CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0470 HISTORY

0470/13 Paper 13 (Paper 1), maximum raw mark 60

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

Mark schemes 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.

1 Use of the Mark Scheme

1.1 It is not possible to cover every possible type of response within a scheme and examiners are expected to use their professional j ensuring that responses are placed in the correct levels and gi that level.

1.2 Marking must be positive. Marks must not be deducted for inaccur marks must not be used.

1.3 The full range of marks should be used. Do not be afraid to award to do this will seriously affect the distribution of marks. Be prep show any level of understanding. The mark scheme starts from

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

1.5 Indicate that all answers have been seen.

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

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

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

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

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

2 Marking

2.1 All marking should be in red.

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

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

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

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

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

3 Assessment Objectives

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

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

1 (a) What were the 'March Laws' ('April Laws') of 1848 in Hun

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Laws adopted by Hungary.'

Level 2 Describes what they were

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

e.g. 'Laws pushed forward by the dominating liberals.'
'They made the Hungarian Government responsible to the Hungarian Diet in Budapest and not the Imperial Government in Vienna.'
'They abolished serfdom.'
'They introduced religious freedom and abolished press censorship.'
'There was equality for all in the eyes of the law.'
'The National Guard was formed to defend Hungary's new found freedom.'

1 (b) Why was Kossuth important for the Hungarian Revolutio

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Kossuth was a leading figure.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It was Kossuth who demanded independence.'
'Kossuth gave the Revolution direction.'
'He proclaimed the independent republic.'
'He defined the limits of the new Hungary.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'In 1848, Kossuth addressed the Hungarian Diet and demanded independence for Hungary within the Empire. Kossuth was a Magyar and believed that Croat and Slovak nationalism had no place in the new Hungary.'
'Kossuth was a brilliant speaker with a sense of direction and was able to inspire people into action. He demanded the immediate implementation of the 1847 reforms which had already been agreed by the Diet.'
'Kossuth declared Hungary an independent republic, with himself as president. Even though the Revolution collapsed, Kossuth had given Magyars a vision for the future.'

1 (c) 'The revolutions across Europe during 1848–9 were a f with this statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The revolutions were a failure because they achieved litt

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'In France revolutionaries overthrew the monarch.'
'Frederick William IV of Prussia introduced some liberal reforms.'
'Charles Albert granted a constitution to the people of Piedmont-Sardinia.'
'They were not successful because demands were initially agreed to and then power was regained.'
'The revolution led by Kossuth was brutally suppressed.'

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

e.g. 'In the long term, the brief period of Magyar rule was not in vain. By 1867, Magyar was the official language of Hungary, the Diet had regained much of its old importance and the March Laws had been accepted. Hungary was now an equal partner with Austria.'
OR
e.g. 'Revolutions spread across Germany. Liberals and nationalists met to draft a new constitution but failed. Prussian attempts to become leader of a united Germany were quashed by Austria.'

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

Both sides of Level 3.

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

2 (a) Describe the 'five days of Milan', March 1848.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was considerable fighting against the Austrians.'

Level 2 Describes events

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

e.g. 'On March 18, the citizens of Milan rose up against their Austrian rulers. After five days of fierce fighting, they expelled the Austrian garrison from the city.'
'On 20 March, a war council was appointed to lead the insurrection.'
'On 22 March, a successful assault on Porta Tosa ended the siege of the city by General Radetzky whose troops had surrounded the walls and bastions of the city. The Austrians retreated.'

2 (b) Why were Italian nationalists shocked by the Allocutio April 1848?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It came as a total surprise.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Pius IX was the reforming pope.'
'He was considered as a leader of a new Italy.'
'He had considerable military forces.'
'Most Catholics would obey his instructions.'
'Pius would not fight another Catholic power.'
'He saw Charles Albert as the aggressor.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Most nationalists looked upon Pius as a possible leader of a new Italy. He had considerable influence over Italian Catholics and had sizeable military forces. He had been known as the reforming pope and therefore ideal for new Italian state.'
'Nationalists were shocked because Pius went from one extreme to another. He favoured the Risorgimento and then appeared to be against it with the Allocution.'

2 (c) 'Garibaldi deserves to be regarded as the creator of the you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Cavour, Mazzini and Garibaldi were equally important.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Mazzini prepared the way with his Young Italy movement.'
'Cavour persuaded the French to fight the Austrians.'
'Garibaldi liberated Sicily and Naples.'

Level 3 Explanation of Garibaldi's contribution OR other reasons [3–5]

e.g. 'Garibaldi and his 'Red Shirts' invaded Sicily and then liberated the whole of southern Italy.'
'In 1860, he recognised Victor Emmanuel II as King of Italy and he surrendered his conquests to him.'
OR
e.g. 'Mazzini had formed the Young Italy movement. He had the vision of a united Italian state and he persuaded many to follow his ideas.'
'Cavour realised that Austrian power in northern Italy would only be removed with French support. He persuaded Napoleon III to fight against Austrian forces.'

Level 4 Explanation of Garibaldi's contribution AND other reasons [5–7]

Both sides of Level 3.

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

3 (a) Describe the Berlin riots of 1848.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was unrest.'
'The King rode around the streets on horseback.'

Level 2 Describes the riots

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

e.g. 'Unrest led to a clash with the military on 14 March.'
'On 18 March, a mob gathered in front of Berlin Castle believing the King was to announce the making of some liberal reforms.'
'It is not clear whether the crowd was grateful or angry.'
'The troops appeared to disperse them and this fuelled their anger.'
'Shots were fired and civil war broke out.'
'There was street fighting and barricades were drawn up.'
'The King agreed to withdraw the troops if the barricades were removed.'

3 (b) Why did the Treaty of Prague bring to end Austria's hop Germany?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Prussia proved to be superior.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The War had shown Prussia to be the dominant military power.'
'The Treaty meant Prussia had control of the north and central states.'
'It meant the establishment of the North German Confederation.'
'The leniency of the Treaty implied Austria would stay out of German affairs.'
'The Treaty was part of the outmanoeuvring of Austria by Bismarck.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Treaty brought to an end a brief War in which Prussia had shown that its military reforms were far superior to the Austrian forces. Prussia could now insist that Austria stayed out of German affairs.'
Bismarck had outmanoeuvred Austria over the Schleswig-Holstein question and Zollverein. The Treaty was another step in outwitting Austria. It was lenient and meant Austria was unlikely to help France in the future when trying to secure the Southern states.'

3 (c) 'The Austro-Prussian War was more important to Germa Prussian War.' How far do you agree with this statement

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They both played their part.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Austro-Prussian War ended Austrian hopes of leading a unified Germany.'
'It ended the separate existence of states of the Confederation.'
'They defeated France after being attacked.'
'The Southern states helped to defeat France.'

Level 3 Explanation of Austro-Prussian War OR Franco-Prussian War [3–5]

e.g. 'The Treaty of Prague meant the North German Confederation was established. It was much stronger than the Bund. Chancellor Bismarck was responsible to the King of Prussia, not the separate states.'
OR
e.g. 'Bavaria, Wurttemberg and Baden had sent troops to support the German cause to fight alongside those of the N.G. Confederation. Now they agreed to join other German states in a new federation under the leadership of Prussia.'

Level 4 Explanation of Austro-Prussian War AND Franco-Prussian War [5–7]

Both sides of Level 3.

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

4 (a) Describe Britain's part in the arms race in the early part o

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Britain increased its strength.'

