CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0470 HISTORY

0470/12 Paper 1, maximum raw mark 60

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

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 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 part played by Pope Pius IX in revolutionary

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He raised false hopes.'

Level 2 Describes events

(One mark for each relevant point; additional mark for suppor

e.g. 'Nationalists saw him as a potential leader of a new Italy.'
'When liberals and nationalists demanded more from Pius, he became sceptical of the liberal/nationalist agenda.'
'His troops fought alongside Charles Albert's army.'
'In April 1848, Pius issued the Allocution in which he stated that he did not support war against Austria and saw Charles Albert as an aggressor.'
'This meant no Papal Federation and only a constitutional monarchy or republic for the nationalists.'
'Pius was branded a traitor and his prime minister, Rossi, was stabbed to death. Pius fled to Gaeta in November 1848.'
'Pius appealed to France, Austria, Spain and Naples to crush the Roman Republic and return him to Rome.'

(b) Why were the revolutions of 1848 finally unsuccessful?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The opposition to the revolutions was stronger.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'They were limited in their political and social ambitions.'
'Support was mainly from the working class.'
'Support was limited.'
'Revolutions were often regional.'
'Popular enthusiasm was short lived.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Revolutions were often lacking support and co-operation between different groups and these different groups were often divided in their aims making them weak.'
'They often lacked a universally acceptable national leader who could co-ordinate policy and thus any provisional governments were weak.'
'They could not maintain themselves in power as they were weak, inexperienced and lacked support from the mass of the population. They lacked resources, especially military ones.'
'The main aim for many was to improve working and living conditions. The workers were not interested in political ideologies and indeed, for some, conditions were improving in 1848 as the harvest was better.'

(c) 'Nationalism was the most important cause of the revol 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. 'Nationalism had a significant impact on the revolutions.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Many held national pride in their country.'
'Nationalism existed in different guises.'
'Economic and social problems were significant.'
'There was unrest with the methods of government.'

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

e.g. 'Nationalism was significant but in different ways. In Hungary, for example, national groups were seeking independence from an empire whilst in Germany and Italy, national groups wished to unite with other states to form a larger nation.'
OR
e.g. 'The revolutions arose from such a wide variety of causes that it is difficult to view them as resulting from a coherent movement or one social issue.'
'A series of economic downturns and crop failures, particularly those in the year 1846, produced starvation among peasants and the working urban poor and this led to disquiet and eventually revolution.'

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

Both sides of level 3.

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

2 (a) Describe the part played by Charles Albert in the events

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Charles Albert led Piedmont.'

Level 2 Describes events

(One mark for each relevant point; additional mark for suppor

e.g. 'He was asked to assist the Milanese but at first hesitated as there was a chance of annexing Lombardy.'
'On 22nd of March 1848, Piedmont declared war on Austria.'
'Its army, led by Charles Albert, invaded Lombardy.'
The strength of his army was affected by the Allocution.'
'Despite early successes, he was overwhelmingly defeated by the Austrians at the Battle of Custoza.'
'He was persuaded to try again but was crushed by Radetzky at Novara in March 1849. He then abdicated.'

(b) Why was Cavour's role in Piedmontese politics between

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He made Piedmont the strongest Italian state.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'He developed the state commercially.'
'He improved its communications.'
'He encouraged foreign investment.'
'He gained international friendships.'
'He gained respect by being involved in the Crimean War.'
'He tried to remove Austrian influence from northern Italy.'
'He aimed to create a kingdom of Upper Italy.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Cavour's role was to produce a strong Piedmont both commercially and militarily. He developed a railway system to help Piedmont's industry and commerce and encouraged French investment into industry and the state's infrastructure.'
'Cavour wanted Piedmont to play a full role on the international stage. As a result, the Piedmontese army took part in the Crimean War and Cavour attended the Congress of Paris.'
'Cavour wanted Piedmont to lead a Kingdom of Upper Italy, which would mean removing Austria's influence. Cavour courted Napoleon III to help militarily. Piedmont provoked the Austrians into war in April 1859.'

(c) 'Napoleon III of France contributed more to the unificat 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 both played important roles.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Napoleon made a secret agreement in 1858 with Cavour.'
'Napoleon fought two major battles.'
'Napoleon committed French blood to unification.'
'Mazzini set up the "Young Italy" movement.'
'Mazzini was the prophet of unification.'
'Mazzini set up the Roman Republic.'

Level 3 Explanation of Napoleon III's OR Mazzini's contributions [3–5]

e.g. 'Napoleon was interested in liberating Italy and in 1858 he held a meeting with Cavour at Plombieres. Napoleon made it clear he would only get involved if Austria started a war.'
'Napoleon was willing to spill French blood to achieve some unification as shown at Magenta and Solferino. There was a heavy loss of French lives.'
OR
e.g. 'Although rarely in Italy, Mazzini formed the "Young Italy" movement to encourage the belief that one day Italy could be united. He was the soul behind the Risorgimento.'

Level 4 Explanation of Napoleon III's AND Mazzini's contributions [5–7]

Both sides of level 3.

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

3 (a) Describe the events of 1848–50 which led to the Treaty of

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Frankfurt Parliament failed to act.'

Level 2 Describes events

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

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 Olmütz in 1850. This restored the Bund under Austrian leadership.'
'The revolution of 1848 was over and the princes were back on their thrones.'

(b) Why did the Prussians win the war of 1866?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They had a stronger army.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Austria was not the military force it used to be.'
'Von Roon and Moltke's reforms of the Prussian army.'
'Bismarck outmanoeuvred Austria over Schleswig-Holstein.'
'Bismarck arranged France's neutrality.'
'The economic growth of Prussia gave it an advantage.'
'Bismarck made an agreement with Italy.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Von Roon and Moltke's military reforms made the Prussian army the most feared in Europe. The army was highly trained with excellent officers and it had the latest weaponry including heavy artillery. It could move rapidly making full use of the railway system.'
'Bismarck made an agreement with Italy offering Venetia if Italy attacked Austria. Bismarck used the Italians as a distraction to the Austrians.'
'Bismarck got a promise from the French Emperor for French neutrality in the event of an Austro-Prussian War. This meant Prussia did not have to worry about intervention by a third party.'

(c) 'The Ems telegram was the main reason for the outbrea in 1870.' How far do you agree with this statement? Expla

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was the immediate reason for war.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Ems telegram was the trigger for war.'
'Bismarck's skill and opportunism were key reasons.'
'Napoleon III's lack of judgment resulted in war.'
'The fear of the Southern States of Germany.'
'The neutrality of Austria was important.'

Level 3 Explanation of Ems Telegram OR other reasons [3–5]

e.g. 'Benedetti, the French ambassador to Prussia, asked the King of Prussia to guarantee that no member of the Hohenzollern family would in the future put up to be a candidate for the Spanish throne. When Bismarck received a report from the King's secretary, he decided to edit the despatch making it seem that the King was abrupt in his refusal and Benedetti was more demanding. He released it to the French and Prussian press. The French demanded war.'
OR
e.g. 'Bismarck waited for an opportunity to fight the French. It was the lack of judgment of Napoleon in pursuing the Spanish candidature that gave Bismarck his opportunity.'

