CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0470 HISTORY

0470/11 Paper 1, maximum raw mark 60

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

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

GENERAL INSTRUCTIONS

Applying the Mark Scheme

- When marking a response the overall criteria to be considered response to this question?'
- The 'Level Descriptor' should be used to decide the Level into whi
- Exhaustive lists of possible facts are not given in the mark sche factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE A ARE INTENDED AS A GUIDE.** It is not possible to cover every 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.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- 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.
- 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. 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.

Assessment Objectives

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) Describe the events of the Hungarian Revolution of 1848

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Freedom was demanded.'

Level 2 Describes events

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

e.g. 'In 1848, Kossuth addressed the Hungarian Diet and demanded independence for Hungary within the Empire.'
'Kossuth was a brilliant speaker and was able to inspire people into action.'
'Austrian control of Hungary was temporarily taken over by the Hungarian Diet in Budapest.'
'The Hungarian Diet passed laws which abolished serfdom, introduced religious freedom and abolished press censorship.'
'Kossuth could see no room in the new Hungary for Croat or Slovak nationalism.'
'The Croats reacted angrily and invaded Magyar territory.'
'Kossuth declared Hungary an independent republic, but the Austrians persuaded the Russians to bring about surrender.'
'The Austrians then resumed overall control of Hungary after their own problems were overcome.'

(b) Why did Charles Albert fail against Austria in 1848–9?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The opposition was stronger.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

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

Level 3 Explains reasons **[4–7]**

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

e.g. 'Liberals and nationalists could see no reason why the Austrians should not be driven out of Italy for good. Charles Albert was urged to invade Lombardy first and help the people of Milan defeat the hated Austrians. He delayed too long. This gave the Austrians time to get reinforcements.'
'Charles Albert was let down by the people of Lombardy. He thought they would support him, but they failed to flock to join his army.'
'The Pope sent his army but then withdrew his army; this deprived Charles Albert of vital support.'

(c) How similar were the aims of European revolutions in 18

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'People wanted change.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'People wanted improvements in living standards.'
'Reaction against repressive regimes.'
'Some countries wanted independence from foreign domination.'
'To gain freedom of speech, a free press and free trade.'

Level 3 Explanation of similarity of aims OR lack of similarity [3–5]

e.g. 'In Hungary and northern Italy there were attempts to throw off the rule of Austria. There was an attempt in both places to gain their independence from the rule of a foreign power.'
OR
e.g. 'In Hungary Kossuth aimed to force the implementation of the March Laws, which included reforms such as the abolition of serfdom and religious freedom. However, German aims, whilst including some liberal reforms, were also focused very much on the achievement of a unified Germany.'

Level 4 Explanation of similarity of aims AND lack of similarity [5–7]

Both sides of level 3.

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

2 (a) Describe the actions of Cavour between 1852 and 18 position in Italy.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Cavour improved communications.'
(For Level 2 would need to give an example of communicatio

Level 2 Describes actions **[2–5]**

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

e.g. 'Cavour saw the development of a railway system as important for Piedmont's industry.'
'He saw the railways as developing national consciousness.'
'He encouraged the investment of foreign capital.'
'He gained respect for the army by involving them in the Crimean War.'
'Cavour increased Piedmont's growing diplomatic stature by attending the Congress of Paris in 1856.'

(b) Why did Austria issue an ultimatum to Piedmont in 1859 t

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Relations worsened.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There was anti-Austrian feeling in Piedmont.'
'The Piedmont army was mobilised.'
'Piedmont threatened the Austrian Empire in Italy.'
'Piedmont seemed to be spoiling for a fight.'
'Austria needed to maintain control of northern Italy.'

Level 3 Explain reasons **[4–7]**

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

e.g. 'Cavour had prepared Italians for war by increasing anti-Austrian feeling through a speech delivered by Victor Emmanuel. At the same time, Cavour had mobilised the Piedmontese army. Austria saw this as a threat to their dominance in northern Italy.'

(c) How much of a help was Garibaldi to Cavour? Explain yo

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Garibaldi was a great help.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Garibaldi liberated Palermo and conquered Sicily.'
'He defeated the Neapolitans.'
'Garibaldi surrendered his conquests to the king.'
'He was a more popular figure than Cavour.'

Level 3 Explanation of Garibaldi being a help OR a hindrance [3–5]

e.g. 'Garibaldi was an unrivalled leader of a guerrilla force. He inspired great enthusiasm and devotion in his men. In 1860, the King of Naples and his troops were so frightened by what Garibaldi had achieved in Sicily they put up little resistance. His conquests in the south helped Cavour achieve almost total unification of Italy.'
OR
e.g. 'Garibaldi was obsessed with his devotion to Italian unity and, as a result, he could appear to lack principles. He changed from republican to royalist and from being a supporter of revolution became a supporter of the government. Cavour was unsure how Garibaldi would react after capturing Naples and moving on towards Rome.'

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

Both sides of level 3.

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

3 (a) Describe the course of the German revolutions of 1848–4

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was unrest in many German states.'

Level 2 Describes events

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

e.g. 'There were protests in Baden, the Palatinate, Saxony and Prussia.'
'There was a demand for constitutional reform.'
'In Bavaria, it was a conservative and Catholic protest against Ludwig's mistress.'
'In Prussia, it appeared the King was going to make some liberal reforms after a clash of the military with protesters in Berlin.'
'Civil war almost broke out as shots were fired, but the King agreed to withdraw troops if the barricades were pulled down.'
'The demand for a German parliament was agreed at Frankfurt, although it failed to convince Frederick William of Prussia to accept the Imperial Crown and thus the revolutions fizzled out.

(b) Why was Austria able to reassert its influence over Germ

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Because it was the strongest country.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Frankfurt Parliament had failed to act.'
'Frederick William had 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. 'Prussia had an opportunity to lead Germany through the actions of the Frankfurt Parliament. It had offered the Imperial Crown to Frederick William of Prussia, but he had turned it down.'
'The League of Princes was set up as a Prussian dominated union. When the ruler of Hesse-Cassel was overthrown, he turned to Austria, not Prussia, for help in suppressing the revolution. Austria sent an army of 200 000 demonstrating clearly to other German states that Austria, not Prussia, was still the dominant force in Germany.'
'Frederick William had little choice but to accept the terms of the Treaty of Olmutz in 1850. This restored the Bund under Austrian leadership.'

(c) How far was Bismarck's diplomatic skill the main reaso 1866? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Bismarck's diplomatic skill was excellent.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Austria's economy was not strong.'
'Austria's army was weaker than Prussia's army.'
'It was the Prussian military reforms which meant Prussian success.'
'Bismarck made promises to Italy.'
'Bismarck negotiated French neutrality.'
'It was the military strength of Prussia.'