Level 2 Describes Britain's part

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

e.g. 'Britain reacted to the build up of the German navy by building Dreadnoughts from 1906. By 1914, Britain had 29 Dreadnoughts to Germany's 17.'
'Britain's navy also had superior numbers in cruisers, destroyers and submarines by 1914.'
'The British Army was reformed.'
'Britain set up the British Expeditionary Force consisting of 150,000 highly trained and well-equipped professional soldiers.'
'It had a General Staff to co-ordinate planning.'
'A new Territorial Force was created to improve home defences.'
'An Officer Training Corps was established in public schools and universities to train potential officers.'

4 (b) Why did events in Bosnia in 1908 increase tension betwe

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Serbs and Austrians were upset with each other.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Austrians took Bosnia.'
'The Serbs wanted a larger Serbia.'
'Russia and Germany are pulled into the crisis.'
'Serbia wanted revenge.'
'The major powers take sides.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Austrians took advantage of a revolution in Turkey to annex the Turkish province of Bosnia. The Serbs were furious because they hoped to make Bosnia part of a greater Serbian state.'
'Serbia appealed to Russia for help and the Russians called for an international conference to discuss Austria's actions. Austria refused to attend and was backed by Germany. The major powers were involved.'
'Germany demanded that Russia accept the Austrian seizure of Bosnia-Herzegovina. Russia had little choice but to back down. Russia did not intend letting this happen again if another incident arose.'
'Serbia was furious with Austria and wanted revenge and the return of Bosnia. Serbia would wait for the ideal opportunity to settle the score.'

4 (c) 'The Kaiser was to blame for the First World War.' How fa statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Kaiser was responsible because he was aggressive

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It was the Kaiser who ordered the build up of the German Navy.'
'Germany built up a strong army.'
'Wilhelm wanted Germany as a world power.'
'Alliances caused suspicion.'
'There was intense rivalry in the Balkans.'
'It was the assassination of Archduke Franz Ferdinand.'

Level 3 Explanation of Kaiser's contribution OR other reasons [3–5]

e.g. 'The Kaiser ordered the build up of the German Navy in the hope that it would rival Britain's Navy. Britain felt threatened by a navy concentrated in the North Sea. It responded by launching a new warship HMS Dreadnought and this led to the expensive building of warships on both sides, which raised the international tension.'
OR
e.g. 'When Franz Ferdinand was assassinated, Austria was furious and blamed the Serbs. Austria invaded Serbia having got German support. The Serbs' friendship with Russia brought both Russia and France into the War because of the friendship originally formed in the Dual Entente.'

Level 4 Explanation of Kaiser's contribution AND other reasons [5–7]

Both sides of Level 3.

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

5 (a) Describe how the League of Nations tried to improve livi around the world.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The League made improvements through agencies.'
'The League dealt with health and social problems.'

Level 2 Describes actions **[2–5]**

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

e.g. 'The League set up the International Labour Organisation under Albert Thomas. Its purpose was to improve working conditions for all workers by persuading governments to introduce reforms.' [worth extra mark]
'The League banned poisonous white lead from paint.'
'The ILO recommended a reduction of the hours of work for children and recommended a 48 week for adults.' [worth extra mark]
'The ILO suggested an adequate minimum wage, sickness and unemployment benefits and an old age pension for workers.' [worth extra mark]
'The Health Committee worked hard to defeat leprosy. This included setting up leper colonies.' [worth extra mark]
'The Health Committee tried to eliminate malaria. It failed but did reduce the number of cases.'
'The League acted successfully in dealing with cholera, smallpox and dysentery especially in Turkish refugee camps.' [worth extra mark]

5 (b) Why did its structure and membership weaken the Leagu

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was too idealistic.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Not all nations were members.'
'It had to rely on collective security.'
'It was dominated by Britain and France.'
'It was too slow to take action.'
'Decisions had to be unanimous.'
'The USA was not a member.'
'It did not have its own armed forces.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Not all nations were members of the League. The USA never joined and this deprived the League of the support of the most powerful nation in the world. Economic sanctions would not work because they did not apply to the USA who could continue fully trading with the offending nation.'
'Decisions in the Assembly and the Council had to be taken unanimously. The permanent members of the Council each had a veto. This meant that one permanent member could stop the Council acting even if all other members agreed.'

5 (c) 'Britain and France were to blame for the failure of the Le with this statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Britain and France did not always agree when to act.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Britain and France acted in their own interests.'
'The USA suggested the League but did not join.'
'The League had no standing army.'
'Britain and France were reluctant to use military action.'
'The Depression brought extreme parties to power.'
'The League was slow to act.'

Level 3 Explanation why Britain and France were to blame OR other reasons [3–5]

e.g. 'Britain and France tried desperately to find a solution to the Abyssinian Crisis. This involved the Hoare-Laval Pact, which was leaked to the press, and showed they were not willing to take tough action.'
'The League was dominated by France and Britain as the USA was not a member and Japan, Italy, Germany and Russia had temporary membership. They must take responsibility for the League's inability.'
OR
e.g. 'Not all nations were members, including the USA who had suggested the League. If armed force or meaningful sanctions were to be imposed, the USA was needed. Japan could not be defeated over Manchuria without American help.'

Level 4 Explanation why Britain and France were to blame AND other reasons [5–7]

Both sides of Level 3.

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

6 (a) What measures did Hitler take by 1936 to prepare Germa

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Hitler ignored the Treaty of Versailles.'

Level 2 Describes measures

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

e.g. 'Hitler withdrew Germany from the League of Nations.'
'Germany withdrew from the Disarmament Conference.'
'Hitler began increasing the army size from 1934. It increased from 100,000 to 600,000 by 1936.' [worth additional mark]
'In 1934, Hitler began building tanks and warships.'
'Hitler started using the unemployed in new armament factories.'
'Hitler introduced conscription in March 1935.'
'Hitler introduced his new airforce, the Luftwaffe, in 1935.
'In 1935, Hitler signed the Anglo-German Naval Treaty, which allowed Germany 35% of the size of Britain's navy.' [worth extra mark]

6 (b) Why did Hitler sign the Munich Agreement?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To gain part of Czechoslovakia.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It gave Hitler the Sudetenland without a fight.'
'It made the takeover seem legal.'
'It gave Hitler the Skoda works.'
'It took away most of the Czech defences.'
'It made it easier to take the rest of Czechoslovakia.'
'It improved Hitler's reputation at home.'
'His army was not fully ready to fight Britain, France and Czechoslovakia.'
'It delayed a war and meant Hitler could continue his armed build up.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Munich Agreement gave Hitler the Sudetenland, an area which had many of the Czech defences. It was an area rich in minerals and useful for Hitler's military machine. It included the Skoda works which produced armaments. It also had 3 million German-speaking Sudetens.'

6 (c) 'Britain was right to follow a policy of appeasement.' Ho statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Britain was not ready to fight.'
'It was a risky policy.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'It delayed war.'
'It gave time to Britain to rearm.'
'The Treaty was unjust and needed to be redressed.'
'It allowed Germany to get strong.'
'It encouraged Hitler to be aggressive.'
'It trusted Hitler.'
'It alarmed the USSR.'

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

e.g. 'It was important to delay war because Britain was not ready to fight Germany and it gave Britain time to re-arm. Britain needed time to convince the Empire that they should support another war. This would be difficult after the horrors of the First World War.'
OR
e.g. 'Britain misjudged Hitler's ruthlessness because he broke agreements and he was willing to use force. If Britain had worked with France, Hitler could have been checked over the Rhineland and then, fighting with the French and Czechs, avoided the occupation of the Sudetenland and the rest of Czechoslovakia.'