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

Both sides of level 3.

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

4 (a) Describe Perry's missions to Japan.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Perry wanted to find out about Japan.'
'He wanted to help improve trade.'

Level 2 Describes missions

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

e.g. 'The Americans sent an armed naval mission under Commodore Perry to negotiate with the Japanese.'
'Perry's naval mission reached Edo Bay in July 1853.'
'Perry presented a letter from the President of the USA to a member of the Emperor's cabinet.'
'Perry's mission was curtailed by about 5000 Japanese troops.'
'In February 1854, Perry returned to Japan with eight well armed ships.'
'In March 1854, Perry signed the Treaty of Kanagawa with Japan.'

(b) Why were the treaties signed by Japan in the middle of 'unequal'?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Because it affected Japan.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Japan was not treated favourably.'
'Foreigners lived under their own laws, not those of Japan.'
'Foreign goods could be sold in Japan.'
'Foreigners were hated.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Foreigners lived under their own laws, not those of Japan. If they committed a crime, they were tried according to the laws of their own countries.'
'The Japanese were unable to control the tariffs levied on goods coming into their own country. The tariffs were to be kept at a low level to encourage trade.'
'All the countries, including the USA, got the benefit of the extra terms agreed by other nations.'
'Many Japanese feared that foreigners might have an effect on language, heritage and culture.'

(c) 'The main reason for the modernisation of Japan wa system.' How far do you agree with this statement? Expl

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The removal of feudalism allowed other reforms to take

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Japan became more democratic.'
'The armed forces were now well trained.'
'Education was seen as important.'
'There was investment in agriculture and industry.'
'Modern facilities, such as gas lighting and electricity, were introduced.'
'Western clothing was introduced.'

Level 3 Explanation of the removal of feudalism OR other reasons [3–5]

e.g. 'The abolition of feudalism meant the removal of semi-independent governments into one strong government based in Tokyo. It allowed the formation of one army rather than individual ones and the abolition of the Samurai's privileges.'
OR
e.g. 'The Japanese bought British warships and had their officers trained by the Royal Navy. Conscription was introduced in 1873 and by 1894 the Japanese army was equipped with modern arms and was highly efficient.'

Level 4 Explanation of the removal of feudalism AND other reasons [5–7]

Both sides of level 3.

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

5 (a) What did the Treaty of Versailles state about Danzig and t

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Treaty wanted Poland to be a viable state.'

Level 2 Describes the detail of the Treaty

(One mark for each relevant point; additional mark for suppor

e.g. 'Danzig was made a free / neutral city.'
'It was under the League of Nations control.'
'Poland was given the right to port facilities in the city.'
'The free city was created to give Poland access to a sea port.'
'It was to divide the main part of Germany from Eastern Prussia.'
'The Treaty took Danzig from Germany.'
'The Treaty took the Polish Corridor from Germany.'

(b) Why did Clemenceau find it difficult to achieve hi Conference?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He didn't get his own way.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Lloyd George and Wilson did not always agree with him.'
'He had to meet the demands of the French public.'
'Some of his views were extreme.'
'He was motivated by revenge.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'What he wanted was unacceptable to Wilson and Lloyd George. Lloyd George wanted a reasonably strong Germany able to trade with Britain but Clemenceau wanted Germany broken up into many small states.'
'Clemenceau realised he was under tremendous pressure from the French public who wanted to weaken Germany and also wanted revenge. This meant his demands were extreme and not acceptable to Wilson and Lloyd George who wanted a less harsh treaty to avoid the possibility of war in the future.'
'Wilson thought that Clemenceau's motives and aims were driven by revenge rather than looking to the future. Wilson, therefore, moderated many of Clemenceau's suggestions to avoid German retaliation in the future.'
'Lloyd George made it clear that he did not want to remove the power of Germany only to see it replaced by a dominant France on mainland Europe. He, therefore, worked to lessen the demands made by Clemenceau.'

(c) How effectively did the peacemakers of 1919–20 deal w Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'At the time, it was the best that could be achieved.'

Level 2 Identifies AND/OR describes problems

(One mark for each point)

e.g. 'They needed to avoid resentment.'
'To avoid a future war.'
'Disagreements between the "Big Three".'
'They failed over Turkey.'
'How to deal with Germany's allies.'
'Harshness compared to Brest Litovsk.'

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

e.g. 'Many at the time thought the treaties were about right. More generous treaties would not have been acceptable to the people of Britain and France who wanted compensation for the loss of lives and damage.'
OR
e.g. 'The treaties left defeated countries very bitter and determined to get revenge. This is particularly true of Germany where Hitler gained support to overthrow the Treaty of Versailles.'
'The treaties failed in Central Europe as they created states with too many rival minorities, such as the Serbs, Bosnians and Croats forming Yugoslavia.'

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

Both sides of level 3.

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

6 (a) Describe the role played by the League of Nations in two

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It dealt with the Aaland Islands dispute.'

Level 2 Describes role

(One mark for each relevant point; additional mark for suppor
Must state the dispute to gain credit at this level.

e.g. 'It offered a resolution in 1920 between Finland and Sweden over the Aaland Islands by deciding they were to go to Finland.'
'Safeguards were included to protect the islanders.'
'War was avoided.'
'In 1921, it helped to arrange a plebiscite in Upper Silesia.'
'After the result of the plebiscite, the League decided to partition the area.'
'In 1925, the Greeks invaded Bulgaria because of a border dispute. The League condemned the Greek action and forced them to withdraw.'
'The League fined Greece.'

(b) Why was the League dominated by Britain and France?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were important countries.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'They were founder members of the League.'
'Britain and France were the most powerful members in the League.'
'The USA was not a member.'
'Germany and the USSR were not allowed to join at the start.'
'Britain and France wanted the Treaty upheld.'
'Japan, Italy and Germany all withdrew from the League.'
'Its headquarters was in Europe.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Britain and France had agreed with Wilson's 14th Point to establish the League. They were founder members. They had just won the First World War and, therefore, had powerful armies.'
'Although Wilson had suggested the League, the US Senate refused to ratify the Treaty and therefore, the setting up of the League. The USA never joined the League leaving Britain and France as the most dominant and powerful members.'
'At the start, defeated countries, like Germany, were not allowed to join or they held views considered unacceptable.'

(c) 'It was the Abyssinian crisis that destroyed the Leagu peacekeeping body.' How far do you agree with this state

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Yes, because it failed to deal with it.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The lack of power of the League was also exposed in Manchuria.'
'The USA was not a member.'
'It was too slow to act.'
'Extreme political parties came to power.'
'It was the World Depression.'
'It was Euro-centric.'
'It was weak when using sanctions.'
'It did not have a standing army.'

Level 3 Explanation of Abyssinian Crisis OR other reasons [3–5]

e.g. 'The League members (Britain and France) condemned Italy and imposed sanctions but did not include restrictions on oil and other war materials. This was to ensure British coalminers were not hit. Its lack of decisiveness encouraged Hitler.'
OR
e.g. 'The weaknesses of the League had already been exposed in Manchuria. Again the League failed to take decisive action taking over a year to produce the Lytton Report and failing to take any assertive action. This encouraged Mussolini to take action in Abyssinia.'
'The League had no army of its own relying on collective security. This meant inaction as members were not prepared to commit their army.'