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

e.g. 'An agreement between Bismarck and Italy offering Venetia if Italy attacked Austria was put in place with Bismarck hoping Italy would pin down the bulk of the Austrian army.'
'Bismarck met the French Emperor to get the promise of French neutrality in the event of an Austro-Prussian War. This meant that he had no need to fear the intervention of the French if war should occur.'
OR
e.g. 'It was Moltke's and von Roon's military reforms which made the Prussian army the most feared in Europe and able to defeat Austria in 16 days.'

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

Both sides of level 3.

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

4 (a) Describe the part played by Germany in increasing colon

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Germany annoyed other countries.'

Level 2 Describes events

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

e.g. 'Bismarck hosted the Berlin Conference in 1885.'
'Germany wanted 'a place in the sun'.
'An empire would mean a large fleet to protect and supply it. This would cause tension between Germany and Britain.'
'Having territory in West Africa and South-West Africa, the Kaiser wanted to influence affairs in North Africa.'
'He tested the Entente Cordiale by visiting Tangiers in 1905 and stating that Morocco should be independent of France.'
'In 1911, the Kaiser sent a gunboat to Agadir. Britain believed he was trying to set up a naval base in Morocco and saw this as a threat.'

(b) Why did the Alliance System increase the threat of war?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It created continual tension.'
'The Triple Alliance consisted of Germany, Austria-Hungary a
'The Triple Entente consisted of Britain, France and Russia.'

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

(One mark for each point)

e.g. 'Isolated countries became concerned.'
'Members of an alliance would support each other.'
'It created two armed camps.'

Level 3 Explains reasons [4–7]

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

e.g. 'As relations between rival countries worsened, their allies offered support and so the tension would increase. The Entente Cordiale between Britain and France was an example of this in relation to Morocco in 1905.'
'Countries joining together under an alliance created a fear in those who did not. This encouraged those on their own to look for partners. This created two armed camps, the Triple Alliance and the Triple Entente.'
'Because the armed camps supported each of the members, a dispute between one of the members of each camp could well spread to other members. This would turn a war between two countries into a major war between them all.'

(c) 'Colonial rivalry was the most important reason for in before the First World War.' How far do you agree with answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was hostility.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Events such as Morocco fuelled suspicion.'
'There were disputes in the Balkans.'
'Britain and Germany were building bigger and more powerful ships.'
'Europe was divided into two rival alliances.'
'The Kaiser seemed war-like.'
'There was an arms race going on.'

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

e.g. 'There was a fear that Germany wanted an Empire and that Germany might use its strength to acquire colonies. This had happened in Morocco where the Kaiser had challenged French control.'
'Britain was concerned that Germany's Empire had to be serviced by a rapidly increasing military fleet, which would be based largely in the North Sea.'
OR
e.g. 'Britain felt Germany was threatening its economic superiority and her naval power by building up her naval strength. Britain, therefore, started a programme of Dreadnought building to combat Germany's High Seas fleet.'

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

Both sides of level 3.

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

5 (a) What impact did the Treaty of Versailles have on German

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was a reduction in the German armed forces.'
'They were made to disarm.'

Level 2 Describes restrictions

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

e.g. 'The army was limited to 100 000 men.'
'Conscription was banned.'
'Germany was not allowed tanks/armoured vehicles.'
'It was not allowed submarines.'
'It was banned from having (military) aircraft.'
'The navy could build only six battleships.'
'The navy was allowed only 15 000 sailors.'
'The Rhineland became a demilitarised zone.'

(b) Why did the aims of the 'Big Three' at Versailles differ?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Big Three were from different countries.'
'They were all very different people.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point – needs to be the issue over which the Three or Two differed.)

e.g. 'The USA, Britain and France had very different experiences of the impact of war.'
'The amount of damage suffered was different.'
'France wanted to destroy Germany's military whilst Lloyd George wanted Germany's navy destroyed.'
'Clemenceau wanted to destroy Germany as a country, whereas Wilson wanted a just and lasting peace.'
'Clemenceau wanted…/ Lloyd George wanted…/Wilson wanted…'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Clemenceau wanted a harsh treaty because of the damage caused by Germany and the high loss of life. The Germans had destroyed many mines in their retreat.'
e.g. 'Clemenceau wanted to cripple Germany so that it could not threaten France again. France had suffered enormous damage to its land and industry and had two-thirds of its men who served in the French army killed or injured. In contrast, the USA had not suffered invasion during the war. Wilson wanted Germany to be punished but not so harshly.

(c) Was Germany's reaction to the Treaty of Versailles justifi

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'German reaction was justified because the Treaty affect

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'They thought it was a dictated peace.'
'They thought the reparations were harsh.'
'They thought it left their armed forces depleted.'
'They thought it was too harsh on ordinary Germans.'
'The Allies thought Germany treated Russia worse.'
'The Allies said Germany had agreed to the terms of the Armistice.'
'The Allies believed Germany would have imposed a harsh treaty if they had won.'

Level 3 Explanation of justification OR not justified [3–5]

e.g. 'The German reaction was justified because Germany was forced to disarm to an extent that no other nation was. Its army was reduced to 100 000 men, a very small number for a country of Germany's size. The Germans felt that this would leave them vulnerable to attack.'
OR
e.g. 'The German reaction was not justified because they had treated Russia more harshly in the Treaty of Brest-Litovsk. Under the terms of this treaty, Russia lost 32% of their agricultural land and 54% of their industry, and was fined 300 million gold roubles. The Germans had little cause for complaint given their treatment of Russia.'

Level 4 Explanation of justification AND not justified [5–7]

Both sides of level 3.

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

6 (a) In what ways had Hitler built up Germany's military stren

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were more men in the armed forces.'
'He rearmed.'

Level 2 Describes measures

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

e.g. 'By ignoring the military restrictions in the Treaty of Versailles.'
'He began increasing the army above the 100 000 limit.'
'Hitler started building tanks and warships.'
'Hitler started using the unemployed in new armaments factories.'
'Hitler introduced conscription.'
'Hitler introduced his new air force.'
'In 1935, Hitler signed the Anglo-German Naval Treaty, which allowed Germany 35% of the size of Britain's navy.'
'In 1936, Germany re-militarised the Rhineland.'
'He started building tanks, warships, submarines and aeroplanes.'

(b) Why did Hitler want Anschluss?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He thought it would benefit Germany.'
'He wanted resources.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Hitler believed Germany and Austria belonged together.'
'Austria was where Hitler was born.'
'He wanted to develop a Greater Germany.'
'He wanted to unite German speakers.'
'He wanted to break the Treaty of Versailles.'
'Hitler wanted Austria's mineral deposits.'
'To increase the strength of his military.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Hitler stated in Mein Kampf that he wanted to create a Greater Germany and to overthrow the Treaty of Versailles. Anschluss had been forbidden by the Treaty and so a union would help him achieve both these aims.'
'Austria's soldiers, weapons and its rich deposits of gold, iron ore and salt would be added to Germany's increasingly strong army and industry to make it more powerful.'

