CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0470 HISTORY

0470/13 Paper 1, maximum raw mark 60

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

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

Cambridge will not enter into discussions about these mark schemes.

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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 Mazzini's contribution to Italian nationalism.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Mazzini was the prophet for a united Italy.'

Level 2 Describes contribution

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

e.g. 'Mazzini had formed "Young Italy" and prepared the way for unification.'
'He attempted two coups in 1833 and 1834, but both failed. It was during these two attempts that he first worked with Garibaldi.'
'Mazzini was in exile in London in the 1840s where he gained popularity for the Italian cause among British liberals.'
'He established the Roman Republic temporarily in 1849 with Garibaldi and showed what had to be done in the future.'
'In the 1850s, Mazzini led risings in Mantua, Milan and Genoa, all of which failed, but showed that unification would only be achieved through armed struggle.'

(b) Why was Charles Albert unsuccessful against the Austri

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

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

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

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

Level 3 Explains reasons **[4–7]**

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

e.g. 'Charles Albert delayed his decision too long in deciding to take action because he was waiting for the results of the Lombard plebiscite. This gave the Austrians time to re-organise'
'The slow movement of the Piedmontese army gave the Austrian forces an opportunity to get reinforcements.'
'Radetsky had more skill and experience than any of the Piedmontese generals. He was a war veteran whereas his opponents had hardly tasted warfare before.'
'Charles Albert was promised support from the people of Lombardy, but this failed to materialise. This had a serious effect on the numbers in his army and the morale of his army.'
'The Pope sent an army and then withdrew support. He felt uncomfortable fighting against a mainly Catholic nation even though he initially wanted to support a joining up of some of the Italian states.'

(c) 'Italy was united by 1861.' 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. 'Most of the Italian states were united by 1861.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There was a King of Italy.'
'By 1861 only Venetia and Rome were not part of the kingdom.'
'Austria ruled Venetia.'
'At Villafranca it was agreed that Venetia should remain Austrian.'
'Napoleon III controlled Rome.'

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

e.g. 'In 1861, Victor Emmanuel II was proclaimed King of Italy. His kingdom consisted of all Italian states including Piedmont, Naples and Sicily, but it did not include Venetia and Rome.'
OR
e.g. 'Napoleon kept a garrison in Rome to protect the Pope. French Catholics were particularly influential and they put pressure on Napoleon to allow the Pope to keep his independence. This meant the new Italian state would not be able to seize Rome.'

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) In what ways did the Prussians develop their military 1866?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They enlarged and reorganised the Prussian army.'
'They had more regiments and more equipment.

Level 2 Describes events **[2–5]**

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

e.g. 'Von Roon and Moltke pushed through military reforms.'
'They set up a General Staff to organise the army and plan its methods of fighting.'
'The General Staff encouraged subordinate commanders to take responsibility for decisions.'
'Prussian soldiers spent 2 years with the colours, 4 years with the reserves and 5 ½ years with the militia.'
'This produced a field army of 500 000 and a vast reserve of trained men.'
'They introduced new weaponry including the needle-gun and much field artillery.'

(b) Why did Austria and Prussia go to war in 1866?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The war broke out because the countries could not agre

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Because of Bismarck's stubbornness.'
'Because of promises made to Italy.'
'Because Bismarck picked a quarrel with Austria.'
'Disagreement over the Schleswig-Holstein question.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Austria and Prussia could not agree on how to govern Schleswig-Holstein, and, therefore, they decided to split the territories with Austria being responsible for Holstein. Bismarck may have done this deliberately to make it easier to pick an argument with Austria.'
'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.'
'Bismarck picked a quarrel with Austria to provoke a war over Schleswig-Holstein with Prussian troops marching into Holstein.'

(c) 'The Zollverein was more important to the unification Prussian War.' How far do you agree with this statement

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Both contributed towards unification.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Zollverein meant co-operation.'
'German states were brought together economically.'
'The southern states feared Napoleon's motives.'
'The war united the German states.'

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

e.g. 'The Zollverein provided a form of economic union bringing benefits to member states. It helped to integrate the economies of north and central Germany. It provided a model of closer co-operation. Many German states thought that political union may bring as many benefits as economic union.'
OR
e.g. 'Many German nationalists saw Napoleon III claiming to be the leader of Europe. Many Germans feared that he would move against them. This fear made them willing to unite against the danger, especially the reluctant southern states. The states united to defeat France and then establish a German Empire with the King of Prussia as the Kaiser.'

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

Both sides of level 3.

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

3 (a) Under the terms of the Meiji Constitution, what powers re

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Emperor held considerable powers.'

Level 2 Describes powers

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

e.g. 'The Emperor had supreme power.'
'The head of the government was responsible to the Emperor.'
'The Emperor chose the prime minister and cabinet.'
'The Imperial Army was now firmly under the Emperor's control with the loss of samurai privileges.'
'The Emperor was supreme commander of Japan's armed forces.'
'The Emperor had considerable influence over education.'

(b) Why was there conflict between Japan and China in 1894

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Japan wanted to improve its international status.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Japan wanted territorial expansion.'
'Japan was copying Western powers imperialism.'
'Japan wanted to show it was more powerful than China.'
'It was a fight for the control of Korea.'
'Japan recognised the economic advantages of Korea.'
'Japan needed to remove Chinese influence from Korea.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Japan was a newly emergent power and it wanted to protect its interests and security. Japan wanted to block another power from annexing or maintaining dominance of Korea. It resolved to end the centuries-old Chinese suzerainty over Korea.'
'Japan realised that having control over Korea could benefit Japan's economy. Korea had considerable coal and iron ore deposits which would benefit Japan's industrial base. Korea was also seen as a source of agricultural imports to Japan, which would help feed Japan's growing population.'

(c) 'Japan benefited more from the war against China (1 Japanese War (1904–5).' How far do you agree with t answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

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

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Japan wanted territorial expansion.'
'The defeat of China over Korea gained Japan dominance in the Far East.'
'The defeat of Russia showed the world Japan's growing military power.'
'Japan checked Russia's influence in the East.'

Level 3 Explanation of war against China OR war against Russia [3–5]

e.g. 'Japan's position as a Far Eastern power was strengthened. It took away China's influence over Korea. Japan gained Formosa and the Pescadores and was granted most "favoured nation" status and treaty rights in four Chinese ports.'
OR
e.g. 'The crushing victories at Mukden and Tsushima showed Japan to be a very strong military power both on land and at sea.'
'In the Treaty of Portsmouth, Russia recognised Korea as a Japanese sphere of influence. The Liaotung Peninsula and the South Manchuria Railway went to Japan. Part of the island of Sakhalin went to Japan.'

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

Both sides of level 3.

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

4 (a) What preparations had Germany made for war by 1914?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Germany built up its military power.'
'It had a military plan.'
'It had allies.'

Level 2 Describes preparations **[2–5]**

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

e.g. 'Germany increased the number of guns, shells, bullets and other weapons.'
'Germany increased weapons more than the other Great Powers.'
'By 1900, Germany had modern steel works to produce their weaponry.'
'Germany increased the size of their army significantly under Wilhelm II.'
'They used conscripts.'
'Under Wilhelm II, Germany built a navy to challenge Britain.'
'The German navy had a significant number of submarines and Dreadnoughts.'
'Germany had formed an alliance with Austria and Italy.'
'Schlieffen had devised a plan.'
'It was a plan designed to deal with the problem of fighting a war on two fronts.'

