UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2010 question paper for the guidance of teachers

0470 HISTORY

0470/11 Paper 1, maximum raw mark 60

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

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

UNIVERSITY of CAMBRIDGE
International Examinations

APPLICATION OF THE MARK SCHEME

1 Use of the Mark Scheme

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

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

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

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

1.5 Indicate that all answers have been seen.

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

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

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

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

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

2 Marking

2.1 All marking should be in red.

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

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

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

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

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

© UCLES 2010

3 Assessment Objectives

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

(a) recall, description.

(b) recall, explanation.

(c) recall, explanation and analysis.

© UCLES 2010

1 (a) Describe the influence of 'nationalism' in the nineteenth century.

Level 1 General answer [1–2]

e.g. 'Groups of people wanted their own country.'

Level 2 Describes impact [2–5]

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

e.g. 'In the states of Italy, nationalists wanted to remove the Austrians.'
'Italian nationalists wanted to establish their own state.'
'Groups, such as the Magyars, Serbs and Croats, wanted independence.'
'German nationalists tried to persuade Prussia to head a German state without Austria's involvement.'

(b) Why did the Austro-Hungarian Empire almost collapse during 1848–49?

Level 1 General answer [1]

e.g. 'It was the year of European-wide revolutions.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The conservatives were disliked.'
'There was a general trend towards change.'
'There was repression.'
'The Emperor was weak and feeble-minded.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'There was a general trend of disgust across Europe. There was an urge for more freedom and greater participation in government. There was rising nationalism and increased social problems caused by the industrial revolution.'
'Metternich was considered to be the symbol of repression and was dismissed.'
'In April, the Emperor issued a constitution but this was not considered democratic enough.'

© UCLES 2010

(c) 'The revolutions of 1848 failed because the revolutionaries were not clear about their aims.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Most revolutionaries lacked support and organisation.'

Level 2 Identifies reasons [2–3]

e.g. 'The clash of aims made success impossible.'
'Popular enthusiasm was short-lived.'
'Demands were initially agreed to and then power regained.'
'The armed forces were able to defeat the revolutionaries.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'At first, the revolution in Hungary looked as though it would be a success but the Magyar nationalists fought the Croat nationalists instead of joining together to win their independence from Austria. As a result, the revolution led by Kossuth was brutally suppressed.'
'Revolutions spread across Germany and liberals and nationalists met to draft a new constitution, but failed. Prussian attempts to become leader of a united Germany were quashed by Austria.'

'The Austrian forces were too powerful and well organised by Windischgratz and Radetsky.'
'The Tsar was fearful of the spread of insurrection into his own Polish provinces and dispatched a large Russian army to Hungary.'
'Charles Albert was twice heavily defeated by the Austrians when he hoped to drive them out of Italy.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2010

2 (a) Describe the events of 1848–49 in Rome.

Level 1 General answer [1–2]

e.g. 'There was an uprising in the city.'

Level 2 Describes events [2–5]

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

e.g. 'In November 1848, the Pope's prime minister, Count Rossi, was assassinated.'
'The next day, the 16th of November, there was an uprising in the city.'
'Eight days later, the Pope fled the city.'
'In February 1849, Mazzini founded the new Roman Republic.'
'In July, Mazzini and Garibaldi tried unsuccessfully to defend the city against the army of Louis Napoleon.'

(b) Why did Cavour meet Napoleon III at Plombieres in 1858?

Level 1 General answer [1]

e.g. 'To gain an ally.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Napoleon was reacting to Orsini.'
'Cavour needed French forces to fight.'
'Napoleon wanted territory.'
'Napoleon wanted a weak neighbour.'
'Cavour knew Napoleon was sympathetic to the cause.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Cavour realised that Napoleon had been involved in Italian politics when he was in exile. He was a Carbonaro at heart and Cavour had to re-kindle his desire.'
'The Orsini Bomb Plot had shocked Napoleon and he realised he ought to help Italian nationalism. Cavour encouraged his interest.'
'Cavour was able to tempt Napoleon with promises of Nice and Savoy in return for Napoleon putting a French army into the field against the Austrians in northern Italy.'
'Cavour was able to attract Napoleon's attention by offering Princess Clothilde to Prince Jerome Napoleon. This would give Napoleon influence in northern Italy.'
'Napoleon would rather have a weak state on his border than a strong one. If he could help remove Austrian power in Lombardy and Venetia, the new northern Italian state would be considerably weaker and an ally.'

