thought they would have a better standard of living.'

Level 2 Describes what caused the move [2–5]

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

e.g. 'It was increasingly difficult to find employment in the countryside.'
'Agriculture needed less labour.'
'They came from depressed areas such as Ireland.'
'Most housing was in the growing industrial areas.'
'There were plenty of jobs for the whole family in the industrial towns.'

© Cambridge International Examinations 2013

22 (b) Why did people in the growing industrial towns face unhealthy conditions?

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 people.'

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

(One mark for each point.)

e.g. 'There was overcrowding.'
'There was no planning.'
'Drains were often just open ditches.'
'There were not enough privies for everyone.'
'The government did not intervene.'
'Rubbish was left in the streets.'
'Drinking water was often polluted.'

Level 3 Explains reasons [4–7]

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

e.g. 'Many believed in laissez-faire. This view argued that the government should not interfere in what was done by the individual. The government's reluctance to interfere was highlighted by the 1848 Act which was permissive and rarely adopted.'
'Houses were built without any planning. Large numbers of back to back houses were built, with no proper drainage, no sewers and no clean water.'

© Cambridge International Examinations 2013

22 (c) 'By 1900, conditions in towns were much improved.' 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. 'Some people had healthy lives but poor conditions still existed.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

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

Level 3 Explanation of improvement OR lack of it [3–5]

e.g. 'The Public Health Act of 1875 was a major step forward as it was compulsory. Sewers and drains were built, water supply controlled and refuse collected.'
OR
e.g. 'Improvements were often linked to epidemics rather than a necessity and particularly in relation to water supply where little improvement took place until the end of the century.'
'The work of Lever, Salt and Cadbury only affected small areas and had little influence on the larger towns at first.'

Level 4 Explanation of improvement AND lack of it [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

23 (a) What did the Grand National Consolidated Trades Union hope to achieve?

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 help the working classes.'

Level 2 Describes aims [2–5]

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

e.g. 'To form one large union which would give strength to the workers.'
'To protect workers by stopping pay cuts and reducing hours.'
'To give the working classes more say in production.'
'It would give those who could not afford to join a craft union some union help and protection.'

© Cambridge International Examinations 2013

23 (b) Why was the Chartist Movement unable to achieve its aims?

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 failed because people did not like violence.'
'It was ridiculed.'
'It did achieve five of the six aims in the long term.'

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

(One mark for each point.)

e.g. 'Members were split on methods.'
'There were risings in Monmouthshire and Lancashire.'
'There were other movements to follow.'
'Prosperity was increasing.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Chartists presented a petition to Parliament. It contained many false signatures, such as Queen Victoria and the Duke of Wellington. It was ridiculed.'
Feargus O'Connor's Physical Force lost the respect of the middle classes and many of the working class. The Physical Force approach lacked respectability.'
'Because of the split between the Moral Force and the Physical Force, many turned to alternative movements such as the Anti-Corn Law League.'
'In the 1840s, there was an upturn in trade, giving more jobs and, therefore, less need to protest.'

© Cambridge International Examinations 2013

23 (c) How successful were unions for unskilled workers after 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. 'There were some striking successes.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'There were successes for the match-girls and the dockers.'
'There were failures in the 1890s.'
'The National Agricultural Labourers' Union collapsed.'
'The London gas workers had success.'

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

e.g. 'The match-girls of Bryant and May went on strike because of low wages and dangerous working conditions. Public opinion was on their side and the strike was successful in improving conditions.'
'The London dockers were paid low wages and not always guaranteed work. In 1889, a five week strike followed a claim for 6d an hour. Funds were raised on marches and there was a donation of £30,000 from Australia. The dock owners gave in.'
OR
e.g. 'The NALU was founded in 1872. The landowners were against unions and organised a lock out in 1874. Many went on strike against the lock out but, because of hardship, gave up the struggle. The union collapsed.'

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

Both sides of Level 3.

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

© Cambridge International Examinations 2013

24 (a) Describe those activities of the East India Company before 1857 that caused concern to the British Government.

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 much corruption.'