(b) Why did the actions of the Kaiser over Morocco increase

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Kaiser was seen as a threat.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Britain and France resisted his demands.'
'The Kaiser was trying to gain land.'
'Wilhelm was testing the Entente.'
'The Kaiser sent a gunboat to Agadir in 1911.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Kaiser wanted to test the strength of the Entente Cordiale. In 1905, he visited Tangiers where, in a speech, he said that Morocco should be independent of France. France was supported by Britain and would not back down.'
'The Kaiser suffered an embarrassing defeat at the Algeciras Conference with only Austria-Hungary supporting him. He blamed Britain for this defeat as they had supported France. This increased tension amongst the powers.'
'In 1911, the Kaiser again tried to break the Entente Cordiale by sending a gunboat to Agadir. Britain believed he was trying to set up a naval base in Morocco and saw this as a threat. Germany backed down to avoid war and yet again blamed Britain.'

(c) 'The actions of Austria-Hungary were more responsible f than the actions of any other country.' How far do yo Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was not caused by one event.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Austria reacted to the assassination.'
'The growth of Serbia was responsible.'
'Germany's aggressive attitude was responsible for war.'
'Germany invaded Belgium.'
'War was caused by the arms race between Britain and Germany.'

Level 3 Explanation of Austria-Hungary's actions OR actions of other countries [3–5]

e.g. 'Following the assassination at Sarajevo of the heir to the Austro-Hungarian throne, Austria declared war on Serbia. This brought Russia into conflict as it supported Serbia. Germany supported its ally Austria-Hungary by declaring war on Russia then France. This was the immediate cause of war.'
OR
e.g. 'Germany invaded neutral Belgium to move quickly towards Paris. Britain honoured the Treaty of London of 1839 with Belgium. Britain entered the war.'
'During the early years of the century, there was an arms race between Britain and Germany. Britain tried to modernise its army to rival Germany, while Germany strengthened its navy with Dreadnoughts and submarines to rival Britain's navy. This increased tension and only needed an excuse to test the rival forces.'

Level 4 Explanation of Austria-Hungary's responsibility AND actions of other countries [5–7]

Both sides of level 3.

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

5 (a) What loss of territory was imposed on Germany by the Tr

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Germany lost its colonies.'
'Germany lost land.'

Level 2 Describes losses

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

e.g. 'Alsace-Lorraine was returned to France.'
'Eupen was given to Belgium.'
'Moresnet was given to Belgium.'
'Malmedy was given to Belgium.'
'West Prussia was given to Poland.'
'Posen was given to Poland.'
'Memel was given to Lithuania.'
'Parts of Upper Silesia were handed to Poland.'
'Northern Schleswig was given to Denmark.'
'Hultschin was given to Czechoslovakia.'
'Danzig became a free city.'
'The Saar was to be administered by the League of Nations for 15 years.'
'Estonia became an independent state.'
'Latvia became an independent state.'
'Lithuania became an independent state.'
'Togoland under mandate to Britain.'
'Cameroon under mandate to France.'
'German East Africa under mandate to Britain.'
'German South West Africa under mandate to South Africa.'
'Samoa under mandate to New Zealand.'
'The Marshall Islands under mandate to Japan.'
'The Marianas under mandate to Japan.'
'The Caroline Islands under mandate to Japan.'

(b) Why were the 'Big Three' not satisfied with the Treaty of

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They all wanted different outcomes.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Clemenceau was disappointed that the Treaty did not break up Germany.'
'He was disappointed that he did not get the Rhine as the frontier.'
'He did not get immediate reparations.'
'He failed to get the Saar permanently.'
'He wanted smaller German forces than the Treaty allowed.'
'Wilson was not satisfied because he did not achieve all his Fourteen Points.'
'Lloyd George was not satisfied as he thought the Treaty was too harsh.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'France had seen most of the fighting in France and it had suffered severe damage to land, industry and homes. Clemenceau wanted revenge and payment for the damage done. He thought the reparation payments were not enough. He realised the French public would not be happy.'
'Wilson was not satisfied. He feared that Germany's harsh treatment would result in further conflict. All the time he had counselled for a less harsh approach as he thought that his "Fourteen Points" would be fairer to Germany.'
'Lloyd George did not want too severe economic penalties on Germany as this might hinder Britain's trade with Germany. The reparation payments were much higher than he wanted.'

(c) 'The Treaty of Versailles was a wise settlement.' How statement? Explain your answer

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was wiser than it might have been.'
'It was not wise because it was too harsh.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It was not wise/fair because it was dictated.'
'It was not wise to treat the German people badly.'
'It was fair because Germany had agreed an armistice.'
'It was not wise because of the high reparations.'
'It was not wise because it blamed Germany for the War.'
'It was wise compared to the German treaty with Russia.'

Level 3 Explanation of wise/fair OR not wise/not fair [3–5]

e.g. 'Germany did not think the Treaty was wise because it limited its army to 100 000 troops with no conscripts. Germany was a large country and Germans thought these were insufficient numbers and would leave their country in a weak position and almost defenceless if attacked.'
OR
e.g. 'The terms of the Treaty were harsh but the terms could have been much worse. In the circumstances it was wise especially when considering the Treaty of Brest Litovsk when the Germans imposed a much more severe set of terms on Russia. If the Germans had won the War, they would have inflicted a severe treaty on the allies.'

Level 4 Explanation of wise/fair AND not wise/not fair [5–7]

Both sides of level 3.

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

6 (a) Describe the events in the Saar in 1935.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'A decision was made.'

Level 2 Describes events

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

e.g. 'Germany took back the Saar.'
'A plebiscite was held.'
'Those living in the Saar voted on whether their region should return to German rule, stay under League of Nations or go to France.'
'Around 90% of the population voted to return to German rule.'
'This vote was legal under the terms of the Treaty of Versailles.'

(b) Why, by 1936, was Italy a threat to world peace?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Italy was becoming stronger.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Mussolini disobeyed the League.'
'Mussolini invaded Abyssinia.'
'He supported Franco in Spain.'
'Mussolini and Hitler signed an agreement.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'In Italy economic problems encouraged Mussolini to try to build an overseas empire to distract people's attention away from the difficulties the government faced. In 1935 he invaded Abyssinia and refused to obey the League of Nations by withdrawing.'
'Italy was a leading member of the League. Mussolini challenged the authority of the League. Italy was, unlike Japan, on the League's doorstep and even had a border with France. The lack of decisive action by the League over Mussolini meant he became more confident.'
'In 1936, Mussolini supported Franco in the Spanish Civil War. He sent arms and troops to fight the Spanish government. With the arrival of Hitler's troops and weapons in Spain, the three dictators increased tension in European affairs.'
'In 1936, Mussolini and Hitler cemented their friendship with the signing of the Rome-Berlin Axis. This was to bear fruit in the future over Munich and the War.'