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

Both sides of level 3.

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

7 (a) Describe developments in Czechoslovakia between 194 Communist takeover.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Soviets came.'

Level 2 Describes developments

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

e.g. 'Russia liberated Czechoslovakia.'
'A left-wing coalition won elections in 1945.'
'There were free elections in 1946.'
'A coalition government was formed of communists and other left-wing parties.'
'The communists had won just over a third of seats and held a third of cabinet posts.'
'The Prime Minister, Klement Gottwald, was a communist.'
'Before the elections of May, 1948, the communists decided to seize power in an army coup.'
'All non-communist ministers resigned, except Masaryk, who was later found dead under a window.'
'When elections were held in May, all the candidates were communist.'
'Benes resigned.'

(b) Why did the Soviet Union blockade Berlin in 1948–9?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To help them.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Stalin wanted to stamp his authority on Berlin.'
'Stalin wanted a very weak Germany.'
'The western powers were trying to make Germany strong.'
'Britain, USA and France had combined their zones.'
'The western powers had set up a new currency.'
'Stalin wanted the western powers out of Berlin.'
'He was annoyed with the actions of the western powers.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The USA, Britain and France combined their zones in 1946, much to the annoyance of Stalin who wanted to keep Germany weak and not showing signs of recovery.'
'Stalin felt the USA's handling of western Germany was provocative. He could do nothing about the currency or the joining of zones but he could stamp his authority on Berlin as it was deep in the Soviet zone.'
'Stalin believed he could force the Allies out of Berlin and make Berlin entirely dependent on the USSR.'

(c) 'The USSR and the USA were both to blame for the Col 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. 'Both countries were to blame because they followed diff

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The USSR and the USA did not trust each other.'
'Stalin was spreading communism across Eastern Europe.'
'Truman introduced his Doctrine and Marshall Aid.'
'Stalin did not allow democracy.'
'The USA had the atomic bomb.'
'Stalin blockaded Berlin.'

Level 3 Explanation of one being to blame **[3–5]**

e.g. 'The West was suspicious of Soviet intentions in Eastern Europe. Stalin had removed non-Communist leaders in Poland replacing them with Communists. Rather than allowing free elections, the USSR began to impose Communist rule on the countries it had occupied.'
OR
e.g. 'Truman adopted the policy of "containment" to prevent the further spread of Communism. In his Truman Doctrine, Truman was prepared to give help to any country under the threat of Communism. This created tension in Moscow.'

Level 4 Explanation of both being to blame **[5–7]**

Both sides of level 3.

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

8 (a) Describe events in Poland between 1980 and 1982 involvi

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were protests.'

Level 2 Describes events

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

e.g. 'In July 1980, the government announced increases in the price of food and this led to a series of strikes led by Lech Walesa.'
'The union became a symbol of opposition to authoritarian communist government.'
'Solidarity put forward 21 demands to the government.'
'These demands called for greater political and religious freedom.'
'By January 1981, Solidarity's membership had reached 9 to 10 million.'
'In February 1981, the new prime minister, Jaruzelski, took a hard line with Solidarity by declaring martial law in December 1981.'
'These powers were used to arrest Walesa and 10 000 senior Solidarity members.'
'Walesa was released in November 1982 because of the tremendous support Solidarity continued to receive in Poland and other countries.'

(b) Why was the Polish government unable to defeat the 'Sol

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was too strong.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The popularity of Solidarity was overwhelming.'
'Lech Walesa's leadership was outstanding.'
'Walesa gained an international reputation.'
'The Catholic Church gave it support.'
'Martial law was not popular.'
'The USSR did not provide military support.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Solidarity gained massive support. In its first year it gained 9 million members. The government, even with Soviet support, was wary of trying to crush the movement. Even when Jaruzelski imposed martial law and arrested Walesa, the movement became even more popular.'
'Walesa's leadership of Solidarity was outstanding. International celebrities and leaders even met him as though he was the government in waiting. He won the Nobel Peace Prize in 1983 and enhanced the reputation of Solidarity.'

(c) 'The standard of living was the most important reaso Soviet control in Eastern European countries in the 1980 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. 'Prices were rising.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Governments put up the prices of basic foods.'
'Solidarity inspired people.'
'Gorbachev's reforms allowed criticism.'
'Comparisons with the West led to criticism.'
'The army was no longer supportive of governments.'
'Solidarity was an inspiration.'

Level 3 Explanation of standard of living OR other reasons [3–5]

e.g. 'During the early 1980s, Eastern European governments put up the prices of basic commodities such as bread and meat. Prices were fixed by the governments but inefficient agriculture meant huge quantities of imports were needed. It was the increase in meat prices which sparked off the strike in Poland which led to Solidarity taking a lead.'
OR
e.g. 'In Poland, Solidarity showed what could be achieved. It set an example to the rest of eastern Europe and became a mouthpiece for opposition to communism and Soviet control.'
'When Gorbachev decided upon "glasnost", which was more openness to restore faith in government. Gorbachev said that people who criticised the government should not be persecuted. The reaction was that this led to criticism of Soviet control across Eastern European countries.'

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

Both sides of level 3.

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

9 (a) What were the weaknesses of the Weimar Constitution?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was new.'

Level 2 Describes weaknesses

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

e.g. 'The Constitution was a parliamentary democracy. The German people were not used to this method of government.'
'The Constitution introduced proportional representation which led to many elected parties.'
'This meant it was difficult for any party to maintain a workable parliamentary majority.'
'It meant there were frequent changes in the government / many elections.'
'A succession of coalition governments was inevitable.'
'The President could dismiss the Chancellor.'
'The President, under Article 48, could suspend civil liberties and even use force.'
'It was introduced in difficult political, social and economic circumstances.'

(b) Why was 1923 a year of crisis for the Weimar Republic?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It faced many threats.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Reparations had not been paid.'
'There was the occupation of the Ruhr.'
'There was hyperinflation.'
'There was the Munich Putsch.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'In response to the failure to pay reparations French and Belgian troops entered the Ruhr taking what was owed to them in the form of raw materials and goods. The government responded by calling for passive resistance. Lack of production resulted in the loss of government income.'
'As no goods were being produced, there were no goods to trade so the government printed more money. They also had to pay the striking workers. Prices rocketed and money became worthless. This was hyperinflation.'
'There was the Munich Putsch with Hitler attempting to seize power from the Weimar Republic. Because of financial difficulties, Hitler believed the Republic was on the verge of collapse.'
'There was a traditional lack of respect for democratic government and a great admiration for the army and the "officer class" as the rightful leaders of Germany.'

(c) 'The period 1924 to 1929 in Germany was a golden age 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 were major successes in foreign policy.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There was an economic recovery.'
'Germany's international status improved.'
'There was a cultural revival.'
'American loans made Germany's economy vulnerable.'
'Some did not approve of the changes in the arts.'