(c) 'Chamberlain was right to follow a policy of appeaseme 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. 'It bought time and so was justified.'
'It meant Germany was able to grow stronger.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'It was right to try to avoid war.'
'Britain needed time to prepare for war.'
'Britain was not ready for war.'
'The Treaty was unjust and needed redress.'
'Hitler was a bulwark against communist USSR.'
'It meant giving in to a bully.'
'It was morally wrong.'
'Following appeasement brought missed opportunities to stop Hitler.'
'It failed to prevent war.'
'It alarmed the USSR.'

Level 3 Explanation agreement OR disagreement [3–5]

e.g. 'Memories of the First World War were still fresh and Chamberlain was right to avoid another war. He knew that Britain's armed forces were not ready to tackle Germany's armed forces because little investment had been made in them since the First World War.'
OR
e.g. 'Chamberlain's policy of appeasement was about giving in to a bully. It assumed that if concessions were made to Hitler, it would reduce the chance of war. In fact, it encouraged Hitler to demand more territory.'

Level 4 Explanation agreement AND disagreement [5–7]

Both sides of level 3.

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

7 (a) What decisions, in relation to Germany, were agree Conferences?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was agreed that Germany should be divided.'

Level 2 Describes decisions

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

e.g. 'It was agreed that Germany should be divided into four zones of occupation. The zones were to be controlled by the USSR, the USA, Britain and France.'
'It was agreed that Berlin would also be divided into four similar sections.'
'It was agreed to hunt down and punish German war criminals.'
'It was agreed that the Allies should receive reparations from Germany.'
'The Nazi Party was banned.'
'It was agreed that Germans living in Poland, Hungary and Czechoslovakia would be sent back to Germany.'

(b) Why did mistrust between the USSR and the USA increas

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They wanted different things.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The common enemy was defeated.'
'It increased with the death of Roosevelt.'
'It increased because of the successful testing and use of an atomic bomb by the USA.'
'There were disagreements over Poland.'
'It was capitalism versus communism.'
'Truman became US President.'
'There were disagreements over what to do with Germany.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The USA was suspicious of Soviet intentions in eastern Europe. Stalin had removed non-Communist leaders in Poland replacing them with Communists. The Soviet controlled government at Lublin, set up in 1944, continued to run the country once the war ended.'
'Truman was highly suspicious of Stalin's motives. He was much less trusting than Roosevelt had been. Stalin refused to reduce the size of the Red Army. In eastern Europe he believed Stalin intended to set up USSR controlled buffer states.'

(c) 'The Truman Doctrine and the Marshall Plan were to bla 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. 'There was a lack of trust.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Marshall Plan aroused suspicion amongst the Soviets.'
'The USA had the atomic bomb.'
'Truman was against communism.'
'Stalin's actions over Berlin increased tension.'
'The Soviets wanted to spread communism.'
'Eastern Europe was communist controlled.'

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

e.g. 'The USA interpreted the Soviet takeover of Eastern Europe as the start of spreading communism around the world and responded with the Truman Doctrine and Marshall Plan, which was to help the vulnerable European economy suffering from the after effects of war. The USSR saw this as a threat to their security.'
OR
e.g. 'The Soviets introduced a blockade of Berlin but the West defeated this by flying in supplies resulting in Stalin backing down. Stalin responded by turning their zone into the GDR. Germany was divided even more firmly and relations between East and West worsened.'

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

Both sides of level 3.

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

8 (a) Describe events in Berlin leading up to the building of th

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘There was movement within Berlin.’

Level 2 Describes events

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

e.g. ‘There were too many people leaving East Berlin to go to the West.’
‘The French, British and Americans invested huge sums into West Berlin and turned it into a wealthy city with many consumer benefits for the citizens.’
‘There was a higher standard of living in the west.’
‘The Soviets demanded that the Western powers leave the whole of Berlin.’
‘Kennedy insisted that he would stand by Berlin.’
‘On the 13 August 1961, Soviet troops put up barbed wire barricades all around West Berlin.’

(b) Why were the Soviets worried about events in Czechoslo

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Soviets felt there was a threat.'
'The Soviets were worried about the protests.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Reforms were threatening Soviet control.'
'The Soviets were worried Czechoslovakia may leave the Warsaw Pact.
'Soviet leaders thought the ideas would spread to other Soviet controlled countries.'
'The actions were against the Brezhnev Doctrine.'
'The Soviets were worried that Czechoslovakia was becoming closer to West Germany.'
'Brezhnev came under pressure from East Germany and Poland to stop reform.'

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. He felt this control was being threatened and would affect other countries.'
'Dubcek was appointed to lead Czechoslovakia. He wanted to modernise communism, talking about 'socialism with a human face'. The reforms he suggested were known as the "Prague Spring". The Soviets saw them as a threat to their control.'

(c) How far can Gorbachev be blamed for the collapse of Europe? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Gorbachev was responsible because he was in power.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The economy of the USSR was failing.'
'Afghanistan was a major issue.'
'The support of the Red Army was withdrawn.'
'Gorbachev introduced perestroika and glasnost.'
'He made links with the West.'
'Solidarity set an example to other communist countries.'

Level 3 Explanation of the impact of Gorbachev OR other reasons [3–5]

e.g. 'Gorbachev cut spending on defence because of the poor state of the economy and in 1988 he signalled an end to the Brezhnev Doctrine. Eastern European countries realised that this meant that communist governments could no longer expect support from the Red Army to deal with disturbances.'
OR
e.g. 'Solidarity had forced a strong communist government backed by the Soviet Union to give way by using non-violent methods. This acted as an example to other Eastern European countries, who felt that they too could stand up for their rights and gain freedom from Soviet control.'

Level 4 Explanation of the impact of Gorbachev AND other reasons [5–7]

Both sides of level 3.

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

9 (a) Describe the political situation in Germany at the end of t

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was a lot of unrest.'
'There were uprisings.'

Level 2 Describes the political situation

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

e.g. 'Kaiser Wilhelm fled the country/abdicated.'
'Ebert, one of the leaders of the Social Democratic Party, announced that Germany was now a republic.'
'The new republic was to be democratic.'
'There were attempted coups from the communists and extreme right.'
'The Spartacists were suppressed.'
'Elections were held for a National Assembly which would draw up a new constitution.'
'As there was unrest in Berlin, the National Assembly met at Weimar.'
'The constitution drawn up was called the Weimar Constitution.'

(b) Why did the French invade the Ruhr in 1923?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To take what they wanted.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'France lost patience with Germany.'
'Germany failed to pay reparations.'
'France wanted its payments on time.'
'France thought Germany wouldn't pay.'
'To uphold the Treaty of Versailles.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Reparations had been fixed at £6600 million in 1921, but in late 1922 Germany failed to make the required payment. The French felt that it was right to invade to take the value of the missing payments in goods. They invaded the Ruhr, with the assistance of the Belgians, because this was an area rich in coal and iron.'
'The French themselves were under pressure from the United States to start repaying some of their war debts. They, therefore, needed the reparation payments to help pay these debts.'