(c) 'The main cause of war in 1939 was the weakness of Br 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. 'War was caused by more than one issue.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It was harsh peace settlement in 1919 which caused the War.'
'Britain and France as leaders of the League failed to act.'
'Britain and France used a policy of appeasement.'
'The League of Nations proved to be a failure.'
'The Depression gave rise to aggressive dictators like Hitler.'
'Hitler's aim was to destroy the Treaty of Versailles.'
'Hitler's aggressive foreign policy caused the war.'
'The Munich Agreement encouraged Hitler to demand more.'
'The Nazi-Soviet Pact caused war.'
'German invasion of Poland caused war.'

Level 3 Explanation of the weakness of Britain and France OR other reasons [3–5]

e.g. 'Chamberlain and Daladier assumed that if they followed appeasement it would reduce the chances of war. In fact, it encouraged Hitler to demand more. It showed them as weak – giving into a bully.'
OR
e.g. 'It was Hitler's aggressive foreign policy which caused the War. He destroyed the Treaty of Versailles by re-arming and introducing conscription. He then re-occupied the Rhineland against the Treaty.'

Level 4 Explanation of the weakness of Britain and France AND other reasons [5–7]

Both sides of level 3.

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

7 (a) Describe the events in Hungary in October and Novembe

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘There was fighting.’

Level 2 Describes events

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

e.g. ‘The Soviet Union used force.’
‘In October, a huge student demonstration took place against the Kremlin appointed Hungarian leader, Erno Gero.’
‘A giant statue of Stalin was pulled down in Budapest.’
‘The USSR allowed a new government under Imre Nagy.’
‘The Soviets withdrew troops and tanks, which had been in place since the end of the Second World War.’
‘Nagy produced a list of reforms which included holding free elections and restoring farmland to private ownership.’
‘Nagy declared he wanted to leave the Warsaw Pact.’
‘Khrushchev invaded in November. Budapest was occupied by thousands of Soviet troops and tanks.’
‘Hungarians took part in street fighting over two weeks.’
‘3000 died while 7–8000 Russians were killed.’
‘200 000 Hungarians fled across the border to Austria.’
‘Imre Nagy was arrested and imprisoned. He was killed later.’

(b) Why did Warsaw Pact forces invade Czechoslovakia in 1

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was change taking place.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Reforms were threatening Soviet control.'
'Soviet leaders thought the ideas would spread.'
'Actions were against the Brezhnev Doctrine.'
'Czechoslovakia was centrally placed.'
'The Soviet Union feared even more demands.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Brezhnev was the new Soviet leader and he was just as determined as previous leaders to maintain control of eastern Europe and he felt this control was being threatened. Brezhnev knew that if control was lessened in one country others would follow.'

'Dubcek was appointed to lead the country. He wanted to modernise communism within Czechoslovakia, talking about "socialism with a human face". These reforms were known as the "Prague Spring". The Soviets saw them as a threat to their control.'

(c) How important was the part played by 'Solidarity' in the Eastern Europe? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was important because it started the decline.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Solidarity became a legitimate political party.'
'Solidarity set an example to other communist countries.'
'Solidarity gained support in the West.'
'Gorbachev introduced perestroika and glasnost.'
'The economy of the Soviet Union was failing.'
'Afghanistan was a major issue.'
'The support of the Red Army was withdrawn.'
'The USSR was corrupt and lacking money.'

Level 3 Explanation of how Solidarity impacted on the decline of Soviet control OR other reasons [3–5]

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 freedom from Soviet control.'
OR
e.g. 'Gorbachev cut spending on defence 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 any disturbances.'

Level 4 Explanation of how Solidarity impacted on the decline of Soviet control AND other reasons [5–7]

Both sides of level 3.

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

8 (a) Describe the humanitarian work of any two United Nation

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The UN carries out work to improve lives.'

Level 2 Describes humanitarian work

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

e.g. 'The Human Rights Commission ensures that people receive fair trials.'
'The International Labour Organisation works to ensure there are equal opportunities with regard to employment.'
'The World Health Organisation works towards eliminating disease such as malaria.'

(b) Why have the organisation and membership of the UNO

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It has been slow to respond to crises.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The UN has no standing army.'
'Decision making can be slow and indecisive.'
'Some agencies duplicate each other's work.'
'Some countries do not pay their fees.'
'UNESCO has been wasteful of funds.'
'The most powerful members do not always co-operate.'
'The veto can hinder progress.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'If persuasion and pressure fail, the UN has to rely on member nations to provide troops to enable it to enforce decisions. It has no permanent standing army.'
'The USA and the European Union contribute about 70% of the income of the UN. Some countries rarely pay their fees or are persistently late in paying. This has made it difficult for agencies to operate.'
'The UN can appear slow and indecisive. The Security Council has been hampered by the veto which its permanent members can use. Although the "Uniting for Peace" resolution could offset this to some extent, the veto can cause long delays before decisive action was taken.'

(c) 'Events in Korea (1950–3) and the Congo (1960–3) de effective in peacekeeping.' 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. 'The UN did achieve some of its aims in both areas.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'It failed to unite North and South Korea.'
'It was "used" by the USA in Korea.'
'The UN gained respect over Korea.'
'The UN brought peace in the Congo.'
'Parts of the Congo ignored the UN.'
'The Congo was re-united in 1963.'

Level 3 Explanation of effectiveness in peacekeeping OR not effective [3–5]

e.g. 'In the Korean War, the UN took decisive action to stop the attack on South Korea by communists from the north. After bitter fighting, the UN was able to preserve the frontier between the two.'
'U Thant took a strong line in the Congo and began fighting the rebels and, in January 1963, Tshombe went into exile and the Congo was re-united.'
OR
e.g. 'The UN's policy was that Korea should become one country with free elections supervised by the UN. The war did not achieve this as Korea remained divided. Peace was achieved but both sides remain hostile towards each other.'
'In the Congo, the UN forces were unable to stop the fighting between the forces of Lumumba and those of Tshombe. In 1961, the UN Security Council said that all troops, other than those of the UN, should leave. Tshombe refused.'

Level 4 Explanation of effectiveness in peacekeeping AND not effective [5–7]

Both sides of level 3.

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

9 (a) What were the aims and beliefs of the Nazi Party in the 19

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Nazi Party wanted power.'
'In 1920, the Nazi Party announced its Twenty Five Point Pro

Level 2 Describes aims and beliefs

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

e.g. 'They were anti-Semitic.'
'It included the abolition of the Treaty of Versailles.'
'A union of Germany and Austria.'
'Only true Germans allowed to live in Germany.'
'Large industries and businesses to be nationalised.'
'A strong central government.'
'Most were similar to the Twenty Five Point Programme but more strongly expressed such as the Aryans were the Master Race and all other races, especially Jews, were inferior.'
'He believed that Germany needed lebensraum.'
'Goebbels in 1927 said that all Germans should have work.'
'He said all German workers and soldiers deserved homes.'
'He stated that all Jews should be driven out of Germany.'
'Hitler stated that the Nazis would support German farmers with land, stable prices and a reduction of agricultural imports.'