Level 3 Explanation of golden age OR not a golden age [3–5]

e.g. 'Stresemann ended hyperinflation and brought confidence back He negotiated the Dawes Plan which gave a loan of 800 million marks, which was invested in German industry.'
'Inflation was reduced by the introduction of a permanent currency, the Reichmark, and by reducing government spending.'
'Berlin became a thriving centre of the arts. The greater freedom of the Republic encouraged a cultural revival through artists, writers, film-makers, architects and musicians. There was a new spirit of freedom following censorship under the Kaiser.'
OR
e.g. 'To a greater extent, Germany's recovery after 1923 was an illusion. It depended on loans which could be recalled. Some sectors, such as agriculture, were in trouble.'
'Many thought Germany was going into a moral decline. Some argued that the new ideas of culture and art were unpatriotic and they wanted more traditional values.'

Level 4 Explanation of golden age AND not a golden age [5–7]

Both sides of level 3.

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

10 (a) Describe Hitler's actions against the SA in 1934.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He asserted his authority.'

Level 2 Describes actions

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

e.g. 'He carried out the Night of the Long Knives.'
'Hitler ordered the SS to arrest the leaders of the SA.'
'Over the next two days, about 400 SA members were shot.'
'He had Röhm, the leader of the SA, shot.'
'He brought the SA firmly under control.'
'He chose the SS over the SA.'

(b) Why did the Nazis persecute different groups in German

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They persecuted different groups because of their belief

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Nazis believed they were superior.'
'They thought other races were not worthy of respect.'
'They believed some groups had caused Germany to lose the war.'
'They persecuted them because these groups were not Aryans.'
'The Nazis believed they belonged to the master race.'
'They wanted to maintain the true German race.'
'The Nazis wanted to remove opposition.'

Level 3 Explains reasons **[4–7]**

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

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

(c) 'The Nazis controlled the German people through the 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 controlled the people because they were popular.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Police control was based on terror.'
'Opposition was removed by the Gestapo.'
'The media was totally controlled by the Nazis.'
'Hitler gained support for creating employment.'
'Hitler had support for attacking the Treaty of Versailles.'
'Young people were in the Hitler Youth.'
'School curriculum was changed.'
'Propaganda was used.'

Level 3 Explanation of control through the police state OR other methods [3–5]

e.g. 'The SS had unlimited powers to search houses, confiscate property and arrest people without charge. They could send people to concentration camps without trial. This made people frightened of speaking out.'
'The Gestapo had power to arrest anyone and often used informers to report anything anti-Nazi. The Gestapo became the most feared organisation in Germany.'
OR
e.g. 'Large numbers of Germans supported Hitler because he brought about economic recovery. Through public works programmes and the re-armament programme, unemployment was drastically reduced.'

Level 4 Explanation of control through the police state AND other methods [5–7]

Both sides of level 3.

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

11 (a) Describe the part played by the Russian Orthodox Churc

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Orthodox Church was very supportive.'

Level 2 Describes the part played

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

e.g. 'The Church was closely linked to the Tsar.'
'It supported his way of ruling.'
'The Church taught that the Tsar was the head of the country and the head of the Church.'
'It taught that the Tsar was God's chosen representative on earth.'
'The Church taught that it was a sin to oppose the will of the Tsar.'
'Most Russians were very religious and held the Church in high regard.'

(b) Why was there a revolution in 1905?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was discontent.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Because of the defeat in the war against Japan.'
'There was a demand for reform.'
'Because of the events of Bloody Sunday.'
'Control by the Tsar was repressive.'
'The government was weak and corrupt.'
'Many wanted better living and working conditions.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Russians were expected to win the war against Japan but they suffered a disastrous defeat both on land and at sea. This was humiliating for the country.'
'The Tsar was unpopular and his government weak and incompetent. Many of the middle classes demanded political reform such as a parliament with a constitutional monarchy.'
'Conditions for working people became worse because of increased prices and food shortages. Towns were overcrowded and many workers slept on the factory floor. Others lived in overcrowded shared accommodation.'
'Because the troops opened fire on the Bloody Sunday marchers, killing and injuring hundreds. By this act, the Tsar lost the respect of the ordinary people of Russia.'

(c) How important was the role of Rasputin in weakening th your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Rasputin lowered the respect for the Tsar and his court.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Rasputin gave poor advice on how to run the country.'
'He had able ministers dismissed.'
'He had a reputation as a womaniser and drinker.'
'The Tsar did not solve the food shortages.'
'The Tsar took command of the army in the First World War.'
'The Tsar had not learned from the mistakes of 1905.'
'The Tsarina was weak during the Tsar's absence.'

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

e.g. 'Russians were horrified that the Tsar and Tsarina were closely associated with Rasputin, a man with a reputation as a drinker and a womaniser. Rasputin gave the Tsar advice about appointments to the government. He was seen as a sign of the Tsar's weakness and lack of ability to rule Russia.'
OR
e.g. 'By 1916 there were serious food shortages. What made it worse was that there was enough food but it could not be transported to the cities. The rail network could not cope and by 1917 many working men and women stood and shivered in bread queues and cursed the Tsar.'

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

Both sides of level 3.

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

12 (a) Describe how Trotsky was dealt with by Stalin.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Stalin dealt with Trotsky unfairly.'

Level 2 Describes actions

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

e.g. 'Stalin was General Secretary of the Communist Party and was able to appoint supporters into influential positions.'
'Stalin tricked Trotsky so that he did not attend Lenin's funeral.'
'Stalin appeared as the chief mourner at the funeral.'
'Stalin formed an alliance with Zinoviev and Kamenev against Trotsky accusing him of trying to split the Communist Party by taking power himself.'
'Stalin worked to strip Trotsky of his positions. He ceased to be Commissar for War. He lost his place on the Politburo and was removed from the Central Committee of the Communist Party.'
'In 1928, Stalin had Trotsky exiled to Siberia.'
'In 1929 Trotsky was expelled from the USSR.'
'In 1940, Stalin's agents caught up with Trotsky and an NKVD agent murdered him in Mexico.'

(b) Why were the 'show trials' held?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'So Stalin could keep control.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'To rid Stalin of any serious opposition.'
'Stalin wanted to eliminate the old Bolshevik rivals.'
'Stalin wanted to show that no opposition would be tolerated.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Stalin wanted to remove any potential opposition to his rule. The old Bolsheviks, such as Kamenev, Bukharin and Zinoviev, had all worked with Stalin to remove Trotsky's influence, but they now faced the "show trial" so that they could not possibly rival Stalin.'
'Stalin held "show trials" to show his people that no-one could oppose him and, if they did, they would receive the ultimate punishment.'

(c) How effective was Stalin's rule over the Soviet Union? Ex

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He was in control.'

Level 2 Identifies AND/OR describes nature of rule

(One mark for each point)

e.g. 'Stalin gained control by his "purges".'
'The Great Terror removed opposition.'
'Local officials often ignored instructions.'
'The new constitution gave total power to Stalin.'
'Many ordinary Russian citizens admired Stalin.'