(c) 'The Weimar Republic successfully dealt with Germany' 1929.' How far do you agree with this statement? Explain

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was partially successful.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It didn't pay reparations.'
'It caused hyperinflation by printing money.'
'German farmers suffered.'
'The late 1920s was considered by some to be a period of moral decline.'
'Germany was dependent on American loans.'
'It sorted out the Ruhr.'
'A new provisional currency was introduced, the Rentenmark.'
'A permanent currency, the Reichmark, was introduced.'
'International acceptance improved.'
'Stresemann negotiated the Dawes and Young Plans.'

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

e.g. 'Stresemann ended hyperinflation and confidence returned with the introduction of a new currency, the Rentenmark/Reichmark, and a reduction in government spending. The new currency remained stable because the USA was willing to give loans, such as through the Dawes Plan, to support it.'
OR
e.g. 'There was an illusion that Germany's economic problems had been solved. Economic prosperity depended largely on American loans and, if these were withdrawn, there would be acute difficulties, especially as agriculture was already in serious trouble and growth in industry had begun to slow in 1927.'

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

Both sides of level 3.

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

10 (a) Describe Hitler's economic policies.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He developed industry.'

Level 2 Describes policies

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

e.g. 'Hitler wanted to create employment for the 6 million unemployed.'
'He introduced a public works scheme to create employment. This meant new hospitals, schools and autobahns would be built.'
'Hitler wanted Germany to be economically self-sufficient.'
'He spent money on rearmament.'
'Benefits for farmers.'

(b) Why did the Nazis change the school curriculum?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To change what was taught.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'To introduce control.'
'To indoctrinate children.'
'To increase awareness of a view of German history.'
'To increase loyalty to Hitler.'
'To promote the Aryan Race.'
'To prepare boys to be soldiers.'
'To prepare 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. 'German History was given a central role in the curriculum. It was taught with a Nazi bias. The "stab in the back" at Versailles received great importance and emphasised how the hardships of 1919–1923 were caused by Jews squeezing profits out of honest Germans. As children grew older this increased loyalty to the Fuhrer.'
'Hitler wanted the young boys to be trained so that they would have a career in the army. There was a heavy emphasis on physical fitness, while in Maths there had to be an understanding of military calculations and ballistics, and in Chemistry an understanding of warfare and explosives.'

(c) 'The Nazi youth policies were successful.' How far do y Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Some policies were popular.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Many joined the Hitler Youth voluntarily.'
'Young people enjoyed the leisure activities.'
'There was much indoctrination.'
'Education was controlled.'
'The Swing movement rejected Nazi control.'
'The Edelweiss Pirates were anti-Nazi.'
'The Hitler Youth had to be made compulsory.'

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

e.g. 'The Hitler Youth was a success. By 1939, it had over seven million members, the vast majority of young Germans. It was used to prepare boys and girls for their roles in life and to develop the Nazi ideal. Many young people were happy to join as other youth associations were banned and the Hitler Youth offered a variety of activities which were popular.'
OR
e.g. 'The Edelweiss Pirates did not want their lives to be controlled by the Nazis. They rejected the Nazi youth groups and taunted and sometimes attacked members of the Hitler Youth. During the war, the Pirates helped to shelter army deserters and escaped prisoners.'

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

Both sides of level 3.

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

11 (a) Describe the events of Lenin's return to Russia in April 1

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He was helped by the Germans.'

Level 2 Describes events

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

e.g. 'Lenin was in Switzerland when he received the news of the overthrow of the Tsar.'
'He wanted to return but needed the help of the Germans, who were anxious to ferment as much disorder as possible in Russia so that Russia would pull out of the war.'
'Lenin was given funds and a passage through Germany in a sealed train with thirty other revolutionary exiles.'
'At the Baltic coast, they were shipped to Sweden and then onto Finland.'
'Lenin reached Petrograd in April 1917.'
'On his return to Russia he addressed the Bolshevik Party leadership about his intentions.'

(b) Why were the 'July Days' important?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Bolsheviks could have been destroyed.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The workers and soldiers showed their strength of feeling.'
'It showed the Bolsheviks needed to prepare.'
'It resulted in Kerensky being appointed prime minister.'
'It led to the appointment of Kornilov.'
'The Bolsheviks did not harness the discontent.'
'It showed the government lacked control.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The "July Days" showed that the government lacked control. There were strikes in almost all factories in Petrograd and the Kronstadt sailors demonstrated, as did the detachments of the Machine Gun Regiment of which two thirds refused to go to the front to fight. The government struggled to keep order with such widespread discontent.'
'The "July Days" showed that the Bolshevik leadership was under-prepared for the levels of discontent shown by numerous groups against the government. Because of the lack of Bolshevik leadership, most strikers went home and the soldiers and sailors returned to barracks. The Bolshevik leadership was fortunate to survive as many were arrested while Lenin fled to Finland.'

(c) 'The Provisional Government was overthrown because i against Germany.' How far do you agree with this statem

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The government lost the support of the people.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The failing war effort increased the Government's problems.'
'It did not deal with the land crisis, food shortages and poor working conditions.'
'The Kornilov crisis armed the Bolsheviks.'
'The Bolsheviks increased their power and organisation.'
'Lenin changed the power base in the Petrograd Soviet.'

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

e.g. 'The war effort was failing. The Provisional Government insisted on staying in the war. Soldiers were deserting in their thousands from the army. Kerensky rallied the army for a great "June Offensive". It was a disaster. Riots followed and further desertions. Many wanted to be in the countryside if land was to be shared out.'
OR
e.g. 'Lenin persuaded the Bolsheviks to overthrow the Provisional Government by stopping the close co-operation of the Petrograd Soviet and the Government. He ensured that more Bolsheviks became members of the Petrograd Soviet.'

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

Both sides of level 3.

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

12 (a) What were the kulaks?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘They were peasants.’

Level 2 Describes the kulaks

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

e.g. ‘Kulaks were rich peasants.’
‘They owned their own land and animals.’
‘The kulaks emerged from the reforms of Stolypin.’
‘Stolypin encouraged them to buy the land they lived on and worked so that yields would improve.’
‘Many kulaks increased their land-holding by buying out their neighbours.’
‘The kulaks were resistant to change and this meant Stalin detested them.’

(b) Why was collectivisation important to Stalin?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Stalin wanted to control the countryside.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Farming methods were outdated and not producing enough food.'
'He wanted to make farming more efficient.'
'Collectivisation fitted in with common ownership.'
'It meant that Stalin could deal with kulaks.'
'Stalin needed surpluses to export.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Collective farming would be more efficient as there would be bigger units and more machinery could be used. This would produce more food for the workers in the cities.'
'Stalin needed to improve industry. This required much capital spending for the infrastructure and expertise. Stalin hoped that collective farming would produce such a surplus to sell abroad that huge amounts of foreign currency would be earned and this could be spent on developing industry.'
'Collectivisation gave Stalin an excuse to deal with the kulaks. He despised them. They had made it clear they would not hand over surpluses to the state or be amalgamated into larger units under a communist official. They refused to grow "new" crops such as flax which was needed for industry.'