(b) Why did Hitler attempt the Munich Putsch?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'In an attempt to improve things.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'To seize power.'
'To topple the Weimar government.'
'To gain the support of the army.'
'To promote the Nazi Party.'
'To be in a position to get rid of the Treaty.'
'Thought the time was right.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Hitler wanted to destroy Weimar. He believed it was an opportune time to topple the Weimar government. The government was pre-occupied with the economic crisis and had just called off the passive resistance in the Ruhr.'
'Hitler wanted to secure power and, through his close relationship with Ludendorf, believed that Ludendorf would be able to persuade the German army to desert the government and side with the Nazis.'
'There was discontent in Germany due to the effects of hyperinflation. Many nationalists still hated the Treaty and were furious when Stresemann called off the passive resistance and resumed paying reparations. With this in mind, Hitler thought it was the right time to seize power.'

(c) 'The main reason why Nazi electoral support increased a of "work, freedom and bread".' 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. 'The Nazis offered a solution to Germany's problems.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'They had promised to tackle unemployment.'
'The impact of the Depression on the German economy increased the Nazi voice.'
'It was because the Nazis were anti-Communist.'
'The Nazis promised to destroy the Treaty of Versailles.'
'The Nazis claimed the Jews were behind the world's problems.'
'The Nazis promised discipline.'
'The Nazis emphasized family life.'
'Democracy seemed to be failing and Hitler offered authority.'
'It was because of Hitler's ability as an orator.'
'The use of propaganda increased the popularity of the Nazis.'
'The actions of the SA encouraged people to vote for the Nazis.'

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

e.g. 'The Nazis promised to tackle unemployment with public works schemes and increasing the armed forces. With millions out of work because of the Depression, this attracted the support of both the working and middle classes.'
OR
e.g. 'The anti-Jewish campaign was highly effective. Hitler told the people their problems were caused by the Weimar Republic, the Communists and especially the Jews. So, Hitler provided a scapegoat to help gain support.'

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

Both sides of level 3.

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

10 (a) What actions did Hitler take to improve the German econ

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Hitler created jobs.'

Level 2 Describes actions

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

e.g. 'Hitler's re-armament policy led to an increase in the iron and steel industry.'
'Coal mining increased.'
'He recovered the Saar coalfield.'
'Thousands were no longer unemployed by introducing conscription.'
'The Luftwaffe was created and there was a rapid increase in submarines and naval ships.'
'There was much spending on public works which increased employment.'
'In 1936, Goering was put in charge of the Four Year Plan to prepare Germany for war.'
'Hitler wanted Germany to be self-sufficient. Autarky was encouraged.'
'Hitler encouraged agricultural production by giving farmers stable prices.'

(b) Why did the Final Solution occur?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Because of beliefs.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Because of hatred of the Jews.'
'To kill all Jews / To remove an "inferior" race.'
'It was a long term plan of the Nazis.'
'It was an aim of the Aryan, master race.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Hitler had a personal dislike of Jews from his days in Vienna. He saw how successful many Jewish businessmen were and he envied their lifestyle.'
'From these early days, Hitler blamed the Jews for many things such as the First World War, the "stab in the back", and the Depression. In his speeches, he regularly talked of the annihilation of the Jews. Hitler was ultimately responsible.'
'Historians have debated whether or not the Final Solution was the result of a long term plan of Hitler. Some historians, however, believe the policy of mass murder evolved during the war years.'

(c) How far did the war change everyday life in Germany? Ex

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It changed dramatically.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Food rationing was introduced.'
'Civilians had to work longer hours.'
'Women had to work in the factories.'
'Entertainments were reduced.'
'Bombing killed people and destroyed houses.'
'By 1945 there was little food left.'

Level 3 Explanation of changes OR remained the same [3–5]

e.g. 'During the first two years of the War, life inside Germany changed very little except there was limited food rationing. Early victories meant the spoils of war came into Germany such as raw materials and luxury goods.'
OR
e.g. 'In 1942, the Allies decided to bomb Germany. The target was not only industrial areas but also residential areas. This caused massive casualties in cities like Dresden. This made life for those that survived very difficult with the destruction of their houses and the infra-structure of the cities.'
'Hitler had wanted women to stay at home and care for their husband and children. With the coming of war, women were drafted back into factories to keep production levels up.'

Level 4 Explanation of changes AND remained the same [5–7]

Both sides of level 3.

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

11 (a) What was 'War Communism'?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a harsh economic measure.'

Level 2 Describes War Communism

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

e.g. 'It was a measure to feed the army.'
'It was a Bolshevik policy developed between 1918 and 1921.'
'It was a response to the demands of the Civil War.'
'It was an attempt to leap into socialism.'
'The whole economic life of the country came to be directed by the State.'
'It nationalised industry and controlled the production and distribution of goods.'
'It nationalised the banks.'
'It required strict discipline for workers.'
'Peasants had to hand over surplus food to the government.'
'It attempted to redistribute wealth among Russian people.'
'A result of War Communism was famine.'

(b) Why did sailors at Kronstadt revolt in March 1921?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They thought the country had suffered enough.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'They demanded new elections.'
'They wanted the release of political prisoners.'
'They wanted freedom of speech.'
'They wanted the end of food requisitioning.'
'They wanted peasants to be able to own land.'
'They wanted the end of dictatorship.'
'They wanted freedom for trade unions.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The sailors had played vital roles in the November Revolution and the Civil War. They thought they had fought against repression and dictatorship traits which were now being shown by the Soviet government.'
'They thought the Soviet government had perverted the original ideals of the Revolution and had taken away the freedoms from the workers and peasants which they had fought for in 1917.'
'The sailors wanted the ending of the Cheka squads going around the villages requisitioning food from the peasants often leaving them no food at all resulting in the famines which were breaking out all across Russia.'

(c) 'Lenin's New Economic Policy was unsuccessful.' 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 better than War Communism.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It ended food requisitioning.'
'More food was produced.'
'Private enterprise was allowed in small-scale industry.'
'Compulsory labour ceased.'
'The currency was put on a sound footing.'
'A regular system of taxation was introduced.'
'Heavy industry did not reach 1913 levels.'
'There was increased unemployment.'
'It did not follow true Communism.'

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

e.g. 'Lenin's main aim was to persuade the peasants to produce more food for the towns, and in this the NEP was largely successful. Agricultural production increased and by 1925 had reached pre-war levels.'
OR
e.g. 'There were those in the Party who did not consider it a success because it was contrary to the principles of Marxist socialism. Lenin claimed it was a temporary retreat to give the economy time to recover.'

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

Both sides of level 3.

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

12 (a) Describe the main features of the Five-Year Plans.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The plans brought change.'

Level 2 Describes the main features

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

e.g. 'The Plans were drawn up by GOSPLAN, the state planning organisation.'
'Ambitious targets were set for production.'
'There were targets for each industry, each region and each mine or factory.'
'Targets meant every worker knew what he or she had to achieve.'
'The first Plan concentrated on heavy industry such as coal, electricity, oil, iron and steel.'
'The Plans were known for massive projects such as the creation of Magnitogorsk.'
'Transport was also a priority including the Moscow underground railway.'
'The Third Plan was going to increase the amount of consumer goods produced but the war disrupted this plan.'
'Agriculture was modernised.'