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

e.g. 'Over 500 000 party members were arrested on charges of anti-Soviet activities and were either executed or sent to gulags. Over 25 000 army officers were removed from office. Stalin made sure no-one became too powerful and, therefore, did not undermine his authority.'
OR
e.g. 'Stalin found it difficult to control people's personal lives. Petty crime and hooliganism were common in the cities; divorce and abortions were rising fast. There is plenty of evidence that people in their private lives behaved as they wanted rather than as the government wished.'
'Although open opposition was rare, local officials and managers would often fail to cooperate with orders that they did not like.'

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

Both sides of level 3.

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

13 (a) Describe the American cinema and movie industry in the

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The movie industry developed.'

Level 2 Describes the industry

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

e.g. 'Hollywood developed.'
'People flocked to see the stars of the screen many of whom had become household names.'
'These included Charlie Chaplin, Gloria Swanson and Mary Pickford.'
'The stars influenced the way people dressed and groomed themselves.'
'The film industry provided cheap entertainment for millions.'
'The industry offered escapism from real life.'
'In Chicago, there were hundreds of cinemas with often four performances a day.'
'Until 1927, all movies were silent.'
'In 1927, the first 'talkie' was released.'
'The movie industry soon discovered the selling power of sex.'
'Clara Bow and Rudolph Valentino featured in films like "The Sheik" and "When a Woman sins".'

(b) Explain why prohibition was hard to enforce.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'People wanted alcohol.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Banning it made alcohol more attractive.'
'Alcohol was still made although illegally.'
'Alcohol was smuggled into the country.'
'It was costing too much to enforce.'
'Many Americans did not agree with it.'
'It created gang violence.'
'Official were corrupt.'
'Many people made "moonshine" secretly.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Alcohol was attractive with "speakeasies" opening up resulting in an increase in alcohol consumption. They were difficult to detect.'
'Alcohol was smuggled into the USA. Huge profits were made by gangs. They became powerful and used bribery and violence to keep their trade.'
'With the Depression, it was felt that there was little point in spending money on enforcing something they could not enforce. Money would be better spent on helping the poor.'
'Many of the enforcement agents and the police were in the pockets of the gang leaders. The agents were paid so little compared with the money they could "earn" from not enforcing the law.'

(c) How intolerant was American society in the 1920s? Expla

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'America was extremely intolerant.'

Level 2 Identifies AND/OR describes nature of intoleranc

(One mark for each point)

e.g. 'There was the Red Scare.'
'Attitudes towards immigrants and immigration were harsh.'
'The Ku Klux Klan fuelled hatred.'
'There was discrimination against Black Americans.'
'The Sacco and Vanzetti Trial showed hatred against foreigners.'
'Prohibition showed intolerance towards those who wished to drink alcohol.'
'Women had greater freedom.'
'Attitudes towards sex and contraception were changing.'
'New tastes in entertainment were growing.'

Level 3 Explanation of intolerance OR tolerance [3–5]

e.g. 'Life for women changed. Contraception reduced the size of families and labour saving devices allowed more women to work making them financially independent.'
'For some women the traditional restrictive role changed. Women wore more daring clothes. They smoked in public and went out with men without a chaperone.'
OR
e.g. 'The Ku Klux Klan showed how intolerant American society could be. It was an organisation mainly in the South that believed in white supremacy. It attacked Jews and Black Americans because it regarded them as inferior. Klan members often lynched Black Americans. They hated anyone who was not white.'

Level 4 Explanation of intolerance AND tolerance [5–7]

Both sides of level 3.

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

14 (a) What were the benefits of Roosevelt's 'fireside chats'?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Americans could listen to their President.'

Level 2 Describes benefits

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

e.g. 'They helped gain the trust of the American people.'
'It gave the Americans confidence in their President.'
'Roosevelt was able to explain his actions.'
'They helped people to believe that their problems would be resolved.'
'They made people feel that the whole nation was united in facing the nation's problems.'
'They kept the American people informed about the actions of the government.'

(b) Why did Roosevelt come into conflict with the Supreme

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Supreme Court did not agree with what Roosevelt w

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Supreme Court was generally opposed to the New Deal.'
'Most of the judges were Republicans.'
'The Court thought some of the laws were unconstitutional.'
'The Court thought the President was taking on too much power.'
'It considered the New Deal undermined local states' power.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'It was clear Roosevelt would have problems with the Supreme Court. Most of the nine judges were Republican and they were automatically against the policies of the New Deal.'
'In 1935, the Supreme Court found that the National Industrial Recovery Act was against the constitution, so it had to be withdrawn. The Act tended to favour large firms, putting small firms out of business.'
'In 1936, the AAA was declared unconstitutional because the Court declared that it was the responsibility of each state, not the central government, to help agriculture.'

(c) 'The New Deal made life better for Americans.' 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. 'Not all Americans gained from the New Deal.'

Level 2 Identifies AND/OR describes impact

(One mark for each point)

e.g. 'It helped the unemployed.'
'Not all farmers were to benefit.'
'Black Americans saw little benefit.'
'Many became jobless again during the slump.'
'There was social welfare for many.'
'Farmers with large farms saw their incomes rise.'
'The wealthy and businessmen felt they lost through heavier taxes.'

Level 3 Explanation of those gaining from the New Deal OR those who did not [3–5]

e.g. 'The New Deal reduced unemployment by creating millions of jobs through the construction of dams and roads through agencies such as the TVA.'
'Millions of poor people received food, shelter and clothing. Emergency relief was given which stopped people from starving.'
OR
e.g. 'The New Deal did not go far enough in dealing with poverty. Many Americans were excluded from social security including five million farm workers and domestic workers. The programme did almost nothing for the Black Americans' civil rights.'

Level 4 Explanation of those gaining from the New Deal AND those who did not [5–7]

Both sides of level 3.

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

15 (a) What were the main aims of the first Five-Year Plan?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To improve China.'

Level 2 Describes aims

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

e.g. 'To develop heavy industry.'
'To improve China's transport system.'
'Mao wanted to see increased output in coal, steel, cement and electric power.'
'To take advantage of the newly discovered raw materials in China.'
'For the state to take control of the workers.'
'The Plan was designed to increase agricultural output to feed the workers in industry.'
'Inflation was high and Mao wanted to stop this.'
'In the cities, the Plan was designed to solve unemployment.'

(b) Why did the Chinese Communists introduce social refor

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To improve peoples' lives.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'To bring equality to Chinese society.'
'To practise true Communism.'
'To break many traditional Chinese ways.'
'To give women equal opportunities.'
'To remove illiteracy in China.'
'To combat disease and improve hygiene.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Mao wanted to change attitudes to women who had been seen as second class citizens. Mao realised women were a great source of untapped labour. He wanted to give them equal rights to men especially in education and jobs.'
'Mao wanted to end the tradition of arranged marriages and the expectation that women would obey their husbands completely.'
'In 1949, only 20% of the people were literate. Mao wanted a literate and hardworking workforce. Literacy was needed for the expected advances in industry, agriculture and public health.'
'In old China disease and a lack of hygiene were common. Cholera, typhoid and tuberculosis were common in 1949. Mao wanted clean water supplies and areas kept healthy to combat these diseases.'
'Mao wanted medical help available to all. This would mean making it free. He realised it would take time for sufficient medical staff to be trained for the whole country.'

(c) How successful was agricultural policy in the first fifte Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Not totally successful.'