(c) How successful were Stalin's industrialisation policies?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The USSR became a great industrial power.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The USSR became the world's second largest industrial power.'
'The USSR was capable of surviving a world war.'
'Spectacular advances were achieved in industrial output.'
'Strict targets and factory discipline existed.'
'Food was in short supply and overcrowding remained.'

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

e.g. 'It is impossible to know exactly how successful the Five Year Plans were. Soviet figures are unreliable but the Plans did have spectacular economic results, although not all targets were met. By 1940, the USSR was the world's second largest industrial power. Even by 1932, the least successful product had grown by over 50%.'
OR
e.g. 'Success came at the expense of most workers. Factory discipline was strict and punishments severe. Lateness or absence was punished by sacking and this often meant the loss of the home as well. The secret police prevented free movement of workers.'

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

Both sides of level 3.

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

13 (a) What problems faced many traditional industries in Amer

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They operated on more traditional approaches.'
Identifies the industries – cotton, woollen textiles, coal, ship b

Level 2 Describes problems

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

e.g. 'Cleaner fuels were available.'
'There was competition from newer industries.'
'They were losing markets.'
'Synthetic fibres meant there was less demand for cotton and woollen textiles.'
'A decline in world trade affected ship building.'

(b) Why did American agriculture face difficulties in the 1920

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'American agriculture lost markets.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The demand from Europe fell.'
'Canada was more efficient.'
'There was considerable over-production.'
'American tariffs caused problems.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'After the First World War, Europe imported far less food from the USA due to American tariffs. These tariffs meant European countries found it difficult to sell in American markets and so could not earn the dollars with which to purchase American produce.'
'Canadian wheat producers were highly efficient and brought stiff competition to the US farmers.'
'An underlying problem was over-production. Up to 1920, when farming was doing well, more and more land was used for farming. Improved machinery, such as the combined harvester, made US agriculture extremely efficient. The result of this was that it was producing surpluses of wheat no-one wanted.'

(c) How far was the expansion of the automobile industry 'boom' of the 1920s? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The expansion of the car industry boosted the economy.

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It created thousands of jobs.'
'Other industries prospered because of the car industry.'
'The "boom" was helped by government policy.'
'Taxation was kept low.'
'Tariffs protected home produced goods.'
'Credit facilities became readily available.'
'New technology helped create consumer goods.'
'The widespread availability of electricity created demand for goods.'

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

e.g. 'Henry Ford's use of the assembly line in producing automobiles meant that they were produced quicker and much cheaper. The industry stimulated other industries such as steel, rubber and glass, all of which were used in the construction of cars.'
OR
e.g. 'Harding and Coolidge believed in a policy of "laissez-faire". This encouraged the growth of industry by low taxes. This encouraged business owners to invest in their industries and gave ordinary Americans more money to spend on consumer goods therefore creating demand in the economy.'

Level 4 Explanation of automobile industry's contribution AND other reasons [4–7]

Both sides of level 3.

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

14 (a) What were the consequences of the Wall Street Crash for

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'People were desperate.'
'Life was harsh for many with little hope.'

Level 2 Describes consequences

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

e.g. 'People who had borrowed to speculate were bankrupt.'
'Many people were unemployed.'
'Life savings were lost as banks failed.'
'Many farmers lost their farms.'
'Some had to sleep rough or in Hoovervilles.'
'Many had to queue for food.'
'Many suffered from malnutrition and starvation.'
'People committed suicide.'

(b) Why did the US government feel threatened by the Bonu

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They demonstrated.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Servicemen wanted their war bonus early'
'They were considered as communist agitators.'
'The sheer numbers worried the government.'
'The marchers had public sympathy.'
'Thousands marched on Washington.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The government was worried because in the summer of 1932, First World War ex-servicemen and their families arrived in Washington demanding the "bonus" payment that had been promised to them by an act passed in 1924. The bonus, around $500, was not payable until 1945, but some families were destitute and wanted the payment now. In camps around the city, about 25 000 veterans gathered and the government was worried by the threat of their large presence.'

(c) 'Speculation on the stock market was more responsible weaknesses in the US economy.' How far do you agree your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They both caused the Wall Street Crash.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The economy was slowing down.'
'There was panic selling.'
'Sales were falling.'
'Share prices stopped going up.'
'There was credit buying by speculators.'
'Speculators tried to sell to save something.'

Level 3 Explanation of speculation OR weaknesses of the economy [3–5]

e.g. 'When industrial output fell in the summer of 1929, for the first time in four years, speculators on the stock market became nervous about the value of their shares and began to sell. Soon panic set in with investors trying to sell their shares. The banks were not prepared to support the price of shares and so speculators began selling at a loss.'
OR
e.g. 'By 1929, sectors of the economy were showing signs of strain after the boom years of the 1920s. The boom was based on increased sales of consumer goods. American industry was producing more than they could sell as most had bought what they needed.'

Level 4 Explanation of speculation AND weaknesses of the economy [5–7]

Both sides of level 3.

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

15 (a) Describe the disunity existing in China immediately aft Japan.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was intense rivalry between groups.'

Level 2 Describes disunity

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

e.g. 'At the end of the war, there was intense rivalry between the Communists and the Nationalists.'
'During the war, the Communists had fought the Japanese whenever possible, but the KMT withdrew their forces to safe areas. At the end of the war there was a race to gain territory.'
'The USA helped the Nationalists grab key cities in the north and east at the end of the war.'
'There were violent clashes between the two groups and civil war looked probable, but the USA brokered a truce.'
'The truce collapsed in July 1946 as neither side was willing to trust the other and the civil war began.'

(b) Why were the Communists successful in winning power i

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Communists were better organised than the KMT.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

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

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Communist army was small but very well disciplined, well fed and cared for. This meant that there was high morale in the Communist army.'
'The Communists had able leaders, like Mao, who had effective control and good tactical sense. KMT generals were not respected and there was a lack of discipline within their army.'
'The Communists cared for the peasants and treated the population fairly with equal rationing and keeping firm law and order. This gained popular support in contrast to the looting, raping and corruption of the KMT.'

(c) 'The greatest problem facing the Communists when they of agricultural production.' How far do you agree with answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Food production was only one of many problems in 1949

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

(One mark for each point)

e.g. 'Food production was declining.'
'The population was growing.'
'Industry needed reviving.'
'Corruption needed to be removed in government.'
'A fear of attack from Chiang Kai-shek.'
'A need to change the attitude of the Chinese people.'
'A lack of world recognition of the Communists.'

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

e.g. 'China was poor with food production down 25% on pre-war production. Agricultural output was dropping drastically and the population was rising rapidly. The amount of food grown and marketed did not meet demand.'
OR
e.g. 'There remained the concern that Chiang Kai-shek, supported by large numbers of troops and much of China's foreign currency and gold reserves, would try to stage a come-back from his base in Taiwan.'

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

Both sides of level 3.