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

Both sides of Level 3.

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

7 (a) What did Churchill mean by the 'iron curtain'?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The idea of West versus East.'

Level 2 Describes what it was

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

e.g. 'The border between the Soviet controlled countries and the West.'
'A guarded border.'
'The mythical division of Europe into two halves.'
'Separation of free democratic states from communist dominated ones.'
'A denial of freedom and democracy.'
'USSR dominated countries following Potsdam.'

7 (b) Why was it difficult to reach a satisfactory agreement at t July 1945?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The USSR and the West had different views.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The West was suspicious of the activities of the USSR.'
'Truman was less trusting of Stalin than Roosevelt.'
'Truman informed Stalin of his atomic bomb.'
'They disagreed over what to do about Germany.'
'They disagreed over Soviet policy in eastern Europe.'
'Truman thought Stalin had gone further than that agreed at Yalta.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'In April 1945, Roosevelt died and was replaced by Vice-President Harry Truman. He was a very different man from Roosevelt. He was much more anti-Communist than Roosevelt and was very suspicious of Stalin. Truman and his advisers saw Soviet actions in eastern Europe as preparations for a Soviet take-over of the rest of Europe.'
'They disagreed over what to do about Germany. Stalin wanted to cripple Germany completely to protect the USSR against future threats. Truman did not want to repeat the mistake of the Treaty of Versailles.'

7 (c) How successful was the USA in containing Communism Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The USSR spread Communism throughout Eastern Eur
'The USA gave support to the West in halting the spread of C

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The USA had success over Berlin.'
'The Soviet Union 'fixed' elections to establish Communist satellites.'
'The Truman Doctrine contained Communism.'
'The Marshall Plan improved the chances of keeping countries non-Communist.'
'The Allies formed NATO with American leadership.'

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

e.g. 'Through the Truman Doctrine, the USA made it clear that it would help any country to stop the spread of Communism. An example of this was in relation to Greece where aid was provided under this policy of containment to stop Greece turning Communist.'
OR
e.g. 'Having freed much of eastern Europe from the Nazis, the Red Army remained in occupation and the Soviet Union established Communist governments through 'fixed' elections. This happened in Czechoslovakia, Poland, Hungary, Romania and Bulgaria.'

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

Both sides of Level 3.

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

8 (a) What does its Charter say are the main aims of the Unite (UNO)?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To make a better world.'

Level 2 Describes aims

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

e.g. 'To prevent conflict.'
'To maintain international peace and security. Countries were to understand that aggression by one state against another would always be met by a greater force.' [worth additional mark]
'To develop friendly relations among nations. To avoid conflict by removing the causes of conflict between nations. This role was to promote contact between nations leading to a greater understanding and mutual respect.' [worth additional mark]
'To achieve international co-operation to solve international problems.'
'Encourage respect for human rights. All countries wishing to join had to sign a declaration that they would respect these rights.' [worth additional mark]
'To provide collective security. Members were to be prepared to come to the aid of a victim.' [worth additional mark]

8 (b) Why did the Korean War end in stalemate?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Neither side had outright victory.'
'The fighting had been fierce.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Both sides were heavily armed.'
'China became involved.'
'The UN decided there had been enough bloodshed.'
'The USA had now two enemies, the USSR and China.'
'The USA was not willing to use the atomic bomb.'
'The Koreans had already paid a high price in casualties.'
'The UN and the USA did not want to escalate the War.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The fighting in the War had been fierce. MacArthur was shocked at the strength of Chinese forces. He said that their military performance had been impressive. If the USA was unwilling to use the atomic bomb, there was likely to be very heavy casualties to defeat the North Koreans and China.'
'The UN had shown it could reverse an act of aggression, but it was concerned that, by the time of the ceasefire, 4 million Koreans were dead and 5 million were homeless. It was time to end the fighting and create two Koreas.'

8 (c) 'The UNO intervention in the Congo was a success.' How statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It brought temporary peace.'
'It was a chaotic situation.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The UN sent a peace-keeping force.'
'It could only fire in self-defence.'
'The UN was accused of siding with Katanga.'
'It launched an attack on Katanga.'
'Katanga was re-united with the Congo.'
'The UN carried out a humanitarian programme.'
'It nearly bankrupted the UN.'

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

e.g. 'In August 1961, the UN troops launched an attack on Katanga and captured key points. Two further attacks meant that Tshombe fled the Congo and in January 1963, Katanga was re-united with the rest of the Congo.'
'The UN had taken responsibility for the humanitarian programme. Famine and epidemics had been avoided by the use of UN sponsored food and medical programmes.'
OR
e.g. 'Lumumba accused the UN of taking sides and later Dag Hammerskjold was accused of over-reaching his authority as Secretary-General.'

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

Both sides of Level 3.

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

9 (a) Describe the situation in Germany between September 1 Armistice in November 1918.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Germany was in a terrible state.'

Level 2 Describes situation

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

e.g. 'By September, the British blockade of German ports had produced serious food shortages.'
'People were surviving on turnips and bread.'
'A flu epidemic swept across the country killing thousands.'
'In October, sailors at the naval base at Wilhelmshaven mutinied.'
'There was a mutiny at Kiel when the order was given for one last attack on the British navy.'
'On 7 November, Kurt Eisner declared Bavaria to be a socialist republic.'
'On 9 November, Kaiser Wilhelm abdicated and went into exile in the Netherlands.'
'Friedrich Ebert, a leader of the SPD, announced that Germany was a republic with himself as president and his colleague Scheidemann as chancellor.' [worth additional mark]
'The new government signed the Armistice on 11 November.'

Note: Correct date worthy of credit.

9 (b) Why did Germany find it difficult to recover economically

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Difficulties arose because of government action.'
'The country was in turmoil.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The First World War had been very expensive.'
'The economic terms of the Treaty of Versailles were harsh on Germany.'
'The government printed worthless money.'
'The reparations imposed on Germany affected the economy.
'There was nothing with which to trade.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'In 1919, Germany was close to bankruptcy because of the enormous expense of the war, which had lasted much longer than most expected. Germany had hoped to pay for the war, not by taxing the German people, but by imposing huge penalties on the opposing countries as it had done with Russia. Unfortunately for Germany, it lost the war and was, therefore, in economic difficulties.'
'The Treaty forced Germany to pay reparations to the Allies. The reparations bill was announced in April 1921. It was set at £6,600 million, to be paid in annual instalments. This was 2% of Germany's output. The Germans protested that this was an intolerable strain on the economy.'

Note: Give credit for events in 1923.

9 (c) How far did the Weimar Republic recover under Stresem

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Republic recovered well as 1923–9 was the 'golden
'It succeeded partly because life did improve for most Germa

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Hyperinflation ended.'
'International relations improved.'
'The economy recovered.'
'Political instability remained.'
'Some did not approve the changes in the arts.'
'German farmers continued to suffer.'
'The recovery was based on US loans.'

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

e.g. 'Stresemann ended hyperinflation and brought confidence back by introducing a new currency, the Rentenmark, and reducing government spending. He negotiated the Dawes Plan which gave a loan of 800 million marks, which was invested in German industry.'
OR
e.g. 'Some argued that the new ideas of culture and art were unpatriotic and they wanted more traditional values. They argued that Germany was going into moral decline.'
'Farming suffered from depression throughout the 1920s due to the fall in food prices. Many farmers went into serious debt.'