Level 2 Identifies AND/OR describes impact

(One mark for each point)

e.g. 'The peasants were encouraged by land reform.'
'Small farms were still inefficient.'
'Co-operatives were introduced.'
'Grain had to be imported.'

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

e.g. 'Land reform in 1950 had made Mao popular as land was taken from the landlords and re-distributed to the peasants. This seemed to be successful as grain production had climbed to a record high in 1952.'
'Despite opposition, co-operatives were encouraged so resources could be pooled on a larger scale and crops grown more efficiently.'
OR
e.g. 'The census of 1951 showed that China's population was 600 million and rising fast. Food production needed to rise fast. Another record harvest was reached in 1958, but it was followed by three poor years and led to imports, rationing and starvation.'

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

Both sides of level 3.

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

16 (a) Describe the political opposition facing Mao by the mid-1

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Mao was criticised for the failure of his policies.'

Level 2 Describes opposition

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

e.g. 'The Great Leap Forward had not been successful. Mao came in for criticism from Prime Minister Zhou Enlai, General Secretary Deng Xiaoping and President Liu Shaoqi.'
'Mao resigned in 1958 as Head of State but he was angry that the policies in the Great Leap Forward were reversed. Zhou, Deng and Liu continued to criticise Mao's policies as it held China back economically.'
'When Mao came out of retirement in 1962, he launched his "Socialist Education Movement" by turning to the army for help. He realised he would be criticised by Liu.'
'By 1965, Mao had enough support to launch a new super campaign known as the Cultural Revolution. Most political opponents melted away as the Red Guards removed from office Liu and Deng.'

(b) Why was China on the verge of civil war by 1967?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Because there was chaos.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Red Guards caused mayhem.'
'Factory production fell and transport ground to a halt.'
'Teachers were dismissed and humiliated.'
'A million people died as a result of the Revolution.'
'There was much violence.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Factories were reorganised to give power to the workers under the Cultural Revolution. Emphasis was placed on teamwork rather than production. Technicians and managers were dismissed and production fell. There was unrest because there was a shortage of goods.'
'Almost anyone in authority was dismissed, tortured or killed by the Red Guards. Revolutionary committees, dominated by the army, were set up to run the country.'

(c) 'Mao's achievements were greater than his failures.' 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. 'China was stronger because he changed it.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Mao introduced land reform.'
'He improved the status of women.'
'China was an atomic power.'
'Communist China was accepted by the United Nations.'
'Millions died from famine.'
'The Great Leap Forward failed.'
'The Cultural Revolution was a failure.'

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

e.g. 'China had become a unified country under Mao's leadership. The reign of the warlords was over, civil war had ended and Mao had established a strong central government in Beijing.'
'Mao improved the status of women by improving their job prospects, abolishing arranged marriages and making it easier to divorce.'
OR
e.g. 'The Cultural Revolution caused chaos and resulted in a drop in production both in industry and agriculture.'
'Mao's split with Khrushchev meant that China was isolated so that even a fellow communist state was not particularly friendly and China was deprived of Russian expertise.'

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

Both sides of level 3.

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

17 (a) Describe the development of the South African economy

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was a period of growth.'

Level 2 Describes development

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

e.g. 'Gold production prospered as the price of gold began to rise.'
'Foreign investment increased as prospects improved.'
'Large international companies set up branches in South Africa.'
'South Africa had to produce goods for itself during World War Two.'
'Many private investors were eager to put their money into the new war industry and to profit from its growth.'

(b) Why was there little resistance to segregation before 194

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 suspicion about Communism.'
'Non-violent resistance led to mass arrests.'
'A lack of strong leaders.'

Level 3 Explains reasons **[4–7]**

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

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 failed.'
'There was a lack of decisive leadership and by 1930 the ANC was in the hands of moderates worried about becoming involved in issues such as the Anti-Pass Laws protests.'
'When the Pass Laws were introduced, they applied only to men. An attempt to introduce them for women in 1913 was met by an effective protest in Bloemfontein. Many demonstrations by men were not successful except to draw black Africans into political activity.'

(c) 'Before 1948, governments followed segregation policie 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. 'The policies were against black workers.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Segregation policies stressed white supremacy.'
'The policies protected white workers against competition.'
'The policies created jobs for poor white people.'
'The policies controlled black people.'
'Segregation freed land for white farmers.'
'Segregation policies helped to control the workforce.'

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

e.g. 'Segregation policies kept black people in an inferior position, enabling employers to pay them low wages. Coupled with this, segregation laws increased the colour bar so that the more skilled and better paid jobs were reserved for white people.'
OR
e.g. 'Many people believed that the white race was superior to all others. Segregation policies protected white supremacy by placing controls on the movement of black people into towns and encouraging the building of black townships well away from city centres.'

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

Both sides of level 3.

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

18 (a) What reforms did Botha introduce in the late 1970s and e

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Botha was less repressive over apartheid.'

Level 2 Describes reforms

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

e.g. 'Botha allowed interracial marriages.'
'He allowed multi-racial political parties.'
'Botha relaxed the Group Areas Act by allowing some non-whites to live in formerly all-white areas.'
'He set up two new houses of parliament, one for "Coloureds" or mixed race people and one for Asians. The original House of Assembly was still for whites only.'
'These houses had sole jurisdiction over matters relating to their respective communities. For general affairs, such as foreign affairs issues, measures had to pass all three houses.'
'Botha wanted blacks to work through their Bantustans.

(b) Why did De Klerk introduce reforms soon after he becam

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Pressure was building up against apartheid.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'He carried on Botha's reforms.'
'De Klerk believed apartheid was unsustainable.'
'The townships were ungovernable.'
'There was increasing white opposition to apartheid.'
'There was no international sport.'
'Economic sanctions were biting.'
'There was disinvestment.'
'There were increasing raids from ANC and PAC.'
'Church groups were more active.'
'Pope John Paul II became involved.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'De Klerk had been a minister in Botha's government and realised that pressure was mounting from within South Africa and internationally against apartheid.'
'The Progressive Federal Party was growing and was led by Helen Suzman, Colin Eglin and Harry Schwarz. Over 20% of whites supported their anti-apartheid line.'
'Between 1985 and 1989, the townships became almost ungovernable. Any officials were attacked and often murdered. There were also school boycotts.'
'Although there had been sanctions applied to South Africa for many years, it was in the late 1980s that the USA, Britain and 23 other countries seriously applied economic sanctions.'
'The ANC was stationed in neighbouring countries and led raids on white areas and key buildings such as police stations and town halls.'

(c) 'Internal opposition was the main reason for the collapse 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 the threat of violence.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The United Nations was often a lone voice.'
'Violence resulted from the oppressive measures.'
'The ANC and UDF opposed the government.'
'Sports teams were boycotted.'
'International sanctions hit the South African economy.

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

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

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

Both sides of level 3.

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

19 (a) Describe the German colonisation of Namibia to 1900.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Germany wanted to gain power.'
'There were many disputes.'