(b) Why did Stalin want to modernise Soviet industry?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To improve USSR.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'To increase the USSR's military strength.'
'To survive against a capitalist attack.'
'To rival the economies of the USA and other capitalist countries.'
'To create a Communist society.'
'To establish a reputation.'
'To boost communism.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The First World War had shown that a country could only fight a modern war if it had the industries to produce weapons. He feared an attack from surrounding capitalist countries at any time.'
'Stalin wanted to make the USSR self-sufficient so it could make everything it needed itself and not rely on imports.'
'Stalin thought that if he turned the peasants into industrial workers, he would be able to broaden the support for communism among the people of the Soviet Union. At that time, only about 1 in 5 Russians were industrial workers.'

(c) 'Stalin's economic policies had greater effect on the economy.' How far do you agree with this statement? Ex

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Industrial output rose considerably.'
'It brought misery to many workers.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Heavy industry reached some of its targets.'
'Greater use was made of Russia's natural resources.'
'Communications were improved.'
'Farm machinery was produced.'
'It prepared the USSR for war.'
'Working conditions were harsh.'
'There were few consumer goods.'
'Women became a major factor in the workforce.'

Level 3 Explanation of the effect on the economy OR on the people [3–5]

e.g. 'Although not all targets were met in the Five Year Plans, every heavy industry made spectacular advances. By 1940, the USSR was the world's second largest industrial power.'
OR
e.g. '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.'

Level 4 Explanation of the effect on the economy AND on the people [5–7]

Both sides of level 3.

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

13 (a) What was the Ku Klux Klan?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a violent organisation.'

Level 2 Describes the Ku Klux Klan

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

e.g. 'It was a white supremacy movement.'
'It was formed in the 1860s.'
'It declined in the late nineteenth century.'
'It revived in 1915 with the film "The Birth of a Nation".'
'It was strongest in the mid-west and south.'
'It was aimed against black people and other ethnic minorities.'
'It wanted to defend Protestants superiority against Catholics and Jews.'
'It was anti-immigration.'
'It used violence to intimidate African Americans.'
'Beatings, rapes and lynchings were not uncommon.'
'Some policemen, judges and politicians were members.'
'This meant Klansmen were not punished for their violent activities.'
'It declined in the mid-1920s.'

(b) Why did the lifestyle of young urban women change in th

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Life was changing.'

Level 2

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

(One mark for each point)

e.g. 'There were labour saving devices for the home.'
'The availability of contraception.'
'Experiences from the First World War.'
'Traditional rules of behaviour were eased.'
'Role models from films.'
'Women had more money.'
'They became financially independent.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'In the home, the introduction of electricity made life easier with many labour saving devices such as washing machines and vacuum cleaners. This meant many women felt they could go out to work and become financially independent.'
'The wider availability of contraception meant that families could be planned. It reduced the number of children in a family. Women could pursue a career apart from being a mother and wife.'
'When the USA joined the war in 1917, some women were taken into the war industries, giving them experience of skilled factory work for the first time. Many wanted to continue working and enjoying the experiences and freedoms the war opportunity had brought.'

(c) 'Prohibition was ended because it encouraged crime.' 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 did not work.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Alcohol was still made although illegally.'
'Alcohol was smuggled into the country.'
'There was concern over the gang violence it brought.'
'There was concern over corruption.'
'Banning it made alcohol more attractive.'
'It was costing too much money to enforce.'
'Agents were ineffective.'
'Most Americans did not agree with Prohibition.'
'Tax on alcohol was being lost.'

Level 3 Explanation of agreement OR other reasons **[3–5]**

e.g. 'Gangs fought viciously with each other to control the liquor trade and also the prostitution, gambling and protection rackets that were centred on the speakeasies. It is estimated that organised gangs made about $2 billion out of the sales of illegal alcohol. The government could not let this continue.'
OR
e.g. 'The biggest problem was that millions of Americans, especially in urban areas, were simply not prepared to obey this law. By 1925, there were more speakeasies in American cities than there had been saloons in 1919.'

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

Both sides of level 3.

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

14 (a) Describe how people managed to survive the effects of t

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. By living simply.'

Level 2 Describes how people managed to survive

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

e.g. 'Males had to search for work.'
'The unemployed relied on charity with queues waiting for food.'
'The homeless built shanty homes on the edge of towns.'
'Many used free hospitals.'
'Many families packed up and moved westwards.'

(b) Why did Wall Street crash?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. Because there was a change in the economy.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There was a loss of confidence.'
'There was heavy credit buying.'
'There was speculation on the stock market.'
'The economy was slowing down.'
'Share prices stopped going up.'
'Speculators tried to sell to save something.'
'Investors started to panic.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Americans bought shares on the stock market to make a profit. As more shares were bought, share prices kept rising. People bought shares on credit expecting to sell them for a profit. This is called speculation. On Black Thursday, prices plunged and this caused investors to sell to try and cut their losses.'

(c) 'Roosevelt's victory in the Presidential election of 19 Hoover's unpopularity.' How far do you agree with t answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'People wanted a change.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Roosevelt promised relief for the people.'
'People knew Roosevelt's record.'
'Roosevelt gave hope to the unemployed.'
'Roosevelt offered a 'New Deal'.'
'Hoover failed to deal with the Depression.'
'Hoover lost popularity over his handling of the Bonus Marchers.'
'Hoover offered a little but it was too late.'

Level 3 Explanation of Hoover's unpopularity OR other reasons [3–5]

e.g. 'Hoover created an image of being heartless and uncaring by refusing the war veterans, known as the Bonus Marchers, their war bonus early and having them evicted from their camps in Washington.'
OR
e.g. 'Roosevelt's promise of a "New Deal" gave people hope and the feeling he was on their side. He promised government schemes for new jobs, measures to revive industry and agriculture, relief for the poor and unemployed.'

Level 4 Explanation of Hoover's unpopularity AND other reasons [5–7]

Both sides of level 3.

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

15 (a) How did the Communists deal with the land issue on com

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They took drastic action.'
'They kept their promises.'

Level 2 Describes events

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

e.g. 'The Agrarian Reform Act was passed in 1950.'
'The land in the villages was shared out among the peasants.'
'Landlords were put on trial in "people's courts".'
'The landlords were accused of charging high rents or mistreating their tenants.'
'Some landlords were beaten, imprisoned or executed.'
'Landlords as a class were wiped out.'
'Many did not have the equipment to cultivate the land and, therefore, joined mutual aid teams. These teams worked together sharing their equipment.'
'Grain production began to increase.'

(b) Why did the Communist government use propaganda in t

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Mao used posters and paintings.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'To control the media.'
'To gain support for the Communists.'
'To glorify past struggles.'
'To oppose the KMT.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'When the Communist Party took power, they had complete control of all radio, newspapers, books and cinema. It was used to encourage people to follow the Party line and persuade them to accept it.'
'Mao needed full support from the domestic population because he was going to introduce many radical policies, some of which would prove to be unpopular. Mao also realised that he would gain little support internationally. He needed the government propaganda machine to stimulate and encourage support.'

(c) 'Soviet aid was the main reason for the success of the fir 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. 'The Soviet Union gave considerable help.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The USSR gave financial aid.'
'Technical help was made available.'
'Hard work by the workers.'
'Mao set out goals and targets.'