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

16 (a) Describe Communist China's relations with Taiwan up to

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a hostile relationship.'

Level 2 Describes relations

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

e.g. 'There was constant shelling between the two.'
'The Nationalists made it clear they hoped to regain control of the mainland.'
'The Nationalists were supported by the USA.'
'Chiang was keeping communist China out of the United Nations.'

(b) Why did relations between Communist China and the US

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Mao disapproved of what Khrushchev 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.'
'The USSR 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 his form of Communism based on the peasants was what Marx and Lenin had preached.'
'The disagreements were not helped by a series of military related issues. There were armed clashes on the border between the two countries, especially along the Amur River.'
'Mao was annoyed as the USSR refused to help China develop an atomic bomb and assist in the 1962 border war with India. In 1964, China tested its own atomic bomb, which increased tension between the two countries.'

(c) How successful was Mao in establishing Communist Chi your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was stronger because he changed China from the old

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Mao introduced land reform.'
'He improved education.'
'He changed the role of women.'
'China was an atomic power.'
'It became part of the United Nations.'
'He introduced the "Great Leap Forward".'

Level 3 Explanation of success as a superpower OR failure as a superpower [3–5]

e.g. 'Mao realised that China needed to develop industrially and he concentrated on the heavy industries with targets set and new industrial centres growing up. As most industries were nationalised, he was able to control prices and wages and to reduce inflation.'
OR
e.g. 'Mao introduced the "Great Leap Forward" but, despite his claims, it was not a success. In agriculture and industry, China's output was far behind the superpowers of the USA and the USSR.'

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

Both sides of level 3.

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

17 (a) What were the aims of apartheid?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To increase control'

Level 2 Describes aims

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

e.g. 'To keep black people inferior and enable employers to pay low wages.'
'To create two separate societies.'
'To control black people.'
'To control the workforce by creating divisions between white and black.'
'To uphold the belief that whites were superior to all others.'
'To give whites the best land.'
'To preserve heritage. Many whites thought that the native African should live in "natural conditions" away from the corrupting effects of towns and industry.'

(b) Why was the Defiance Campaign of 1952 important?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a way of defying apartheid.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'ANC membership increased.'
'The Freedom Charter was created.'
'The protests raised international awareness.'
'The United Nations expressed concern.'
'It resulted in peaceful protests.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Defiance Campaign in 1952 resulted in the membership of the ANC increasing from 7 000 to 100 000. The Campaign gave confidence to the opponents of the government that further mass protest could bring political changes.'
'Those leading the Campaign realised that they needed a manifesto. They met and drafted the Freedom Charter, a clear statement of the South Africa they wanted to create. The Charter became the most important single document of resistance to apartheid.'
'The series of protests arranged, such as entering a city without a pass or sitting on white only park benches, caused so many arrests that police, magistrates and government found themselves overloaded with "offenders" to deal with.'

(c) How far do you agree that apartheid benefited South Afri

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It hurt black people most of all.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Most black people were forced to live in Bantustans.'
'Black people had sub-standard public services.'
'A minority owned the majority of the wealth and land.'
'White people paid high taxes.'
'International sport was limited.'

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

e.g. 'The white population had many benefits and privileges. They owned and lived on 87% of the land. They were the big farmers and owners of big industrial enterprises.'
'Apartheid gave white people a good standard of living. Most of the physical labour was done by black, coloured or Indian people.'
OR
e.g. 'Apartheid forced the majority of black people to live on Bantustans, which was 13% of the total area of South Africa. Some males went into towns and cities to get work, but they were forced to leave their wives and children on the Bantustan.'
'Many whites complained that they could not play international sport during the '60s, '70s and '80s because other countries refused to play them in cricket, rugby and soccer because of apartheid.'

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

Both sides of level 3.

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

18 (a) What were the immediate consequences of events at Sha

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It caused more violence.'

Level 2 Describes consequences

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

e.g. 'Black leaders decided that the time for peaceful protest had passed. Mandela formed Umkhonto we Sizwe (the Spear of the People) and launched a campaign of sabotage.'
'Power stations and government offices were sabotaged.'
'The Nationalist Government treated its opponents even more harshly.'
'People were held without trial, there were more banning orders and the press was heavily censored.'
'The ANC and PAC were outlawed and its leaders arrested.'
'The deaths at Sharpeville turned most of the world against white South Africa. The influence of the UN was important.'
'Immediately, gold and foreign reserves plummeted, causing alarm over the country's economy and future business prospects.'

(b) Why did P.W. Botha introduce the 'Total Strategy' policy

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was to make the government popular.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The aim was to strengthen security.'
'To weaken the ANC.'
'To improve education.'
'To allow trade union activity.'
'To gain the support of the black population.'
'To remove some of the grievances.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The strategy was introduced to strengthen further the security forces to ensure that they could deal with resistance groups more speedily and effectively.'
'Botha wanted to disestablish South Africa's neighbours by giving the black states on the borders the hardest of times if they supported the ANC.'
'Botha saw the need to re-think policy and remove some of the grievances. He introduced some reform to win the hearts and minds of the blacks. An example was the relaxation of the Pass Laws.'

(c) 'Mandela and De Klerk were equally significant in endi 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. 'They both played a vital role.'
'De Klerk was important as he brought change.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'De Klerk looked at a mandate for reform.'
'Through the ANC and whilst in prison Mandela worked for reform.'
'Mandela's charisma helped.'
'De Klerk convinced whites that change was essential.'
'De Klerk and Mandela were able to work together.'

Level 3 Explanation of De Klerk's contribution OR Mandela's contribution [3–5]

e.g. 'Following the whites-only election of 1989, De Klerk chose to treat the result as a mandate for reform, although there was not a clear majority of voters wanting change.'
'In 1990, in a speech to Parliament, De Klerk announced that the ban on the ANC, the PAC and the SACP would be lifted and he promised political prisoners would be released, including Nelson Mandela.'
OR
e.g. 'Mandela had been a driving force in the Defiance Campaign against the Pass Laws, Curfew Laws and 'white only' areas. In 1962 he was put in jail and became a symbol of the resistance to apartheid.'

Level 4 Explanation of De Klerk's AND Mandela's contributions [5–7]

Both sides of level 3.

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

19 (a) Describe the South African occupation of Namibia during

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The South Africans took Namibia with little resistance.'

Level 2 Describes events

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

e.g. 'South African troops opened hostilities with an assault on Ramansdrift police station in September 1914.'
'It captured many German settlers and transported them to prison camps in Pretoria.'
'The South African troops were very professional and far superior to the German Schutztruppe (protection squad) and Afrikaaner volunteers who were fighting on the German side.'
'The tactics used by the Schutztruppe were mainly to delay the enemy.'
'On the 9 July, 1915, the Germans capitulated near Khorab.'
'Some Rehobothers were killed as they refused to guard South African prisoners of war.'
'Many Namibians were forced to move settlements by the South Africans during the war.'