Level 2 Describes colonisation

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

e.g. 'During the nineteenth century, merchants from Germany tried to trade with Africa.'
'With the establishment of the German Empire (1871), there was a demand that Germany should have its own colonies.'
'In April 1884, Namibia was declared as being under German protection.'
'It was called German South West Africa.'
'Land holding was increased around Walvis Bay, but Chief Maharero refused to co-operate.'
'Warships were sent and in 1885 a number of protection treaties were drawn up to make the claim legal and reduce opposition.'

(b) Why did the Namibians protest against South African rul

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The League seemed to exercise little power over the ma

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

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

Level 3 Explains reasons **[4–7]**

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

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

(c) 'The United Nations was responsible for the achievemen
How far do you agree with this statement? Explain your a

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The UN and SWAPO were equally important.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

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

Level 3 Explanation of the actions of the United Nations OR other reasons [3–5]

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

Level 4 Explanation of the actions of the United Nations AND other reasons [5–7]

Both sides of level 3.

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

20 (a) Describe how the creation of Israel in 1948–9 affected the

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘They felt threatened.’

Level 2 Describes impact

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

e.g. ‘The Arab nations were defeated. Their pride was hurt and their hatred of Israel increased. This could mean future war.’
‘The Arab states refused to recognise the new state of Israel.’
‘After some Jews had killed the population of an Arab village in Israel, nearly a million Arabs fled to Egypt, Lebanon, Jordan and Syria where they lived in camps.’
‘Arab states kept the refugees in camps because they thought they were a temporary problem or they wanted to show the world what problems Israel had created.’
‘Arab states felt they had an enemy on their borders and, therefore, there was bound to be future aggression and even wars.’

(b) Why was Nasser's coming to power a concern for Israel?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Nasser was in a strong position.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Nasser wanted revenge for an earlier defeat.'
'He linked up with Arab states.'
'Nasser gained Soviet arms.'
'He allowed the Fadayeen to attack.'
'Eilat was blockaded.'
'He took over the canal.'
'He wanted to remove foreign powers from Egypt.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Nasser took power in the 1950s and wanted to avenge Egypt's defeat in the 1948 war against Israel and return Palestine to the Arabs.'
'He hoped to unite the Arab states under Egypt's leadership which needed an increase in wealth and armed strength.'
'To increase his power, Nasser got the British to agree to give up their military bases along the Suez Canal thus increasing Egypt's independence. He persuaded many Arabs states not to join the Baghdad Pact and instead formed an alliance with Syria and Saudi Arabia.'
'Nasser made an arms agreement with Czechoslovakia who together with the USSR supplied fighter planes, bombers, warships, guns and tanks.'
'The Fedayeen in Egypt continued to make cross-border attacks on Israel.'
'Relations between Egypt and Israel deteriorated further when the Israeli port of Eilat was blockaded by Egypt at the Gulf of Aqaba.'

(c) How far was the Suez War of 1956 an Arab-Israeli conflict

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Britain and France took direct action.'

Level 2 Identifies AND/OR describes conflict

(One mark for each point)

e.g. 'Israeli forces invaded Egypt.'
'British and French planes bombed Egyptian airfields.'
'The USA condemned this action.'
'The USSR threatened military action.'
'The United Nations ordered the British and French withdrawal.'

Level 3 Explanation of Arab-Israeli contribution OR other powers [3–5]

e.g. 'It was the forces of Israel which began the fighting in the Suez War by invading Egypt on the 29th of October, 1956. They advanced across Sinai towards the Suez Canal.'
'The Israelis agreed to a ceasefire even though they were a long way from the Canal. The Egyptians refused to withdraw from the Canal because it was Egyptian territory. This led to the attack by British and French forces.'
OR
e.g. 'Britain and France worked with the Israelis after Nasser had nationalised the Suez Canal. Both countries had serious interests in the Canal and the region. They bombed Egyptian airfields destroying the Egyptian airforce before troops landed at Port Said and advanced along the Canal.'
'The USA condemned the action by the British and French and threatened to cut off financial aid to Britain, while the USSR threatened military action. As a result, on the 6th of November, the UN ordered the British and French to withdraw.'

Level 4 Explanation of Arab-Israeli contribution AND other powers [5–7]

Both sides of level 3.

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

21 (a) Describe the Israeli response to the Intifada.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Israeli government insisted on an "iron fist" policy.'

Level 2 Describes response

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

e.g. 'The Israeli troops used tear gas, water cannons, rubber bullets and live ammunition.'
'Curfews were introduced with violence inflicted upon anyone breaking them.'
'Schools and colleges were at the centre of Palestinian agitation. As a result, the Israelis closed down the Palestinian school system for two years.'
'There were mass arrests and special detention camps set up.'
'Leaders of the rising were deported.'
'By September 1988, 346 Palestinians had been killed, many of them being under 16 years of age.'

(b) Why were the occupied territories a constant source of te

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They prevented peace.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'They caused uprisings against Israeli rule.'
'Harsh military rule was imposed in the occupied territories.'
'The Palestinians thought the land belonged to them.'
'Israelis thought these areas were part of their heritage.'
'The movement of Palestinians was monitored.'
'Hebron is a particular source of tension.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Labor Government established a small number of settlements in the West Bank for defensive reasons in 1967. When Likud came to power in 1977, the number of settlements in occupied territories mushroomed. This happened again in 1996. Likud said that this was ancient Jewish lands. Palestinians considered the Jewish settlements were built on land occupied by Palestinians for centuries.'
'Palestinians living in the occupied territories found they were constantly monitored. They lived under military rule where Palestinians could be arrested and jailed without trial.'
'Tension was acute in the West Bank town of Hebron. A small number of Israelis live in an area of Hebron surrounded by large numbers of Palestinians. The Israeli settlers were protected by large numbers of Israeli soldiers.'

(c) In the 1980s and 1990s how far did Israelis differ among with their Arab neighbours? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There have been major differences between the left and

Level 2 Identifies AND/OR describes differences

(One mark for each point)

e.g. 'Some Israelis wanted a Palestinian state but many were against it.'
'Some Israelis believed Jews should have left Hebron.'
'Some Israelis believed that there were ancient areas which should never be given up.'
'Shimon Peres worked with Rabin and Yasser Arafat.'
'In 1995 Rabin signed the Middle East Accord with Yasser Arafat.
'Rabin was assassinated by Yigal Amir.'
'Netanyahu did not want to give concessions to the Palestinians.'

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

e.g. 'Simon Peres and Yitzak Rabin worked together with Yasser Arafat of the PLO and the Middle East Peace Accord was signed. The Palestinians were given home rule in Gaza and Jericho. Most Israelis supported this agreement.'
OR
e.g. 'There are those who believed that the Israelis should have left Hebron as this was a barrier to peace. There were about 500 Jews being protected by Israeli soldiers in a town of 155 000 Palestinians.'
'Netanyahu was the champion of the right wing Israeli nationalists who did not want to give any concessions to the Palestinians. He was supported by Jewish nationalists like Yigal Amir, who assassinated Prime Minister Rabin in 1995.'

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) For what purposes was coal used in the first half of the n

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To provide power.'