Level 3 Explanation of Soviet aid OR other reasons [3–5]

e.g. 'The Soviet Union provided technical help to show the Chinese how to modernise heavy industry. They were able to impose the discipline needed to achieve demanding targets.'
OR
e.g. 'Mao made all the resources of the state available to improve heavy industry, which he saw as the basis of other industries. He was determined to meet and even exceed his targets and workers were heavily punished if they did not work hard.'

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

Both sides of level 3.

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

16 (a) What were the 'Four Olds' targeted by the Cultural Revol

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'These were often called the Four Old Things.'

Level 2 Describes Four Olds

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

e.g. 'The Four Olds were: Old Customs, Old Culture, Old Habits and Old Ideas.'
'The campaign to destroy the Four Olds started in August 1966.'
'The Four Olds were described as "anti-proletarian fostered by the exploiting classes, having poisoned the minds of the people for thousands of years".'
'Which customs, cultures, habits and ideas specifically constituted the "Four Olds" were never clearly defined.'

(b) Why did Mao consider it necessary to reassert his politic

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He wanted to change things.'
'He wanted to remove barriers.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Mao wanted to change the culture of China.'
'He wanted to create perfect communism.'
'He wanted to regain power.'
'He wanted to stop the move to capitalism.'
'To remove the 'Four Olds'.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'A new class of peasants had been created and bonus payments had resulted in a new privileged class of workers. Mao wanted to change this new culture of China and return to the values and beliefs of perfect communism.'
'To achieve his idea of perfect communism, by which he meant real equality, co-operation in the interests of all and the removal of things that stood in the way.'

(c) 'The Cultural Revolution was 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. 'It was a failure as it ruined millions of lives.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Medical care improved.'
'Mao's purge of the Party succeeded.'
'An effort was made to provide every peasant with primary schooling.'
'Industrial production fell.'
'Formal education was seriously interrupted.'
'Transport ground to a halt.'
'China was on the verge of civil war.'

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

e.g. 'For Mao personally, the Cultural Revolution can be viewed as a success. His purge of the Party succeeded. Liu Shoaqi, Deng Xiaoping and several other leading members of the Politburo had been humiliated and removed from office. The Politburo itself had ceased to have any real power; its place had been taken by a smaller standing committee.'
OR
e.g. 'Education was seriously disrupted and this damaged the long term prospects of millions of young Chinese people. In the summer of 1966 all universities were closed and they did not reopen for two years.'

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

Both sides of level 3.

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

17 (a) Describe the Jameson Raid.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was poorly organised.'

Level 2 Describes events

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

e.g. 'It was a botched raid on Kruger's Transvaal Republic.'
'It was organised by Cecil Rhodes but carried out by Leander Jameson.'
'It took place over the New Year weekend of 1895–6.'
'The force was about 600 men, 400 from the Matabeleland Mounted Police and the remainder volunteers.'
'It was intended to trigger an uprising by British expatriate workers, known as Uitlanders.'
'Jameson cut the telegraph wires to Johannesburg to keep secrecy.'
'But failed to cut the wires to Pretoria so that the Boers quickly responded.'
'There were skirmishes with the Boer militia and casualties.'
'Jameson surrendered.'

(b) Why did the discovery of gold increase tensions between

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Boers and the British were already in dispute.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Boers did not like outsiders.'
'The Boers wanted to protect their land.'
'Cecil Rhodes caused trouble.'
'Europeans became involved.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'In 1886, prospectors found what proved to be the richest gold mines in the world. There was a flood of gold seekers. The Boers called them "Uitlanders" and did not like them.'
'Kruger's government imposed high taxes on the Uitlanders but refused them voting rights. Rhodes stirred up trouble between the Uitlanders and the Kruger government. This eventually led to the Jameson Raid.'
'The Kruger government thought that the discovery of significant gold deposits encouraged the British to try to take control of the Boer states.'

(c) 'The Anglo-Boer War of 1899–1902 was a victory for the 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. 'This is true.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Farming was devastated.'
'The Union of South Africa was created.'
'Many British lost their lives.'
'The British were accused of barbarism.'

Level 3 Explanation of victory for Britain OR other reasons [3–5]

e.g. 'The issue was who was to control South Africa. The British defeated the Boers and ended the war with the Peace of Vereeniging. Through the war the people became part of the British Empire.'
OR
e.g. 'The scorched earth policy of Kitchener destroyed many farms and Britain paid £3 million towards restocking the devastated farms.'
'Around 22 000 troops lost their lives and the cost to the taxpayer was £220 million.'
'There was considerable media coverage of the brutality of war. The use of concentration camps was a disaster with the poor sanitation causing the deaths from disease of 28 000 Boer women and children.'

Level 4 Explanation of victory for Britain AND other reasons [5–7]

Both sides of level 3.

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

18 (a) Describe the role of Steve Biko in the campaign against a

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Young black people were enthused by him.'

Level 2 Describes impact

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

e.g. 'Biko was part of the Black Consciousness Movement.'
'He founded SASO.'
'He taught that black people should celebrate their blackness and stop thinking of themselves as second-class citizens.'
'Biko increased publicity against apartheid and inflamed opinion against South Africa.'
'He inspired young and well educated black people with a determination to get their voices heard.'
'Biko's death, in suspicious circumstances, increased international pressure against the apartheid regime.'

(b) Why was international opposition important in the strugg

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'South Africa was losing its international friends.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Sports teams were boycotted.'
'African nations were against apartheid.'
'The lack of investment from abroad.'
'International public pressure.'

Level 3 Explains reasons **[4–7]**

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

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. This hurt white South Africans at the time because of their love of sport, especially cricket and rugby.'
'The newly independent nations of Africa formed the Organisation of African Unity (OAU) with a priority of ending apartheid.'
'During the late 70s and 80s, foreign investment began to decrease. Although Britain, the USA, Japan and France continued to invest, they were under pressure at home to stop.'
'There was a policy in the 80s in the USA of disinvestments in South Africa. This was where companies actually withdrew their investments.'
'Foreign companies like Barclays Bank began withdrawing their investments in protest at apartheid.'

(c) 'The fact that South Africa was on the verge of civil war abandoned apartheid.' How far do you agree with t answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was a breakdown of law and order.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'De Klerk believed in reform.'
'There was a potential civil war.'
'International opposition was building up.'
'There was a fear of investment loss.'
'There was a fear of a total trade boycott.'

Level 3 Explanation of the fear of civil war OR other reasons [3–5]

e.g. 'The ANC had for decades campaigned against apartheid. Mandela was jailed but even in jail he was a figure head for freedom. The assassination of Chris Hani in 1993 led to anarchy. De Klerk had to work with Mandela to avoid chaos.'
OR
e.g. 'A complete boycott of South Africa was looking likely and South Africa relied on exports. Even Britain and the USA were likely to join the boycott which was a change from the period of Reagan and Thatcher.'

Level 4 Explanation of the fear of civil war AND other reasons [5–7]

Both sides of level 3.

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

19 (a) Describe the struggle by the Namibian people for indepe

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The workers took direct action.'