(b) Why were Namibians unhappy when Namibia became a

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They wanted control over their own territory.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The South Africans wanted to make it a permanent province.'
'The South Africans did not respect the Rehoboths' culture.'
'The South Africans brought in new taxes.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The South Africans had occupied most of Namibia for over five years when the mandate was granted. Namibians had already seen that South African did not respect natives' culture and rights. Many natives had been cleared from their settlements so that South African farmers could move in.'

(c) How effectively did South Africa implement the League the wars? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

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

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'South Africa did not look after the native population.'
'Whites took the productive land.'
'Mining and farming created employment.'
'South Africa wanted SWA as a new state of South Africa.'
'South Africa did not keep to the mandate's conditions.'
'Apartheid was put into practice.'

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

e.g. 'South Africa helped "promote material well-being" by developing the railway network, the telephone network and providing employment in mines for diamonds, gold and tungsten.'
OR
e.g. 'South Africa formed native reserves. By 1939, there were 17 reserves. Most of the land was poor quality and unproductive. The best farming and mining land was handed to the whites. This continued the policy started by the Germans and did not keep to the mandate.'

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

Both sides of level 3.

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

20 (a) Describe the Suez War of 1956.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was bombing.'

Level 2 Describes events

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

e.g. 'The USA and Britain withdrew funds for the Aswan Dam after Nasser accepted arms from the USSR.'
'On 29th October, 1956, the Israelis invaded Egypt across Sinai towards the Suez Canal.'
'The next day both Israeli and Egyptian forces were told to withdraw 10 miles from the Suez Canal by Britain and France.'
'The Israeli forces withdrew but the Egyptians did not.'
'British and French planes bombed Egyptian airfields on 31 October and then bombed Port Said.'
'On the 5 November, British and French troops landed at Port Said and advanced along the Suez Canal.'
'The Egyptians responded by sinking ships in the Suez Canal.'
'At the UN on the 6 November, the Arab States, USSR and the USA condemned Britain and France and demanded their withdrawal.'
'The withdrawal took place and an emergency UN force was sent to the Suez Canal.'

(b) Why were the results of the War of 1967 important for Isr

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It made them stronger.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The state of Israel survived.'
'Israel was much safer and stronger than before.'
'The Israelis increased their lands.'
'They were pleased restrictions were placed on the Palestinians.'
'Israeli pride and prestige were enhanced.'
'They were pleased the Palestinians lost land.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Six Day War of 1967 brought Israel many benefits. It meant their borders were easier to defend because they now had natural boundaries. The territories gained would act as a series of buffer zones between Israel and the Arab states. It made Israelis feel more secure.'
'The Israelis substantially increased their land area. They had captured Sinai, the Gaza Strip, the West Bank and the Golan Heights. These territories had doubled the size of Israel and yet made its frontiers shorter and easier to defend.'

(c) How far did the superpowers influence the Arab-Israeli your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The superpowers were influential.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The superpowers recognised the state of Israel.'
'The UN drew up a partition plan when the British withdrew.'
'The UN invited Yasser Arafat to speak in 1974.'
'USA had supported Israel financially.'
'The USSR had provided weapons.'
'The USA had provided weapons.'
'US presidents have worked for peace.'

Level 3 Explanation of superpowers' influence OR other factors [3–5]

e.g. 'After the surprise attack on the Israelis in 1973, the Americans airlifted emergency supplies of arms to enable a successful counter attack to take place.'
'Originally the USSR had supported the state of Israel, but in 1955 the Russians started to sell weapons to Nasser as the US had refused.'
'During the Six Day War, the USSR supported the Arabs and, despite their defeat, the support continued until 1973. The USSR was concerned and tried to get recognition of Israel's right to exist.'
OR
e.g. 'The UN drew up a partition plan when the British withdrew. There were several problems with the plan. The land was not divided up proportionally to the population, so both sides were unhappy.'

Level 4 Explanation of superpowers' influence AND other factors [5–7]

Both sides of level 3.

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

21 (a) Describe relations between Jews and Arabs in the occup

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Relations were tense.'

Level 2 Describes relations

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

e.g. 'There was ill-feeling because the Arabs felt that the Jews ought to leave so that a Palestinian state could be created.'
'Despite having 2 million Palestinian inhabitants on the West Bank and only 400 000 Jews, the Israelis controlled 70% of the land and all water and electricity supplies.'
'Land was being taken by the Jews which traditionally belonged to Palestinian families and this caused hostility.'
'Jewish settlers were protected by Israeli soldiers.'
'They restricted the movements of Palestinians with checkpoints, road blocks and night-time curfews.'

(b) Why did the Israelis settle in the occupied territories?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To gain territory for Israel.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It helped to defend Israel.'
'It guaranteed water supplies.'
'It created homes for the Jews.'
'It helped give ownership to an area.'
'To drive out the PLO.'
'To monitor the Palestinians.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The West Bank and the Golan Heights were strategically significant to Israel. Both contain highlands that overlooked large parts of Israel and provided more readily defensible positions from threats. Settlements built in these areas would be well guarded.'
'For many Israelis, the West Bank is known as Judea and Samaria, part of the ancient land of Israel, the land God had promised the Israelites. Many Israelis were determined to colonise this land so it could never be given back to Palestinians.'

(c) 'Before 1990 Israelis were not prepared to live in peace How far do you agree with this statement? Explain your a

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were always fighting.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There have been international agreements to make peace.'
'The Israelis ignored UN requests.'
'The Arabs had been equally aggressive.'
'Israel could not have afforded to lose in battle.'
'Israel felt it was surrounded by hostile nations.'

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

e.g. 'When the state of Israel was formed in 1948, all neighbouring Arab nations were hostile towards Israel and, therefore, Israelis were united in fighting for their existence.'
'The expansion of settlements in the occupied territories did not indicate that Israel wanted peace with its Arab neighbours. When Lukid came to power in 1977, they expanded the settlements in the West Bank.'
OR
e.g. 'Israel has shown a desire for peace with the numerous agreements made with surrounding states. Despite wars in 1956, 1967 and 1973, Israel and Egypt produced the Camp David Accords in 1978 which brought peace between the two countries.'

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

Both sides of level 3.

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

22 (a) Describe the insanitary conditions in nineteenth-century

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Towns were dirty.'

Level 2 Describes conditions

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

e.g. 'There were inadequate drainage systems.'
'There were inadequate sewerage systems.'
'Most houses did not have running water.'
'Privies were shared by many people.'
'Houses were damp, poorly ventilated and overcrowded.'
'Epidemics spread quickly.'
'There were high levels of pollution of the drinking water.'
'Many houses were back-to-back.'

(b) Why did people move to the new industrial towns?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was part of the Industrial Revolution.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The population grew dramatically.'
'Agriculture needed a smaller workforce.'
'Towns grew up near to the factories.'
'People needed to be near their work.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Agrarian Revolution meant farming required less labour as there was more mechanisation. New practices meant families were evicted from the land and had to find new jobs in the towns.'
'During the late eighteenth century and the nineteenth century, there was a dramatic increase in the population. People were seeking employment in the factories and needed a place to live.'