Level 2 Describes purposes

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

e.g. 'The iron industry began to use coal because of the shortage of charcoal.'
'To power steam engines in the textile mills.'
'To heat homes in the growing industrial towns.'
'Railways were developed and carried industrial goods. They consumed large quantities of coal.'
'The new towns needed coal to produce the new gas lighting.'
'The French Wars created a demand for weapons and the iron industry needed to use more coal.'

(b) Why was there increasing demand for cotton goods in th

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was a move away from wearing woollen clothing.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The population was growing.'
'Cotton was cheaper.'
'Cotton was healthier.'
'There were increasing exports.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'During the nineteenth century, the population grew markedly. All these extra people needed clothes. There was a rising demand for cotton clothing as it was easier to clean than woollen clothing.'
'Steam machinery was being introduced to the textile industry and cotton was more suitable and easier to mechanise compared to wool.'
'Britain had a strong overseas trade through its Empire, where, for example, cotton goods could be exported.'

(c) How far were conditions in textile mills improved in the your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Legislation had little impact.'
'There was a general improvement throughout the century.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Factory Acts reduced the hours of work.'
'The Factory Acts were not always enforced.'
'Safety was not a priority especially in the first half of the century.'

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

e.g. 'The Factory Acts of 1802, 1819 and 1833 stopped very young children from working in the textile mills. This meant there was more work for the adults and often slightly higher pay.'
'Hours for all workers were reduced and, by 1853, were limited to ten and a half hours.'
OR
e.g. 'After the 1833 Factory Act there were only four inspectors appointed, for the whole country. This meant that the chances of a factory being inspected were slim. The inspectors often had difficulty assessing the age of children until there was the compulsory registration of births.'

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

Both sides of level 3.

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

23 (a) Describe living conditions in 'back-to-back' houses.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The houses were often unhealthy and poor quality.'

Level 2 Describes conditions

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

e.g. 'The houses were damp and overcrowded.'
'Many houses shared a privy.'
'Most houses did not have running water.'
'There was a pump in the street.'
'There were inadequate drainage and sewerage systems.'
'There was a lack of planning.'

(b) Why were poor living conditions in towns not improved b

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. 'There was little government intervention.'
'There was a lack of planning.'
'There was a "laissez-faire" attitude.'
'The cause of illness was not understood.'
'Profit was the most important motive.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Many believed in "laissez-faire". This view argued that the government should not interfere in what was done by the individual.'
'The attitude of the richer people was that if the poor lived in this way it must be their own fault and not the responsibility of others to make improvements.'
'Local ratepayers wanted to pay as little as possible and did not want councils undertaking ambitious schemes to clear slums and build drains.'
'The link between dirt and infectious disease was not understood.'
'The government was reluctant to interfere and this was highlighted by the 1848 Act which was permissive.'
'Landlords, builders and water companies were only interested in profits and did not consider the consequences of inadequate facilities.'

(c) How successful were attempts from 1848 to make to Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Some government legislation made no difference.'

Level 2 Identifies AND/OR describes attempts

(One mark for each point)

e.g. 'The Public Health Act of 1875 was a major step forward.'
'The Artisans Dwelling Act of 1875 was important.'
'The Housing of the Working Classes Act of 1890 helped to improve public health.'
'The Public Health Act of 1848 was ineffective.'
'There was little money available to enforce legislation.'
'The Boards of Health could not force improvements in sanitation.'

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

e.g. 'The Public Health Act of 1875 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. 'The Public Health Act of 1848 made little difference because the Boards of Health did not have the powers to force towns to improve conditions. Only one sixth of the population was actually covered by local Boards of Health by 1854.'

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

Both sides of level 3.

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

24 (a) What was China's attitude towards foreign countries in t

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'China wanted to remain alone.'
'China did not want any trade.'

Level 2 Describes attitude

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

e.g. 'China wanted to remain isolated.'
'Any trading had to be done through one port, Guangzhou, in the south.'
'China turned a blind eye to the opium trade.'
'The Emperor believed China had all it needed.'
'He resisted trade and China remained isolated.'

(b) Why did European countries wish to establish themselve

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To open up China to the West.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'They wanted to trade with China.'
'There was a demand for specialist Chinese goods.'
'They wanted to sell opium to the Chinese.'
'They wanted to spread the word of Christianity.'
'To learn more about Chinese society.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'European powers realised that China was a vast potential market. Europeans wanted Chinese silks, tea and porcelain. In return they wanted to sell the Chinese merchants opium.'
'European powers hoped to spread Christianity into China by sending missionaries. They hoped to translate Christian literature into the native language and to offer medical facilities for Chinese peasants.'
'There was a thirst for knowledge of a closed society. Western powers wanted to know about the Chinese culture and customs.'

(c) How successfully did Western countries extend thei nineteenth century? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Some adopted western ideas, but most were untouched.

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The vast majority were ruled by custom and tradition.'
'The Emperor, Mandarins and landlords resisted change.'
'Opium had been introduced.'
'Western equipment and training was made available.'
'Education reforms at the end of the century were rejected.'
'The Boxer Rising showed the hatred towards foreign influence.'

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

e.g. 'The Emperors were against change. They studied the writings of Confucius, who said that in the past everything was good and that, therefore, all change is bad.'
'When Emperor Guangxu attempted moderate reforms in education as suggested by western powers, he was overthrown by his aunt, the Emperor Dowager Cixi.'
OR
e.g. 'From 1840s onwards, the European powers took advantage of the weakness of China and started to divide the country among them. They introduced factories and trade and the Chinese took part reluctantly.'
'Chinese society was changing as foreign powers encouraged the building of railways, the introduction of the telegraph, and the development of mines for coal and iron and the building of mills for textiles.'

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

Both sides of level 3.

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

25 (a) Describe how India was ruled by Britain 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 evolved over many years.'
'Locals were left to continue their lives.'

Level 2 Describes features

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

e.g. 'It was indirect rule.'
'The Indian princes were left to rule their own territories.'
'British rule was through the East India Company.'
'The Company had its own army to protect these friendly governments.'
'Although it favoured indirect rule, the Company applied direct rule when it felt it was necessary with princes who were not co-operative.'
'There was a Governor-General who had overall control of the Company.'

(b) Why was there opposition to British rule in India by 1857

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Bentinck's proposals did not please native Indians.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There was a policy of Westernisation.'
'There were changes to the legal system.'
'There were changes to the educational system.'
'There were actions against Indian customs.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Bentinck, as Governor General, wanted to turn around the money losing East India Company. This involved selling marble and metal and he even thought about knocking down the Taj Mahal.'
'He had a policy of Westernisation, which took the form of reforming the legal system using English as the official language. He also introduced a western style education system with English being the language used.'
'Bentinck suppressed some Indian customs such as sati/suttee when widows threw themselves on their husband's funeral pyre.'

(c) How far did the people of India benefit from British r answer.

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 benefits

(One mark for each point)

e.g. 'Railways were built.'
'Irrigation schemes were created.'
'Health care was improved.'
'There was still enormous poverty.'
'Many senior posts were still given to Europeans.'

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 kilometres of railways and roads.'
OR
e.g. 'In 1885, the Indian National Congress was founded; however, the Indians felt that it was unfair that many of the senior administration posts in the Indian government were given to Europeans 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 far' **[8]**