Level 2 Describes events

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

e.g. 'In June 1971, the International Court ruled that the UN was acting lawfully and that South Africa should be removed.'
'Namibian workers thought that with independence their working conditions and pay would improve.'
'Namibian workers went on strike from December 1971 to January 1972.'
'About 25% of all migrant workers participated bringing 11 mines and 23 other workplaces to a standstill.'
'SWANLA tried to recruit workers from neighbouring countries, but failed and negotiating had to take place.'
'SWAPO became recognised as "the nation in a state of becoming". It was recognised by the UN as representing the Namibian people.'
'The Church opposed injustice and criticised acts of oppression.'

(b) Why were Namibians unhappy with South Africa's attem between 1977 and 1985?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'South Africa's control was illegal.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'South Africa had lost the mandate.'
'The UN had asked South Africa to withdraw.'
'South Africa refused to withdraw.'
'SWAPO was recognised by the UN.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Namibians were unhappy with South Africa's control of their country because the United Nations had ended the mandate in 1966. South Africa had been asked to withdraw and yet, in 1977, South Africa still had control.'
'In 1978, the UN passed Resolution 435, which clearly showed how South West Africa should become independent as South Africa had gone against UN proposals.'
'Namibians were unhappy that South Africa would not recognise SWAPO and, in fact, treated members as though they were terrorists. In March 1977, the Western Five stated that independence was unacceptable without the participation of SWAPO.'
'SWAPO would not participate in negotiations until South African troops were withdrawn.'
'It was not until 1989 that South Africa accepted that the UN should supervise an election in South-West Africa.'

(c) 'SWAPO was the main reason for Namibia gaining its in 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 people themselves that gained independence.

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.'
'Namibian workers went on strike.'

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

e.g. 'SWAPO was recognised as the "nation in a state of becoming" and was recognised by the international community as representing the majority of Namibians.'
'It was made clear in 1977 by the Western Five that the independence was unacceptable without the participation of SWAPO.'
OR
e.g. 'The UN General Assembly passed a resolution ending the mandate in 1966 and established a committee to take over.'
'South Africa was requested by the UN to withdraw but refused and the UN requested states to introduce sanctions against South Africa.'
'A UN supervised election was accepted by South Africa in 1989.'

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

Both sides of level 3.

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

20 (a) What was Zionism?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The longing for a homeland for the Jews.'

Level 2 Describes Zionism

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

e.g. 'It is the international political movement supporting the re-establishment of a homeland for the Jewish people.'
'Zionists wanted the historic homeland of the Jews to be in the land of Israel.'
'Zionists encourage the migration of Jews to Israel.'
'40% of Jews live in Israel and percentage is rising.'
'Zionism wants to strengthen and protect Jews and the State of Israel.'

(b) Why were many Jews attracted to Palestine between 194

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were hoping for a better life.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'To join existing family and relations already there.'
'To set up a national homeland for Jews.'
'There was nowhere to live in Europe after the War.'
'There was only limited entry into the USA and Britain.'
'The USA encouraged Jews to go to Palestine.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'With the tragedies for Jews in the Second World War, there was a feeling that Jews should have a homeland of their own and many wanted that in Palestine, their ancestral homeland.'
'During the Second World War, many Jews had been displaced, especially those in Germany or German occupied states. Many had no place to return to or, if they did, they found it totally destroyed. This particularly applied to concentration camp survivors. Those who did survive such horrors were glad to leave Europe.'

(c) 'The main reason the British left Palestine was beca against them.' How far do you agree with this statement?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Britain was exhausted after the War and couldn't cope.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There was so much violence.'
'It was very costly supervising Palestine.'
'It was difficult warfare.'
'British were considered anti-Jew.'
'Allow the new United Nations to deal with the problem.'
'The USA disagreed with British policy.'

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

e.g. 'The number of deaths of British soldiers, police and officials was increasing from the activities of organisations such as Irgun. The attack on the King David Hotel in Jerusalem, which housed the British military headquarters in Palestine, killed 88 people.'
OR
e.g. 'The British were exhausted after the War. At home there were food shortages and rationing. The new Labour Government had a radical but expensive social programme for Britain and the country could not now afford to keep 100 000 troops and police in Palestine.'

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

Both sides of level 3.

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

21 (a) Describe the foundation of Fatah.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Palestinians wanted action.'

Level 2 Describes events

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

e.g. 'It was founded in 1959.'
'It was created by Palestinian Arabs in exile in the Persian Gulf states.'
'It wanted to create an independent state using political and military solutions.'
'The founders included Yasser Arafat who was Head of the General Union of Palestinian Students in Cairo University.'
'The movement was motivated by the status of the Palestinian refugees in the Arab world.'

(b) Why did the Palestinian Liberation Organisation (PLO) r 1967?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To help Palestinians.'
'To proclaim their message.'

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

(One mark for each point)

e.g. 'To destroy Israel.'
'To give Palestinians a voice.'
'To attract attention to the Palestinian cause.'
'To speed up the Palestinian goal.'
'Peaceful methods were not working.'
'The impact of the Six Day War 1967.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Since the formation of Israel, there had been little progress using peaceful means in achieving a united Palestinian state. More violent methods were attempted to attract the attention of both Arab and Western worlds to the Palestinian cause.'
'Syria, Jordan and Egypt, which had given support to the PLO, were weakened by losses in the 1967 War. At the same time, Egypt and Syria became more concerned about the lands they had lost than the Palestinian refugees. Many Palestinians were now convinced that they would have to fight for their homeland on their own.'

(c) How far was the PLO supported by the Arab states? Expl

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Support lessened when violence was used.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Egypt gave the PLO support in its early stages.'
'Syria and Jordan gave significant help until 1967.'
'Jordan expelled the PLO.'
'The Lebanese government attempted to expel the PLO.'
'It was welcomed in Tunisia.'

Level 3 Explanation of support for the PLO OR lack of support [3–5]

e.g. 'Arab leaders met in Cairo in 1964 and formed the PLO. Egypt, Jordan and, in particular Syria, gave the organisation significant financial and tactical support until the Six Day War in 1967.'
OR
e.g. 'After the Six Day War, Egypt and Syria were far more concerned about the lands they had lost to Israel than about the Palestinian refugee problem. The PLO realised they had to fight for their homeland on their own.'
'King Hussein of Jordan feared Israeli reprisals because of PLO attacks on Israeli villages from within Jordan. The PLO often acted as though they ruled much of Jordan. When they blew up a British plane in Jordan, this was the last straw and the PLO was expelled from Jordan.'

Level 4 Explanation of support for the PLO AND lack of support [5–7]

Both sides of level 3.

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

22 (a) Describe the role of 'turnpike trusts'?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were organisations set up to improve the roads.'

Level 2 Describes trusts

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

e.g. 'A separate Act of Parliament was required to create each trust.'
'The Act gave the trustees responsibility for maintaining a specified part of the existing highway.'
'One of its powers was to have the right to collect tolls from those using the road.'
'Local gentlemen, clergy and merchants were nominated as trustees. They were unpaid.'
'They appointed a clerk, treasurer and a surveyor to actually administer and maintain the highway. These officers were paid by the trust.'
'The first action of a new trust was to erect turnpike gates at which a fixed toll was charged.'