© UCLES 2010

(c) How important was Garibaldi's contribution to the unification of Italy? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Garibaldi was an inspiring and romantic figure.'
'Cavour and Napoleon were equally important.'
'Mazzini shaped thoughts on a united Italy.'

Level 2 Identifies work of main figures [2–3]

e.g. 'Garibaldi liberated Sicily and Naples.'
'Garibaldi supported the King of Italy.'
'Cavour worked with France in secret.'
'Napoleon III and Cavour made a secret agreement in 1858.'
'Mazzini set up the 'Young Italy' movement.'

Level 3 Explains contribution of Garibaldi OR other figures [3–5]

e.g. 'Garibaldi led an expedition to Sicily and he liberated the whole of southern Italy.'
'He campaigned for the liberation of Rome, although this worried the government as it could have provoked a major war.'
'In 1860, Garibaldi recognised Victor Emmanuel II as King of Italy when he surrendered his conquests.'

'Cavour's diplomatic skill ensured Piedmont-Sardinia dominated Italian politics and to this end he continued the programme of reform and opposed Austrian domination.'
'Napoleon was interested in the idea of liberating Italy and in 1858 held a secret meeting with Cavour in Plombieres. Napoleon made it clear he would only get involved if Austria started a war.'
'Mazzini was like a prophet crying in the wilderness. He foresaw a united Italy and formed the 'Young Italy' movement to pursue that aim. He was involved in setting up the Roman Republic with Garibaldi.'

Level 4 Explains contribution of Garibaldi AND other figures [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how important' [7–8]

© UCLES 2010

3 (a) What benefits were gained by the United States following Perry's second mission?

Level 1 General answer [1–2]

e.g. 'Many benefits for American sailors.'

Level 2 Describes benefits [2–5]

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

e.g. 'Under the Treaty of Kanagawa, US ships would be supplied with wood, water, provisions and coal by the Japanese.'
'These provisions could be obtained only in the ports of Simoda and Hakodade.'
'If an American ship was wrecked, the Japanese had to help take the sailors to Simoda and Hakodade.'
'US citizens were free within seven miles of Simoda and Hakodade.'
'If the Japanese granted better privileges to any other country, they would apply to the USA. A US consul in Simoda would monitor this.'

(b) Explain what was 'unequal' about the 'Treaties with Five Nations' signed in the middle of the nineteenth century by Japan?

Level 1 General answer [1]

e.g. 'It was not fair to Japan.'

Level 2 Identifies why [2–4]

(One mark for each)

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 why [4–7]

(Award 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 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 feared that foreigners might have an effect on language, heritage and culture.'

© UCLES 2010

(c) How important was the Meiji Emperor in the transformation of Japan between 1868 and 1890? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Very, because there were many significant changes.'

Level 2 Identifies changes [2–3]

e.g. 'Feudalism was abolished.'
'The system of government was changed.'
'Social changes took place.'

Level 3 Explains changes OR continuity/other influences [3–5]

e.g. 'To strengthen central power, feudalism was abolished. This meant one army not powerful private ones and one strong government based on Tokyo.'
'In 1889 the constitution was announced as a 'gift' from the emperor.'
'Social change was introduced to demonstrate that Japan had changed. Western dress was adopted by many and the western calendar adopted in 1872.'

'Many new industries developed using government money but these were soon sold to private investors because of increasing costs.'
'One of the aims was to renegotiate the unequal treaties which controlled tariffs levied on goods coming into Japan. These were not removed until 1911.'

Level 4 Explains changes AND continuity/other influences [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how important' [7–8]

© UCLES 2010

4 (a) Describe the colonial rivalry which existed among the Great Powers by 1900.

Level 1 General answer [1–2]

e.g. 'The Kaiser wanted a 'place in the sun''
'It brought competition.'

Level 2 Describes rivalry [2–5]

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

e.g. 'Britain and France already had large empires compared to Germany. Kaiser Wilhelm was determined to build up the German empire.'
'A large empire would provide Germany with a market for its growing industries.'
'It would be a status symbol showing Germany's greatness and gaining it respect.'
'There was support for Kruger in South Africa.'

(b) Why was the tension between the Great Powers increased by events in Morocco in 1911?