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

Both sides of Level 3.

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

Note: Give credit for foreign policy.

10 (a) What happened on the 'Night of the Long Knives'?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were many arrests and deaths.'

Level 2 Describes events

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

e.g. 'On the night of 30 June, 1934, Hitler arrived at a hotel in Bad Wiessee with heavily armed SS.'
'He informed Röhm and other SA leaders they were under arrest.'
'They were taken to Munich where Röhm and SA commanders were shot.'
'Over the next four days, other leaders were arrested by the SS and shot.'
'It is estimated that between 200 and 400 were killed.'
'Hitler took the opportunity to settle a few old scores; he had his predecessor as chancellor, von Schleicher, put to death.'

10 (b) Why was there little open opposition to the Nazis during t

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Most Germans supported Hitler.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Many admired and trusted Hitler.'
'There was support for the economic recovery.'
'Hitler had support for attacking the Treaty of Versailles.'
'The Hitler Youth was supported by most young people.'
'The Berlin Olympics was a great propaganda coup.'
'Opposition was dealt with severely.'
'The media was totally controlled.'
'Police control was based on terror.'
'Propaganda brainwashed people.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Large numbers of Germans supported Hitler because of his promises of revenge for the Treaty of Versailles. He gained support because success in foreign affairs made Germans feel that their country was a great power again after the humiliations of the First World War and the Treaty of Versailles.'
'Nazi Germany was a police state and this meant people were frightened to speak out against Nazism. If they did, the Gestapo and SS had unlimited powers to arrest people without charge. People could be sent to concentration camps without trial.'

10 (c) 'Nazi rallies and parades had more effect on the German of propaganda.' How far do you agree with this statement

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Newspapers, radio, cinema and parades were all import

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Nuremberg Rallies made a great impact on people.'
'Parades were popular for special events.'
'There were cheap radios.'
'Hitler's speeches were broadcast.'
'Newspapers were censored.'
'Films usually had a pro-Nazi message.'

Level 3 Explanation of the effect of rallies and parades OR other reasons [3–5]

e.g. 'Goebbels organised huge rallies, marches, torch-lit processions and meetings. The most famous was the Nuremberg Rally which took place every summer. The rallies brought colour and excitement into people's lives. They gave a sense of belonging to a great movement.'
OR
e.g. 'Goebbels saw the potential of radio broadcasting for spreading the Nazi message. He made cheap radios available so all Germans could buy one and he controlled all the radio stations.'
'Hitler's speeches were repeated on the radio over and over again until the ideas expressed in them came to be believed by the German people.'

Level 4 Explanation of the effect of rallies and parades AND other reasons [5–7]

Both sides of Level 3.

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

11 (a) Describe the events of Bloody Sunday, January 1905.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was a demonstration.'
'People were killed.'

Level 2 Describes events

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

e.g. 'It was a mass demonstration in St. Petersburg.'
'The marchers were led by Father Gapon and they intended to march to the Tsar's Winter Palace.' [worth additional mark]
'It was a peaceful demonstration with many women and children present. The demonstrators were unarmed.'
'They hoped to present a petition to the Tsar asking for better wages and working conditions.' [worth additional mark]
'When they reached the palace, the demonstrators were attacked by soldiers and mounted Cossacks.'
'Official figures stated that about 100 were killed, but other sources put the figure at about 200 dead with many others injured.' [worth additional mark]

11 (b) Why did the Russian people consider Rasputin a bad infl

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He had a notorious reputation.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Rasputin had too much influence over the Tsarina.'
'He made poor decisions.'
'There were many rumours about his private life.'
'He encouraged a corrupt court.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Tsarina became more dependent on the advice of Rasputin especially when the Tsar went to the front in the war. Rasputin gave advice on who should be appointed to government positions. This often meant removing good quality ministers and replacing them with second-rate ministers.'
'Many stated that he lowered the 'tone' of the court. Rasputin did not look like the usual person summoned to court. He looked unkempt. He had casual clothes and long, uncombed hair, which made him look dishevelled.'

11 (c) 'Discontent among the working classes was more import in the overthrow of Tsar Nicholas II.' How far do you agre Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Tsar lost support at home and at the front.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'There was mutiny in the armed forces.'
'The Tsar failed as commander-in-chief.'
'There were millions of Russians killed in the war.'
'There were food shortages.'
'There was a lack of coal and wood for fuel.'
'Inflation increased.'
'There was industrial discontent and strikes.'
'There was the influence of Rasputin.'
'The Duma seemed to lack power and influence.'

Level 3 Explanation of the discontent of the working classes OR the role of the army [3–5]

e.g. 'By March 1917, food shortages led to widespread looting with thousands of workers and strikers participating in violent protests. This, together with the discontent in the countryside, resulted in the loss of support for the Tsar.'
OR
e.g. 'When Nicholas took over as commander-in-chief at the front, he was blamed for the series of defeats. He failed to bring victories and, with the rising casualty figures, there were serious mutinies in the army.'

Level 4 Explanation of the discontent of the working classes AND the role of the army [5–7]

Both sides of Level 3.

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

12 (a) How did Stalin use his power within the Communist Part

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘Stalin was good at scheming.’
‘He used people and then ditched them.’

Level 2 Describes use of power

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

e.g. ‘Since 1917, Stalin had risen steadily into positions of influence in the Communist Party.’
‘As General Secretary of the Communist Party, he had taken the chance to appoint his supporters into positions of influence.’
‘Stalin was a clever tactician playing one group off against the other in the Politburo.’
‘He had a ruthless streak, picking off rivals one by one or posting opponents to remote positions.’
‘Stalin was a good political schemer. He associated himself with Lenin whenever possible. He was chief mourner at Lenin’s funeral because he misinformed Trotsky of the date of the funeral.’ [worth additional mark]

12 (b) Why was the purge of the Communist Party important to

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To have complete control.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'To remove opposition.'
'Stalin feared being overthrown.'
'To remove disloyal members.'
'It diverted attention away from collectivisation.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The struggle for power after Lenin's death demonstrated that the leaders of the Communist Party disagreed strongly with each other on a variety of issues. By the end of the 1920s, Stalin had the better of Trotsky and his other rivals, but he was concerned that sooner or later his enemies would attempt to overthrow him.'
'Stalin considered Trotsky, Zinoviev, Kamenev and Bukharin disloyal to him and the state. They were his great rivals and he felt that they had to be removed and put to death.'

12 (c) 'Official art and culture had a greater effect on the Soviet far do you agree with this statement? Explain your answ

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Terror was the most effective as people could disappear

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Many were put in labour camps.'
'People were dealt with without trial.'
'The secret police were feared.'
'All music and art was monitored.'
'Art praised Stalin.'
'Art portrayed a better USSR.'

Level 3 Explanation of terror OR art and culture [3–5]

e.g. 'Stalin was not prepared to accept challenges to his authority whether it meant purging the top of the Party membership or removing kulaks. This scared ordinary Russians. Millions were imprisoned in labour camps where they were kept in terrible conditions and forced to work through the freezing cold Russian winter.'
OR
e.g. 'All music and other arts were carefully monitored by the NKVD. Poets and playwrights praised Stalin. Composers wrote music praising him. Ordinary people may not have been affected by this but they would have noticed the huge posters involving heroic figures working hard in fields and factories and they may have been influenced by them.'

Level 4 Explanation of terror AND art and culture [5–7]

Both sides of Level 3.

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

13 (a) What was Ford's production line?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a division of labour.'