(b) Why were roads and canals inadequate in meeting tr nineteenth century?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Canals and roads were either slow or costly for moving g

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Many roads were in a poor condition.'
'Roads were poor for carrying heavy goods.'
'Turnpike roads were expensive to use.'
'Canals were very slow and not good for moving fresh goods.'
'In poor weather they could be frozen.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Roads were in a poor condition because of the lack of maintenance and, therefore, struggled to carry heavy, bulky goods, especially in the winter months.'
'Turnpike trusts improved some roads but it became very costly to move goods or animals because of the high tolls.'
'Canals could carry bulky goods but only slowly. This meant fresh foods like fish and milk could not be transported this way.'
'Locks and tunnels without towpaths meant movement was very slow. Some canals were different widths and goods had to be transferred to different barges.'

(c) 'Railways brought more advantages than disadvantages this statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1

General answer lacking specific contextual knowledge

e.g. 'Railways had many benefits.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'There was increased comfort.'
'Safety was improved.'
'Railways helped industry move heavy goods quickly.'
'Fresh food could be delivered to towns.'
'People could on holiday.'
'People could travel to work.'
'Early railways were uncomfortable.'
'Early locomotives often broke down.'
'Farmers objected to the noise.'
'Canals fell into disrepair.'

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

e.g. 'As the century progressed, improvements in comfort including steam heating, gas lighting in carriages, restaurant cars and sleeping carriages were introduced.'
'Railways increased the mobility of workers and allowed suburbs to develop so people could live outside the unhealthy towns.'
OR
e.g. 'Some landowners objected to having their land used for railways and those owning livestock complained that the noise and speed of locomotives upset their cattle.'

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

Both sides of level 3.

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

23 (a) Describe conditions in early nineteenth-century towns w rate.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘Houses were unhealthy and poor quality.’

Level 2 Describes conditions

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

e.g. ‘Inadequate drainage and sewerage systems.’
‘Most houses did not have running water.’
‘Privies were shared.’
‘Houses were damp and overcrowded.’
‘High levels of pollution.’
‘Many houses were back to back.’
‘House building was unplanned.’

(b) Why did many people leave the countryside to move to t

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It seemed attractive.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Population grew dramatically.'
'Farming was becoming more mechanised.'
'Workers were looking for work.'
'Industrial towns offered work and housing.'
'Better pay in towns.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Agriculture needed less labour as farming became more mechanised. Many farm labourers found themselves without jobs or with extremely low pay. The industrial towns had jobs and higher pay.'
'The Industrial Revolution created a huge number and range of jobs. By moving from the countryside a worker could gain full time employment rather than seasonal work and gain employment for the rest of his family.'
'The population was rising fast in the early nineteenth century, and the countryside could not support with jobs the increasing numbers.'

(c) 'By 1900, towns were healthier places to live in.' 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. 'Some people had healthy lives but poor conditions still e

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

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

Level 3 Explanation of improvements OR limitations [3–5]

e.g. 'The Public Health Act of 1875 was a major step forward as it was compulsory. Sewers and drains were built, water supply controlled and refuse collected.'
'The Government began to take action on housing. The Torrens Act of 1868 said that landlords had to keep their property in good repair and the Artisans Dwellings Act of 1875 gave local authorities power to remove slums.'
OR
e.g. 'Improvements were often linked to epidemics rather than a necessity and particularly in relation to water supply where little improvement took place until the end of the century.'
'Progress was slow. Money was not made available and, when slums were pulled down, houses were not built to replace them. Back-to-back housing continued to be built until 1909.'

Level 4 Explanation of improvements AND limitations [5–7]

Both sides of level 3.

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

24 (a) What were the main features of the Chinese Self-Strength

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a movement to strengthen China.'

Level 2 Describes Movement

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

e.g. 'It was designed to strengthen China by making it more modern.'
'The know-how was to come from abroad and be applied from within.'
'Military strength was increased by building arsenals at Shanghai, Nanjing and Fuzhou.'
'Naval strength was increased with a new dockyard and a powerful navy was based at new bases of Port Arthur and Weihaiwei.'
'Trade and manufacturing were increased by the opening of coal and iron mines, ironworks and textile mills in the 1870s and 1880s.'
'Communications were developed with railways being constructed and telegraph lines from 1881.'

(b) Why did the Self-Strengthening Movement fail?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was not effective.'

Level 2

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

(One mark for each point)

e.g. 'Production failed to increase.'
'Little thought was given to the application of new ideas.'
'China was defeated.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Little progress was made in producing essentials to bring about self-strengthening compared to Japan.'
'The Chinese authorities made the mistake of trying to use Western ideas and technical developments, without changing the way in which society was organised in China.'
'New weapons were purchased but insufficient thought was given by the Chinese officials to the questions of how they would be used, or how to train troops effectively.'
'The Movement finally ended when China was defeated by Japan over Korea in 1894–95 with China having to make substantial concessions.'

(c) 'The Boxer Rising was aimed at the wrong target.' 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. 'Many countries posed a threat to China.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Japan defeated China.'
'The USA had preferential trading rights.'
'European powers had gained concessions.'

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

e.g. 'Concessions were granted which upset the League of Harmonious Fists. France gained mining and railway privileges in three provinces. Russia marked out Manchuria as her special area whilst Britain took over the Weihaiwei naval base and gained a 99 year lease on the New Territories.'
OR
e.g. 'It was Japan which had defeated China and imposed conditions in the Treaty of Shimonoseki. Japan was now a world power and China lay at the mercy of Japan as well as the European powers demanding commercial privileges and exclusive spheres of interest.'

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 problems faced the Indian people living under Brit nineteenth century?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The British seemed to want to Westernise India.'

Level 2 Describes impact

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

e.g. 'Bentinck proposed a policy of "Westernisation", which took the form of reforming the legal system, using English as the official language.'
'He proposed introducing a western style education system with English being the language used.'
'Bentinck proposed suppressing some Indian customs such as sati/suttee when a widow threw herself on her husband's funeral pyre.'
'Indians started to see valuable items being taken from the landscape such as marble and metals. Bentinck even thought about knocking down the Taj Mahal for its precious stone.'

(b) Why did the sepoys mutiny in 1857?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It took place because of unrest.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The British were trying to bring in reforms.'
'The views of Indians were ignored.'
'Religion was an issue.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'There was opposition and unrest brought about by the reforms Lord Dalhousie was trying to introduce. They were being introduced too quickly and they ignored many Eastern customs and religious practices.'
'The Mutiny broke out among the "sepoys" in the Bengalese army of the East India Company. The sepoys believed they were issued with bullets greased with cow or pig fat. This offended the Hindu and Muslim religions.'

(c) How far, by 1900, had India benefited from the British Raj

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were some beneficial changes.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There was still great poverty.'
'There were still frequent famines.'
'Many Indians felt they still had little say in their country's future.'
'Much wealth was removed from India by the British.'
'Communications were greatly improved.'
'Medical and educational facilities improved.'
'Western technology was introduced.'

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

e.g. 'Many Indians felt they still had little say in the future of their country. They felt it was unfair that many of the senior administrative posts in the Indian government were given to Europeans and not Indians.'
OR
e.g. 'Communications were greatly improved. Good roads and railways were built across India. Soon the railway system in India was twice the length of the system in Britain and nearly as long as that in Russia.'

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

Both sides of level 3.

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