(c) How successful were efforts to improve conditions in to

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Early attempts made little difference.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The 1848 Public Health Act was not compulsory.'
'Lever and Cadbury built model towns.'
'Chamberlain improved Birmingham.'
'The 1875 Act was compulsory and so improved conditions.'
'Reservoirs were built.'
'Some slum clearance took place.'
'There was a lack of money for new housing.'

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

e.g. 'The Public Health Act of 1848 had made little difference because Boards did not have the powers to force towns to improve conditions.'
'Progress was slow because money was not made available and, when slums were pulled down, houses were not built to replace them.'
OR
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.'
'Salt, Lever and Cadbury built housing for their workers with tree lined streets, open spaces and many amenities. These living conditions were a considerable improvement on conditions in many industrial towns. '

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

Both sides of level 3.

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

23 (a) What were the 'Tolpuddle Martyrs'?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Working men'.

Level 2 Describes events

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

e.g. 'They were a group of agricultural labourers.'
'Members of a branch of the Friendly Society of Agricultural Labourers in Tolpuddle in Dorset.'
'Men who protested at the gradual lowering of wages in agriculture.'
'Six men who swore an oath as members of the Friendly Society.'
'Men who were transported to Australia for 7 years.'
'They returned home in 1836–37 to be treated as heroes.'

(b) Why were early trade unions weak?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The laws were against them.'
'They had little experience of organising.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Combination Acts made it difficult to organise unions.'
'The courts were hostile to unions.'
'Early unions were poorly organised and funded.'
'Because of the Tolpuddle Martyrs case.'
'Because of the collapse of the GNCTU.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Until the Combination Acts were repealed in 1825, unions had no legal right to exist. After the repeal, workers could bargain collectively, but they were still subjected to the common law of conspiracy.'
'Trade unionists were still unsure what they could do and not do in the eyes of the law and how it was applied in the courts, which tended to be hostile to unionists.'
'Most early trade unions were poorly organised and run. They collected small sums of money per member, which put unions in a financially precarious position.'

(c) 'Chartism failed because it was a divided movement.' H statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It failed because members disagreed. '
'It was ridiculed.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Many did not like violence.'
'There were other movements to follow.'
'Prosperity was increasing.'
'There were risings in Monmouthshire and Lancashire.'
'The leaders were very different in nature and methods.'

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

e.g. 'William Lovett represented the "moral force". Supporting members wanted to use the methods of persuasion. This may attract middle class support. In contrast, Feargus O'Connor represented the "physical force". Supporting members encouraged violence and riots in supporting their cause. This lost the movement general support.'
OR
e.g. 'The Chartists presented petitions to Parliament. They contained duplicate signatures and false signatures, such as Queen Victoria and the Duke of Wellington. The movement was ridiculed.'

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

Both sides of level 3.

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

24 (a) What did nineteenth-century missionaries want to achiev

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To help people in other countries.'
'To stop evil customs.'

Level 2 Describes aims

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

e.g. 'To draw attention to the opportunities presented by hitherto unexplored territories.'
'To map and write up details of unmapped territory.'
'To promote their religion.'
'To gain converts to their religion.'
'They aimed to stamp out many of the evils they encountered such as slavery, barbaric punishments, sacrifices and heathen rites.'
'To impose what they considered to be right on other people.'

(b) Why did Europeans use the word 'barbarians' about peo world?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They thought they were superior.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'They thought they needed "improving".'
'They needed a more sophisticated way of life.'
'They did not like some of their cultural practices.'
'They believed they knew what was best for them.'
'They did not have any western services.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Many Europeans thought that many Africans and Indians needed to change their lifestyle to be closer to the western way of life. Europeans considered the western way of life to be superior.'
'Many Europeans considered many African and Indian practices as barbaric, such as widows jumping on the funeral pyre of their husband.'
'Europeans felt that medical practices were very backward and western medicine was needed, as well as clinics, schools, dams and roads.'

(c) 'The main aim of Western imperialism was to gain mor 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. 'It was to keep ahead of rivals.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It provided raw materials and food products.'
'It provided a market for manufactured goods.'
'It was important for strategic military purposes.'
'It was a matter of prestige and power.'
'It was a way of civilising natives.'

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

e.g. 'Many statesmen wanted colonies to balance those acquired by their competitors. They wanted to ensure they were the strongest power with the largest empire.'
'Patriotism was important to the man in the street and the acquisition of an empire was something of which to be proud. This meant people were more likely to support their government.'
OR
e.g. 'Many believed that Europeans had a moral responsibility to bring civilisation and Christianity to the native peoples. They believed the lives of the native people would be improved by adopting western values.'
'There was a strong economic argument for an overseas empire as the territories would be expected to contribute raw materials and food products many of which would be unobtainable in the home country. These might be cocoa, bananas, palm oil, rubber and tea.'

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

Both sides of level 3.

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

25 (a) What prompted Europeans to refer to Africa in the e century as the 'dark continent'?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Little was known of most of Africa.'

Level 2 Describes reasons

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

e.g. 'Very little exploration had taken place of Africa except the coastal areas at the beginning of the nineteenth-century.'
'Tribal chiefs controlled most of Africa and were reluctant to allow European visitors further than the coastal areas.'
'Natives chiefs wanted trade with European merchants but they wanted to control the trade inland.'
'Europeans knew little about tribal customs and practices.'
'Missionaries and explorers were only just beginning to explore at the turn of the century.'

(b) Why was a colonial conference held in Berlin in 1884–5?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To sort out Africa.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'To ensure order in colonising.'
'To deal with African colonisation.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Conference was called by Bismarck to avoid conflict by ensuring that the partition of Africa would be carried out in an orderly and peaceful fashion.'
'Countries were after colonies and it was an attempt to sort things out properly. European countries were keen to expand their empires.'
'The Conference was held to prepare for newcomers to the scramble for Africa so that they had to give formal notice of their intentions.'

(c) 'The impact of Europeans on Africa was harmful.' 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. 'It was beneficial as Africa became more developed.'
'It introduced conflict.'

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

(One mark for each point)

e.g. 'It gained cultural benefits.'
'New buildings and facilities appeared.'
'Trade developed.'
'Europeans made a lot of money.'

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

e.g. 'Africa gained the benefits of great civilisations with new customs, languages, Christianity, medicine and a sophisticated way of life.'
'Europeans built roads, dams, schools and clinics. Well built houses replaced mud huts.'
'Europeans opened mines and started plantations to produce cocoa, groundnuts, palm oil, rubber and valuable cash crops.'
OR
e.g. 'It was wrong for Europeans to assume their culture was superior and had to be imposed on the native population. They did not accept that the African people had their own traditional beliefs and customs.'
'The Europeans wanted to make money. The wealth from minerals and crops produced was taken by the West, rather than being used for the benefit of Africa.'

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

Both sides of level 3.

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