Level 2 Describes production line

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

e.g. 'It was a moving assembly line.'
'In traditional manufacture, a worker would carry out a whole range of tasks in making a car, but with the assembly line it brought the work to the worker.' [worth additional mark]
'The worker would only carry out one task before the line moved the work onto the next worker.'
'Ford said that 'the key was to keep everything in motion'.'
'At the beginning of the line, a skeleton car went in. At the end of the line was a new car.'
'It was designed for mass produced cars.'
'A car was produced every ten seconds by Fords in 1927.'
'The workers were paid well for doing their work.'
'The assembly line was popularised by Henry Ford in Detroit producing his Model T car.' [worth additional mark]

13 (b) Why did some Americans not benefit from the economic

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Farming went into depression.'
'Traditional industries suffered.'
'Immigrant groups could not find work.'

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

(One mark for each point)

e.g. 'Farmers were overproducing.'
'Farmers struggled against foreign competition.'
'Workers in coal, leather and textiles were poorly paid.'
'There were millions of unemployed.'
'Black Americans found it difficult to find work.'

Level 3 Explains reasons [4–7]

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

e.g. 'Farmers were overproducing because of improved mechanisation and fertilisers, but the demand fell because Europe was no longer importing so much American grain. As a result, farmers' income fell and some went out of business.'
'Farmers struggled against the competition from the highly efficient Canadian wheat producers.'
'Workers in coal, leather and textiles found their industries faced competition from oil, electricity and man-made materials. If they did get a pay rise, it was very small and it left them with low wages.'
'There were millions unemployed who did not share the boom and this included 'poor whites', Black Americans and Hispanic people.'

13 (c) 'Advertising contributed to the economic 'boom' more th do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Industries needed people to know about their goods to b

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Mass production required mass selling.'
'Americans had to be encouraged to spend.'
'There were advertising agencies who could exploit the market.'
'Taxation was kept low.'
'The government believed in 'laissez-faire'.'
'Tariffs protected home produced goods.'
'The expansion of the car industry boosted the economy.'
'New technology helped create demand for consumer goods.'

Level 3 Explanation of influence of advertising OR other reasons [3–5]

e.g. 'Mass nationwide advertising had been used for the first time in the USA during the War. Many of the advertisers, who had learned their skills in wartime propaganda, now set up agencies to sell cars, clothing and consumer items such as fridges, radios and washing machines.'
OR
e.g. 'Presidents Harding and Coolidge believed in a policy of laissez-faire or not interfering in the economy. Instead, they encouraged the growth of industry by low taxes. These encouraged business owners to invest and give consumers more money to spend.'

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

Both sides of Level 3.

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

14 (a) Describe the actions taken by Roosevelt to help the une

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘He created many jobs.’
‘He set up many agencies to create jobs.’

Level 2 Describes actions

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

e.g. ‘Roosevelt set up the CCC to provide work for young men on a range of environmental projects in the countryside.’
‘The CCC’ s projects included strengthening river banks, fish farming, fighting forest fires and controlling mosquitoes to prevent malaria.’ [worth additional mark]
‘The CCC planted 200 million trees to reduce soil erosion and provide shelter belts.’
‘The FERA helped the destitute unemployed by giving them relief.’
‘The PWA used unemployed, skilled industrial workers on large scale projects, such as building roads, bridges, schools and hospitals.’ [worth additional mark]
‘Thousands were employed by the TVA. Workers constructed dams and regenerated industry and farming across seven states.’ [worth additional mark]

14 (b) Why did unemployment persist despite the New Deal?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The various schemes had limited impact.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The New Deal failed to provide enough permanent jobs.'
'It did not help farmers enough.'
'It did not provide enough jobs for black people.'
'Without government help, unemployment rose.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The New Deal found work for millions of unemployed Americans but it did not actually solve the problem. Many of the jobs were temporary and when projects were completed the jobs were lost.'
'The New Deal did much to help farmers but many small farmers, labourers and sharecroppers did not benefit and were forced off the land. They had to migrate to find work.'
'The New Deal did nothing specifically to help black people, the largest single group in poverty. Some of the alphabet agencies showed discrimination against black people. Roosevelt was reluctant to alienate Southern Democrats and so failed to address race issues.'
'In 1937, under the mistaken impression that the economy was recovering, Roosevelt cut back government spending. The economy immediately slumped and unemployment jumped by nearly 3 million.'

14 (c) 'The most serious opposition to the New Deal came from you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Republicans did not like Democrats.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Republicans did not like state interference.'
'The business community resented interference in the economy.'
'The Supreme Court thought parts were unconstitutional.'
'Radical leaders, such as Father Coughlin and Huey Long, thought the New Deal did not go far enough.'
'The wealthy complained about higher taxes to finance the New Deal.'

Level 3 Explanation of the opposition of the Republicans OR other reasons [3–5]

e.g. 'Republicans opposed Roosevelt's New Deal because he was a Democrat. Many of them still believed in 'rugged individualism' and they thought that 'prosperity was just around the corner'.'
OR
e.g. 'The business community and wealthy objected strongly to the New Deal because of the increased taxes to finance it. They argued that high taxes discouraged people from working hard and gave money to people for doing nothing or doing unnecessary jobs.'

Level 4 Explanation of the opposition of the Republicans AND other reasons [5–7]

Both sides of Level 3.

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

15 (a) Describe the weaknesses of the Nationalists at the start

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Nationalists had lost popular support.'

Level 2 Describes weaknesses

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

e.g. 'Chiang got his support from landlords, generals and people with privilege. His regime was corrupt. As a result, the Nationalists lost popularity.'
'The Communists had peasant support as many were fed up with the way the Nationalists treated them. Mao had built his reputation for helping peasants from the Long March and during the War.'
'When the Japanese surrendered in 1945, the Communists controlled 300,000 square miles and 95 million people.'
'The Nationalists had endured more casualties than the Communists during the War as a result of a series of heavy military defeats.'
'The Nationalists had lacked determination to take positive action against the Japanese during the War and this affected the views of Chinese peasants.'

15 (b) Why was land reform an issue for both Nationalists and during the Civil War?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It could provide food or famine.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Land ownership was a problem.'
'The population was rising.'
'A need to change the attitude of the Chinese people.'
'Land units were uneconomic.'
'There were serious food shortages.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'During the Civil War, food production was down by 25%. Agricultural output was dropping drastically and the population was rising rapidly. The amount of food grown and marketed did not meet demand.'
'For centuries the poverty of the Chinese peasants had caused resentment and rebellion. In the countryside the ownership of land was a problem as landlords in communist controlled areas did not fit the communist view of landownership.'
'There was a need to ensure that farms were economic in terms of size to make them more productive to meet demand.'

15 (c) How far was the outcome of the Civil War decided by fore answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Foreign powers did not get involved in the fighting.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Chiang Kai-shek appeared as a puppet of the USA.'
'Aid came from the USA.'
'USSR gave moral support to Mao.'
'No aid came from the USSR.'

Level 3 Explanation of impact of foreign powers OR lack of it [3–5]

e.g. 'In the build up to the Civil War, the KMT received considerable monetary aid from the USA and also the use of American planes and ships. To many Chinese, Chiang was doing the work of the USA and, therefore, was labelled a 'puppet' of the USA and not deserving support.'
OR
e.g. 'Foreign powers did not actively get involved in the fighting in the Civil War and, therefore, did not seem to affect the outcome. If, however, one of the major powers had intervened, for example the USA, this could have changed the result of the War.'