Level 2 Describes activities [2–5]

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

e.g. 'It was a private trading organisation which began trading with the East Indies in 1600. It set up trading stations at places such as Calcutta, Bombay and Madras.'
'It expanded by using bribes to exploit the greed of the rajah rulers.'
'It formed its own army to protect friendly governments.'
'There was a governor general who had overall control of the Company.'
'Although the Indian princes were left to rule their own territories, the Company pioneered the principle of direct rule, interfering in the ruling of territories when it felt necessary.'
'Some individuals in the Company became excessively wealthy and powerful.'

© Cambridge International Examinations 2013

24 (b) Why was the Indian Mutiny of 1857 a threat to British authority?

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 much loss of life.'

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

(One mark for each point.)

e.g. 'British people were murdered.'
'There was mistrust.'
'Others could follow the example.'

Level 3 Explains reasons [4–7]

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

e.g. 'British officers and their families were murdered and, although only about a quarter of the sepoys took part, the British were outnumbered and felt in danger.'
'When Delhi was occupied by the mutineers, it took a few months for the British to gain control, but it took two years before order was fully restored.'
'The British learned not to push their westernising policy too far in the future because of the obvious resentment amongst the native population.'
'The number of British troops was increased and the proportion of British troops in relation to the sepoys was also increased.'

© Cambridge International Examinations 2013

24 (c) 'By 1900 the British ruled India for their own benefit.' How far 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. 'Britain gained tremendous wealth from India.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'British culture was a strong influence.'
'Attempts were made to change the culture.'
'Communications improved.'
'New technology was introduced.'
'Tea, diamonds and spices were gained cheaply.

Level 3 Explanation of British benefits OR Indian benefits [3–5]

e.g. 'The British created vast wealth from India. This was in the form of silks, spices, silver, diamonds and tea. Traders and merchants gained these items cheaply from India and sold them at huge profit in Britain and Europe.'
'Many British people failed to adopt the culture and lifestyle of India preferring to bring Britain to India, with balls and tea parties.'
OR
e.g. 'Communications were vastly improved by the British, especially a cheap postal service, the electric telegraph, good roads and the first railways.'
'Western technology was introduced, enabling the construction of dams and irrigation schemes. The factory system was also established.'

Level 4 Explanation of British benefits AND Indian benefits [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013

25 (a) What part did France play in the colonisation of Africa?

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 French colonised large parts of northern Africa.'

Level 2 Describes part played [2–5]

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

e.g. 'Senegal was occupied by the French from 1637. It was a minor slave trade departure point. It was also wanted for groundnuts, fish and cotton.'
'Algeria was invaded in 1830 and used by French settlers for farming on its fertile soil. It produced grain, cotton, olives and tobacco.'
'Tunisia was colonised from 1881 by French settlers for farming and mining.'
'Chad was occupied from 1884 and became a source of untrained labour and cotton.'
'The French stressed policies of assimilation-'civilising' African societies so that they would be more like European society.'
'The French removed traditional political authorities, such as chiefs, from power.'

© Cambridge International Examinations 2013

25 (b) Why was there little desire to develop colonies in Africa in the early part of the nineteenth century?

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

Level 1 General answer lacking specific contextual knowledge [1]

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

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

(One mark for each point.)

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

Level 3 Explains reasons [4–7]

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

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

© Cambridge International Examinations 2013

25 (c) How far did economic factors influence British attitudes towards imperial expansion in Africa? 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 created much wealth.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Britain wanted the raw materials.'
'Britain wanted new markets.'
'It wanted to increase trade.'
'Britain wanted to bring Christianity to Africans.'
'It was a matter of prestige.'
'Britain wanted to improve Africans' lives.'
'There were important strategic military purposes.'

Level 3 Explanation of economic factors OR other reasons [3–5]

e.g. 'There were strong economic reasons. The colonies would be expected to provide raw materials and food products such as bananas, palm oil, cocoa and tea. These were unobtainable in Britain. They would also provide markets for Britain's manufactured goods, free of import tariff restrictions.'
OR
e.g. 'There was a desire to improve the lives of Africans. This meant building roads, dams, schools and clinics. It was thought that this would help 'civilise' Africans. It was hoped that Africans would change their culture and adopt the Christian religion, speak English and adopt British customs.'

Level 4 Explanation of economic factors AND other reasons [5–7]

Both sides of Level 3.

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

© Cambridge International Examinations 2013