Level 1 General answer [1]

e.g. 'Things were unstable.'
'Threats were made.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The French crushed an uprising.'
'Germany sent a gunboat.'
'The Kaiser blamed the British for what happened.'
'Because of colonial rivalry.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'In 1911 the Sultan asked France to help crush a rebel revolt. Germany thought a French takeover would follow and so sent a gunboat to the Port of Agadir.'
'From 1904, the right for France to organise Moroccan affairs had been accepted by Britain and the Kaiser wanted to break up the Entente Cordiale.'
'This show of force was followed by a German demand for compensation in the form of the French Congo. Britain supported the French.'
'Britain thought Germany was trying to gain a naval base at Agadir.'
'Lloyd George warned that Britain would fight rather than see her allies pushed around.'
'It was also thought it was a German attempt to destroy the Entente Cordiale.'

© UCLES 2010

(c) Events in Bosnia in 1908 were more significant than the Balkan Wars of 1912–13 in bringing war closer.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Both were relevant.'

Level 2 Identifies reasons for war [2–3]

e.g. 'The wars enabled Serbia to almost double in size.'
'The Serbians tried to involve the Russians.'
'Serbia was an increasing threat to Austria.'
'Austria gained German support.'
'Russia drew closer to France and Britain.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Serbians wanted to make Bosnia part of 'greater Serbia', but Austria–Hungary added Bosnia-Herzegovina to its own empire.'
'The Serbians asked Russia to help and Russia called for an international conference to discuss Austria's action.'
'Austria's refusal to attend was backed by Germany who demanded that Russia accepted Austria's seizure of Bosnia-Herzegovina.'
'Russia backed down as its army was no match for German forces.'
'Russia drew closer to France and Britain, while Germany was committed to supporting Austria even if it meant war.'

'In 1912, the Balkan League was established. The League attacked the Turks. Austria was alarmed by this as Serbia emerged as the strongest Balkan state.'
'In 1913, Serbia gained more land when Bulgaria was defeated in the second Balkan War. It was now double in size and wanted to unite Serbs in the Austrian Empire.'
'Serbia was now a great threat to Austria. Austria felt sure Germany would support it if a crisis arose. This made Austria confident.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2010

5 (a) What were Germany's main territorial losses under the Treaty of Versailles?

Level 1 General answer [1–2]

e.g. 'They lost land they had won previously.'
'They lost their colonies.'
'They lost industrial land.'

Level 2 Describes losses [2–5]

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

e.g. 'The Saar was put under League of Nation's control for 15 years.'
'Danzig was made a free city under the League of Nations.'
'The Polish Corridor split East Prussia from Germany.'
'Germany gave up West Prussia, Posen and Upper Silesia.'
'Alsace-Lorraine was returned to France.'
'Eupen, Moresnet and Malmedy were given to Belgium.'
'Memel was given to Lithuania.'
'Schleswig was given to Denmark.'
'Hultschin was given to Czechoslovakia.'
'Colonies in Africa were given to the victorious powers as mandates.'
'Estonia, Latvia and Lithuania became independent states.'

(b) Why was Clemenceau dissatisfied with the Treaty of Versailles?

Level 1 General answer [1]

e.g. 'He wanted a weaker Germany.'
'He wanted more severe punishments.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'He did not get Germany split into many states.'
'He did not get the Rhine as the frontier.'
'He did not get immediate reparations.'
'He did not think France was getting sufficient reparations.'
'He had wanted very small German forces.'
'He failed to get the Saar permanently.'
'He knew the French public would be dissatisfied.'

© UCLES 2010

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Clemenceau wanted Germany broken up into many small states. This would have made them weak and therefore not a threat to France in the future. This was not acceptable to Wilson and Lloyd George.'
'Clemenceau hoped to gain the Saarland permanently, but it was given to France for 15 years under a League of Nation's mandate.'
'Clemenceau had hoped, unsuccessfully, to gain the Rhineland for strategic and industrial reasons. He wanted the Rhine as the French-German border.'
'Clemenceau was unhappy with a German army of 100,000. He hoped for much less so that the French did not feel threatened.'
'Clemenceau was unhappy that reparations were not paid immediately to France, but referred to a commission which did not report until 1921.There was impatience because France had sustained enormous damage during the war in lives and property.'
'Clemenceau realised that the Treaty was not severe enough for the French public, who expected a treaty like the Treaty of Brest-Litovsk. Clemenceau realised his career and government were in danger. In a few months he and his government were out of office.'

(c) 'The Germans had genuine grounds for complaint about the Treaty of Versailles.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was fairer than it might have been.'
'It was not fair because it was too harsh.'

Level 2 Identifies reasons/describes terms [2–3]

e.g. 'It was not fair because it was dictated.'
'It was fair because Germany had agreed to an armistice agreement.'
'It was not fair because of the reparations.'
'It was not as harsh as the treaty imposed on Russia by Germany.'
'It did not weaken the German economy as much as the Germans implied.'
'It was too harsh on the ordinary German people.'
'Its armed forces were left too depleted.'