Level 4 Explanation of impact of foreign powers AND lack of it [5–7]

Both sides of Level 3.

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

16 (a) Describe Communist China's relations with Vietnam bet

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'China supported the Communists in Vietnam.'

Level 2 Describes relations

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

e.g. 'From 1949, Mao sent aid to the communists in northern Vietnam in their fight against the French.'
'In 1950, China recognised Ho Chi Minh as legal ruler of Vietnam and increased the aid.'
'Southern China was used as a base for Viet Minh guerrillas.'
'By 1954, China was supplying thousands of tons of rice, medics, arms and artillery. It also provided military advisers to the Viet Minh.'
'China provided two artillery battalions for the battle of Dien Bien Phu.'
'Chinese premier, Zhou Enlai, was involved in the Geneva Accords.'
'China continued to provide immense aid for the North Vietnamese in the war against the South and the USA. This included arms and engineers to repair damage done through American bombing.'
'In 1968, when the USSR invaded Czechoslovakia, China asked Hanoi to break off relations with Moscow. This request was refused so China withdrew its advisers and aid from supporting North Vietnam.'

16 (b) Why was there a serious deterioration in relations betwe USSR in the years between 1956 and 1960?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Mao disapproved of what Krushchev was doing.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Mao did not like Khrushchev.'
'Khrushchev was friendlier to the West.'
'Mao thought the USSR was not in touch with the people.'
'The Soviet Union would not help China militarily.'
'There were armed clashes between Soviet and Chinese troops.'
'China tested its own atomic bomb.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Mao did not like Khrushchev as he thought he was betraying Marx and Lenin. Mao thought this form of communism based on the peasants was what Marx and Lenin had preached.'
'Khrushchev developed more friendly relations with the West and was suggesting that the USSR and the capitalist West could follow peaceful co-existence. Mao strongly disagreed.'
'Mao believed that Khrushchev was losing contact with the people by giving privileges to Party members and experts.'

16 (c) 'China needed the USA.' How far do you agree that this e improved Chinese-US relations after 1969? Explain your

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'China needed an important friend.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'China had poor relations with the USSR.'
'China wanted to be accepted at the United Nations.'
'China wanted trade.'
'China needed US investments.'
'Most nations wanted China in the UN.'
'After Vietnam, there was a change in US foreign policy.'
'The US wanted increased trade.'
'Nixon and Kissinger wanted a peaceful world.'

Level 3 Explanation of China's need of USA OR other reasons [3–5]

e.g. 'In 1969, relations between China and the USSR had become so bad that shots were fired during frequent border clashes. China had lost the friendship of a super-power. It, therefore, needed friendship with the USA. It could not afford to have both super-powers as enemies.'
OR
e.g. 'Although the US had resisted for many years the entry of China into the United Nations, they yielded to the pressure of the majority of the UN members in 1971. This ended China's isolation and the beginning of its move into a normal position among nations.'

Level 4 Explanation of China's need of USA AND other reasons [5–7]

Both sides of Level 3.

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

17 (a) What was the impact of the Natives Land Act of 1913 on

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘They disliked it because it penalised black people.’

Level 2 Describes impact

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

e.g. ‘Black people were prevented from owning land except in native reserves.’
‘Black people were not allowed to be share-croppers.’
‘Black people had to seek work on White-owned farms.’
‘Black people were turned into labourers for White farmers.’
‘Black people were historically farmers. This was destroyed.’

17 (b) Why did many white people resent changes brought by t

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Strikes increased.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Black people were in demand for labour.'
'There were townships on the edge of cities.'
'Whites were outnumbered in the towns.'
'Black workers wanted better pay and conditions.'
'There were many unions representing Black people and Coloureds.'
'Smuts didn't seem to have an answer to racial problems.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'During the War, South Africa needed to establish manufacturing as it had been cut off from its usual suppliers. Black workers were recruited from the mines and farming. This meant there was a 60% increase in the number of Black people in manufacturing and in the towns. After the War, Black people outnumbered White people in the towns. This was resented by White people.'
'White people resented the rapid increase in Black trade union activity after the War. This had been caused because the Black workers had terrible living and working conditions in the townships, which had been created during the War.'

17 (c) 'Organised resistance to segregation before 1948 was ve agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The ANC was not strong enough.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The moderate approach of the ANC was not successful.'
'Anti-pass demonstrations had no success for men.'
'There was a suspicion about Communism.'
'Non-violent resistance led to mass arrests.'
'Female protests had more success.'
'There was a lack of strong leaders.'

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

e.g. 'The ANC was ineffective for many years believing the best way to achieve its aims was to keep on good terms with the whites, gaining their respect. Deputations to London to put their case for a share in government and the ending of segregation failed.'
OR
e.g. 'There were many protests using non-violent resistance. This led to mass arrests, which flooded the courts and brought the work of government to a standstill.'

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

Both sides of Level 3.

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

18 (a) What was the effect of the Pass Laws Act of 1952?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It caused resentment.'
'It meant a book had to be carried by Black people.'

Level 2 Describes effect

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

e.g. 'It was a book carried by Black people and had to be shown on demand.'
'It contained personal information.'
'It applied to all men over 16 years.'
'Women had to carry them from 1956.'
'It was resented by Black people because White people did not have to carry one.'
'The Pass Book contained information when a Black person could work in a White area and how long he/she could be there.'
'It helped the government control where Black people lived and worked.'
'It limited the movement of Black people.'
'Permission could be cancelled by any government employee.'

18 (b) Why was the Rivonia Trial of 1963 a setback for black res

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Black leaders were affected.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The leaders of the ANC were put on trial.'
'The charges against them carried the death penalty.'
'It was an attempt by the government to break the ANC.'
'It was an effort to uphold the apartheid system.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The trial of ten ANC leaders included Nelson Mandela and Walter Sisulu. They were charged with acts of sabotage designed to overthrow the apartheid system. Eight of the accused were sentenced to life imprisonment on Robben Island. The death penalty had been asked for but not given because of the world-wide protests.'

18 (c) 'The Separate Amenities Act (1953) had a greater impact (1953) in reinforcing apartheid.' How far do you agree wit your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Both were part of the apartheid system.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The best facilities were for White people only.'
'It meant separate schools for Black and White students.'
'Black education was not free.'
'The White people had better schools and more money spent on them.'
'It produced poor quality education for Black people.'

Level 3 Explanation of impact of Amenities Act OR Education Act [3–5]

e.g. 'The Act legalised the racial segregation of public amenities and premises. It was hated by non-Whites because the best areas and facilities were reserved for White people.'
OR
e.g. 'Black children had to pay for their education in schools which were poor physically. 30% had no electricity and 25% no running water. They had few textbooks and only one third of teachers were trained. In comparison, White education was well funded with high quality facilities, materials and teachers. Education was free for White children.'

Level 3 Explanation of impact of Amenities Act AND Education Act [5–7]

Both sides of Level 3.

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

19 (a) Describe how South Africa intended to exploit Namibia af

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It wanted to rule Namibia like South Africa.'

Level 2 Describes intentions

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

e.g. 'South Africa wanted Namibia as part of South Africa.'
'It wanted to strengthen the power of the White minority.'
'It wanted to introduce 'homelands' where Namibians would have to live.'
'It wanted to settle more White people in Namibia.'
'It wanted to move the Namibians to desolate areas.'

19 (b) Explain why South Africa was unable to keep its mandate

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'South Africa would not listen to the United Nations.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'South Africa wanted to rule Namibia in its own way.'
'South Africa stated that the mandate had ended.'
'It ignored the International Court.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'South Africa wanted SW Africa as a fifth province. This was refused by the UN.'
'South Africa introduced apartheid and governed with racist laws. This was opposed by the UN who saw it as violating the 'sacred trust' of the original mandate.'
'The International Court of Justice ruled that the original mandate had not ended with the demise of the League of Nations and South Africa was legally bound to follow the UN rulings. South Africa refused.'

19 (c) How important was the United Nations Organisation in N independence? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was helpful to an extent..'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The UN worked through the International Court.'
'The UN supervised an election.'
'SWAPO was recognised by the UN.'
'South Africa ignored the UN.'
'The churches played their part.'

Level 3 Explanation of UN's importance OR other reasons [3–5]

e.g. 'The General Assembly passed a resolution ending the mandate in 1966 and, when South Africa refused to withdraw, the UN introduced limited sanctions.'
'A UN supervised election was accepted by South Africa in 1989 and independence was granted in 1990.'
OR
e.g. 'SWAPO had gained the support from the peasants as they gave valuable information to SWAPO guerrillas in their fight against the South African army.'
'The churches opposed injustice and oppression. The leaders wrote to Vorster asking South Africa to accept the International Court of Justice's ruling.'

Level 3 Explanation of UN's importance AND other reasons [5–7]

Both sides of Level 3.

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

20 (a) Describe the terrorist actions of Palestinians between 19

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The actions involved hijackings, kidnappings and bombi
'They attacked buses.'

Level 2 Describes terrorist actions

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

e.g. 'In 1970, there was an attack on an Israeli school bus in which 9 children were killed.'
'In 1972, 3 members of the Japanese Red Army had been recruited by the PFLP and they seized hostages at Lod Airport, Tel Aviv (now Ben Gurion International) eventually killing 26 and injuring 80.'
'In 1972, 11 members of the Israeli Olympic Team were killed at Munich by Black September, who wanted the release of over 200 Palestinian prisoners and Baader and Meinhof.'
'In 1974, 22 children were killed in the Ma'alot Massacre when school children were held hostage in a school to try to get the release of political prisoners.'
'In 1975, the PLO attacked the Savoy Hotel in Tel Aviv to take hostages so as to obtain the release of political prisoners.'
'In 1976, an Air France plane was hijacked by the PFLP and flown to Entebbe. The 100 Israelis were kept hostage in the hope of getting the release of political prisoners.'

20 (b) Why did the rise of the Palestinian Liberation Organisatio states?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Arab States did not always support the PLO.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'PLO was ejected from Jordan and Lebanon.'
'Refugees were a problem for Arab States.'
'There were reprisal raids from Israel.'
'The PLO fell out with Egypt.'
'Arab States did not like the violent PLO methods.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The PLO violence led to Arab fighting Arab. In Jordan, King Hussein feared the Israeli reprisals which followed Palestinian attacks that were launched from his country. Members of the PLO were acting as if they ruled much of Jordan. When the PLO blew up a hijacked British plane in Jordan, Hussein expelled the PLO.'
'When the PLO was expelled from Jordan in 1970, it set up bases in Lebanon to launch attacks on Israel. The Israelis hit back and killed Lebanese as well as PLO members. For the next 15 years Lebanon became a battleground between PLO and Israeli forces.'

20 (c) How important was the role of Arafat in the peacemaking 1993? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The USA acted as a catalyst.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Arafat took a change in direction.'
'Arafat recognised Israel.'
'Arafat rejects terrorism.'
'Clinton follows Carter's interest in peace.'
'It was the change to Yitzhak Rabin.'

Level 3 Explanation of Arafat's role OR other reasons [3–5]

e.g. 'From late 1988, Arafat agreed in secret talks with the USA that the state of Israel had the right to exist. He renounced terrorism and spoke of a two state solution.'
'In the Oslo Accords in 1993, Arafat reaffirmed the right of Israel to exist and established Palestinian authority over much of the daily life in Gaza and the West Bank, while Rabin recognised the PLO as the representative of the Palestinian people.'
OR
e.g. 'President Clinton built on the work done by Carter to bring peace to the Middle East. Clinton worked behind the scenes to bring Israeli and PLO representatives together to achieve a long term peace.'

Level 3 Explanation of Arafat's role AND other reasons [5–7]

Both sides of Level 3.

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

21 (a) Describe the events which led to the Intifada in 1987.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It started with a crash.'
'Forty years of frustration.'

Level 2 Describes events

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

e.g. 'In December 1987, an Israeli army vehicle in Gaza crashed into a lorry killing four Palestinians. It was rumoured that it was deliberate because an Israeli had been killed two days before.'
'At the funerals, a youth was shot by an Israeli soldier. Barricades went up and Palestinians stoned Israeli army patrols.'
'Since 1967, thousands of Israeli soldiers were stationed in Gaza and the West Bank. They dealt with demonstrations harshly. They rounded up suspects and jailed them without trial.'
'The Israeli army confiscated land and declared it to be Jewish property. This land was often allocated for building Jewish settlements. By 1987, there were over 80,000 Israelis living in settlements around Jerusalem and another 20,000 living in parts of the West Bank and Gaza.'
'The Intifada may have been triggered by a single incident but years of living under Israeli occupation had brought the hatred and tension to boiling point.'

21 (b) Why were Kibbutzim important?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

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

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'They were closely connected to the Labour Party.'
'They were based on Socialist principles.'
'The government gave long leases.'
'They provided food production.'
'They helped to integrate immigrants.'
'They helped the defences of the country.'
'There are 270 kibbutzim with 126,000 members today.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'They were favoured by David Ben-Gurion, the leader of the Labour Party and first prime minister. They put into practice the Socialist ideas of Ben-Gurion by developing communal life.'
'In the early years, considerable military drill was practised in the kibbutzim to help the defences of the country.'
'Kibbutzim grew food and provided jobs for their workforce.40% of agricultural production and 9% of industrial production was achieved in the early years of the kibbutzim. The present figures are lower.'

21 (c) 'Palestinians in exile suffered more than Palestinians wit Territories.' How far do you agree with this statement? E

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Neither of the groups considered themselves fortunate.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Palestinian refugees in Jordan were fortunate.'
'Most refugees remained in camps.'
'Some Palestinians migrated and had good careers.'
'Living under Israeli control was oppressive.'
'Land and homes were taken in the Occupied Territories.'

Level 3 Explanation of those in exile OR those within Israel [3–5]

e.g. 'Jordan allowed Palestinian refugees to settle and become citizens of Jordan, but most Arab countries put the refugees into squalid camps near the border with Israel.'
'Some migrated to other parts of the Middle East or the West. They became engineers, teachers, doctors or businessmen. A small number became very wealthy.'
OR
e.g. 'It is claimed that those Palestinians who stayed in Israel, Gaza and the West Bank, enjoyed a higher standard of living than Palestinians outside Israel. To many, however, it felt like military rule. Many Palestinians had their homes confiscated for Jewish settlers. Palestinians felt oppressed and this led to the Intifada.'

Level 3 Explanation of those in exile AND those within Israel [5–7]

Both sides of Level 3.

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

22 (a) What were the advantages of the North-West of England developing cotton industry?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It had a long tradition of textile production.'