© UCLES 2010

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Many thought the peacemakers did a reasonable job considering the demand for revenge from the public of the victors. The Treaty could have been as harsh as the German peace treaty with Russia at Brest-Litovsk.'
'The Treaty was not as harsh as Germany argued, especially its complaints that the terms would ruin the German economy. By 1925, the German steel production was twice that of Britain's production.'

'The harshness of the reparations made it extremely difficult for Germany to recover economically and, because of the resentment caused by this, made future war likely.'
'Germany felt they had been left vulnerable to future attacks by the drastic reduction in the armed forces.'
'It was harsh on the ordinary German people whose standard of living suffered because of the reparations. The punishment should have been reserved for the rulers of Germany at the out break of war.'
'The German view was that it was not fair because they had not been in the talks and therefore considered it a 'diktat'.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2010

6 (a) What methods were available to the League of Nations to settle disputes between countries?

Level 1 General answer [1–2]

e.g. 'The League offered an opportunity for countries to talk.'
'Through co-operation.'
'Discouraging aggression.'

Level 2 Describes ways [2–5]

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

e.g. 'The League was responsible for the operation of the Treaties.'
'Through International Court of Justice.'
'By encouraging co-operation through business and trade.'
'By encouraging nations to disarm.'
'Improving living and working conditions throughout the world.'
'The League could exert pressure on the guilty country, bringing world opinion against it.'
'Economic sanctions could be applied.'
'There was collective security.'
'As a last resort, military action could be used against an aggressive nation.'

(b) Why did some major powers not join the League of Nations?

Level 1 General answer [1]

e.g. 'Some were not allowed to join.'
'The USA refused to join.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'In the USA the Senate voted against joining.'
'Wilson's opponents were too strong.'
'There was a mood of isolationism.'
'The USA did not want to get involved in European affairs.'
'Germany was not allowed to join.'
'USSR was not invited to join.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Wilson, who suggested the League, was a Democrat and his opponents, the Republicans, opposed the US entry into the League and made it an election issue.'
'Congress voted against it in 1919 and, when Wilson returned it to Congress in 1920, it was defeated again.'
'Warren Harding, a Republican and who became President, wanted the USA to 'return to normalcy'. He wanted the USA out of European affairs and he wanted full trade, not hindered by the League's economic sanctions.'

© UCLES 2010

'Many in the USA thought the casualties among US troops were very high for the short time they had been in the War and they didn't want further loss of American lives helping the League.'
'Germany, as a defeated nation in the War, was not allowed to enter the League. It had to prove that it could be responsible. It was allowed to join in 1926.'
'The USSR was not invited to join because it was a Communist country, although it was allowed to join in 1934.'

(c) 'The lack of an army was the main reason for the League's failure in Manchuria.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was a lack of will.'

Level 2 Identifies reasons [2–3]

e.g. 'It lacked the strength to impose sanctions.'
'Japan ignored the League.'
'The League had little interest in a distant country.'
'It took the view that Japan was imposing stability.'
'The lack of USA membership was crucial.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The League had no armed forces of its own, relying on collective security. This meant inaction as members were not prepared to use force.'
'The weakness of the League was exposed as it did not have the power to enforce a Japanese withdrawal.
'It would have been difficult for France and Britain to raise forces to travel to the East to impose the will of the League. They could easily lose military action.'

'Japan ignored the League's instruction to withdraw. Japan was determined to ignore the League.'
'The League was very Eurocentric in its attitudes. Asia seemed very distant to many League members. It did not consider an Asian crisis as vital to the countries in Europe.'
'The League was weakened by the USA not joining. If economic sanctions had been imposed, it is likely that they would have been ineffective as the USA could continue to trade with Japan.'
'The League was slow acting. This is highlighted by the length of time the Lytton Commission took to report. By the time the report was published Japan had completed the invasion.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2010

7 (a) What was the 'Gulf of Tonkin' incident?

Level 1 General answer [1–2]

e.g. 'There was fighting.'

Level 2 Describes events [2–5]

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

e.g. 'In August 1964, North Vietnamese patrol boats opened fire on US ships in the Gulf of Tonkin.'
'The US Congress passed the Tonkin Gulf Resolution allowing Johnson to take all necessary measures to prevent further aggression.'
'It meant full-scale war and US marines, combat troops (not advisers), were sent into action.'