Level 2 Describes advantages

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

e.g. 'The damp climate made the cotton fibres less likely to snap during spinning.'
'There was a ready supply of skilled labour derived from wool and linen.'
'There was a plentiful supply of water from fast flowing streams for washing products and powering machinery.'
'There were many engineering works making spinning and weaving machinery.'
'There was a plentiful supply of local coal for boilers to fire the mill engines.'
'The raw cotton came through Liverpool, ideally situated on the west coast for ships coming from southern USA.'

22 (b) Why was coal important to the development of British in

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Wood was running out.'
'There were new technical developments.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The iron and later the steel industries were growing.'
'The railways used huge quantities of coal.'
'It was used as a source of power.'
'It was used in the home.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Factories were growing in number and size and they used coal fired steam engines to power machinery such as the Power Loom.'
'The railway industry developed rapidly, especially in the 1840s and 1850s. The industry used vast amounts of coal to drive the engines.'
'The iron industry began to use coal because of the shortage of charcoal. The demand for iron was increasing for the building of the new railways, whilst the French Wars created a demand for weapons. This meant more coal was needed.'
'In the second half of the century, the demand for steel for bridges and shipping increased. New inventions, like the Bessemer Converter, used vast quantities of coal as did the new steam powered ships.'

22 (c) How successful was government legislation in improving industry before 1850? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Legislation had limited impact.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Factory Acts reduced the hours of work.'
'The Factory Acts were not enforced.'
'The Mines Act helped women and children.'
'The Mines Act had no inspectors.'
'Individuals, like Robert Owen improved conditions.'
'Press items shocked government into action.'

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

e.g. 'The Factory Act of 1819 prevented children under 9 from working and children 9–18 were limited to 12 hours per day.'
'The 1833 Factory Act said that no children under 9 were to work, children 9–13 were limited to 8 hours per day and were to have 2 hours schooling. To enforce the Act, 4 inspectors were appointed.'
'The Mines Act of 1842 stopped the working underground of boys under 10 years and all females.'
OR
e.g. 'The 1833 Act was not successful as four inspectors were not enough. The schools provided were of poor quality. Proving children's ages was very difficult and, if a mill owner was taken to court, the fines were low.'

Level 3 Explanation of success AND lack of success [5–7]

Both sides of Level 3.

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

23 (a) What were 'back-to-back' houses?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Houses for the poor and working class.'

Level 2 Describes 'back-to-back' houses

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

e.g. 'They are a form of terraced housing in which two houses share a rear wall.'
'The houses were of a low quality with often only two rooms, one on each floor and usually with many occupants.'
'Usually three of the four walls of the house were shared with other buildings and, therefore, on those sides contained no doors or windows.'
'Back-to-back houses were notoriously ill-lit with poor ventilation and with sanitation of a low standard.'
'Between the 'back-to-back' rows of houses were courtyards which in early days contained the privy and water pump.'
'These houses were common in Victorian England in inner cities such as Birmingham, Manchester, Liverpool, Leeds, Bradford and Nottingham.'

23 (b) Despite living conditions in the growing industrial towns only improve slowly?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was not viewed as important by many.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

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

Level 3 Explains reasons **[4–7]**

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

e.g. 'Local ratepayers wanted to pay as little as possible and did not want councils undertaking ambitious schemes to clear slums and build drains.'
'The government's reluctance to interfere was highlighted by the 1848 Act which was permissive and rarely adopted.'
'Many believed in 'laissez-faire'. This view argued that the government should not interfere in what was done by the individual.'
'The attitude of many rich people was that if they lived in this way it must be their own fault and not the responsibility of others to make improvements.'

23 (c) How important was the Public Health Act of 1875 in bring public health in towns? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The first piece of legislation which made a difference.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The 1875 Public Health Act was a major step forward.'
'The Artisans Dwellings Act of 1875 was important.'
'The Housing of the Working Classes Act of 1890 helped to improve public health.'
'Chamberlain improved Birmingham.'
'Lever and Cadbury built model towns for their workers.'

Level 3 Explanation of 1875 Public Health Act OR other reasons [3–5]

e.g. 'The 1875 Public Health Act was a major step forward as it was compulsory. Every area had to have a Medical Officer of Health and a Sanitary Inspector. Sewers and drains were built, the water supply controlled and refuse was collected.'
OR
e.g. 'Individuals improved public health by building model towns for their workers. Lever, Salt and Cadbury built low density housing with modern facilities. The housing was surrounded by tree-lined streets and parks.'

Level 4 Explanation of 1875 Public Health Act AND other reasons [5–7]

Both sides of Level 3.

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

24 (a) Describe what was meant by 'imperialism' in the ninetee

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It refers to links with land overseas.'

Level 2 Describes imperialism

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

e.g. 'The urge of a country to acquire and develop a less advanced country.'
'The acquisition would benefit those taking it over.'
'To take over a country for trade purposes, prestige or power.'
'The acquisition of an empire.'
'A mixture of patriotism, pride and greed.'

24 (b) Why was imperialism justifiable in the eyes of Western c

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To increase wealth.'
'To increase status.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

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

Level 3 Explains reasons **[4–7]**

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

e.g. 'There were strong economic reasons. The colony would be expected to contribute raw materials and food products and provide a market for manufactured goods.'
'To give an opportunity to invest surplus profits into new projects and so create new markets for their manufacturers.'
'It was necessary, in the days of steam, to have coaling stations. This was important for trade and a powerful navy.'

24 (c) 'A mission to civilise was the main motive behind the im countries.' How far do you agree with this statement? Ex

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They thought it would 'improve' the people.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It was to bring Christianity.'
'It provided raw materials and food products.'
'It provided a market for manufactured goods.'
'People were very patriotic.'
'It was important for strategic military purposes.'

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

e.g. 'Missionaries drew attention to the opportunities presented by hitherto unexplored territories. They wanted to stamp out many of the 'evils' such as sacrifices and heathen rites. They genuinely believed they knew what was best and 'right' for other people.'
'Many believed that Western countries had a moral responsibility to bring civilisation and Christianity to the native peoples.'
OR
e.g. 'There was a strong economic argument for an overseas empire as the territories would be expected to contribute raw materials and food products which were unobtainable in the home country. These might be bananas, palm oil, rubber, cocoa and tea.'

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

Both sides of Level 3.

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

25 (a) What were the strengths of the system set up by the Briti India before 1857?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

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

Level 2 Describes features/strengths **[2–5]**

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

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

25 (b) Why did the events of the Indian Mutiny of 1857 produce British and Indians?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was much loss of life on both sides.'
'Some of the treatment levied by both sides was brutal.'

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

(One mark for each point)

e.g. 'British people were murdered.'
'The British took revenge.'
'There was mistrust.'

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. It took two years before order was fully restored.'
'Neither side emerged with credit. Indians massacred British families and in turn the British took merciless revenge. It resulted in hatred and mistrust on both sides.'
'The British learned not to push their Westernising policy too far in the future.'

25 (c) How well was India governed by 1900? Explain your ans

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Benefits were not prevalent in all aspects of life in India.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Railways were built.'
'Irrigation schemes were created.'
'Health care was improved.'
'There was still enormous poverty.'
'Queen Victoria took the title 'Empress of India'.'
'Many senior posts were still given to Europeans.'
'Attempts were made to change the culture.'

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

e.g. 'The British made a genuine attempt to bring the benefits of western technology to India. Communications were greatly improved by the building of thousands of miles of railways and roads.'
OR
e.g. 'In 1885, the Indian National Congress was founded. The Indians, however, felt that it was unfair that many of the senior administration posts in the Indian government were given to Europeans and not Indians.'

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

Both sides of Level 3.

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