(b) Explain the methods used by President Nixon in an attempt to gain 'peace with honour' in Vietnam.

Level 1 General answer [1]

e.g. 'He attempted to make peace.'
'He trained the South Vietnamese.'

Level 2 Identifies methods [2–4]

(One mark for each)

e.g. 'Nixon introduced 'Vietnamisation'.'
'He built up the South Vietnamese army with training and equipment.'
'Nixon held peace talks with N.Vietnam.'
'He started a gradual withdrawal of US troops.'
'Nixon bombed the Ho Chi Minh Trail.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'When Nixon was elected President in 1968, he promised to get the USA out of the war. Between 1969 and 1973 Nixon and his Security Adviser, Henry Kissinger, devised Vietnamisation, a process of training the South Vietnam army so that the US army could withdraw.'
'Despite wanting peace, Nixon bombed the Ho Chi Minh Trail, which went through Laos and Cambodia. This was an attempt to starve the Vietcong of supplies.'
'In January 1973, Le Duc Tho, Nixon and President Thieu signed a peace agreement and the 29th of March '73 saw the last US troops leaving Vietnam.'
'Nixon had promised the S.Vietnamese financial aid and military support, but Congress refused to allow it. Shortly afterwards, Nixon resigned because of Watergate.'

© UCLES 2010

(c) 'America withdrew from Vietnam because of military failure.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was public opinion which led to the withdrawal.'

Level 2 Identifies reasons [2–3]

e.g. 'The USA was not winning.'
'The war was extremely costly.'
'A lot of US soldiers were killed.'
'It was the skill of the guerrillas.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The US troops had struggled to come to terms with guerrilla warfare. The troops just did not know when they entered a village whether they were friend or foe. The Vietcong had infiltrated villages in South Vietnam. They did not wear uniform.'
'The policy of search and destroy, bombing and the use of chemical weapons failed and Johnson realised policy had to change after the Tet Offensive.'

'The cost of war was highlighted by the Tet Offensive. There were nearly 500,000 troops in Vietnam and the USA was spending up to $30 billion a year yet little impression was being made and the Vietcong were able to launch major offensives. This spending meant cutbacks in spending on social reform.'
'In 1967, 'Life Magazine' calculated that it cost $400,000 for each Vietcong guerrilla killed.'
'The media had a significant impact. It showed children being burned by napalm and people in villages massacred.'
'This was the first televised war and American people were horrified at the barbaric nature of American attacks such as My Lai.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2010

8 (a) What was the 'Prague Spring'?

Level 1 General answer [1–2]

e.g. 'It was an attempt to reform.'

Level 2 Describes events [2–5]

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

e.g. 'It was reform introduced by Dubcek.'
'In 1968, Alexander Dubcek became Secretary of the Communist Party in Czechoslovakia.'
'He wanted to provide 'socialism with a human face'.'
'He introduced reforms to reduce government control. He allowed public meetings and relaxed censorship.'
He allowed criticism of the government. There was freedom of speech.'
Trade unions were given greater freedom and control of industry relaxed.'
'Foreign travel was allowed.'
'This period of reform, known as the Prague Spring, was not appreciated by the USSR and Breshnev sent in the tanks and removed Dubcek.'

(b) Why did Berlin remain a focus of Cold War tensions during the 1960s?

Level 1 General answer [1]

e.g. 'There was a big difference between East and West Berlin.'
'It was communism v capitalism between East and West Berlin.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It was a pawn in a political game between the USSR and the USA.'
'Khrushchev wanted the western powers out of West Berlin.'
'The West was determined to protect 'free' West Berlin from communism.'
'The Wall was built to stop the emigration from East Berlin.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'The western powers, with their investments in West Berlin, created a wealthy city with all the consumer benefits that people in other western countries were enjoying.'
'Soviet-controlled East Berlin was not prosperous and was under strict communist control. Many skilled and professional East Germans crossed from East to West Berlin and on to West Germany. Khrushchev needed to stem the flow.'
'In 1961, Soviet troops put up wire barricades between East and West Berlin. Later they were replaced by the 'Berlin Wall'. There were many deaths of people trying to get over the wall. It split families.'
'The wall did provide opponents of communism with a propaganda opportunity. If communism was such a great system, why did the Soviet Union have to build a wall to stop people running away?'
'In 1963, Kennedy visited West Berlin. In his speech, including 'Ich bin ein Berliner', he suggested that the USA would never desert the city.'

© UCLES 2010

(c) How significant was the part played by Solidarity in the loss of Soviet control in Eastern Europe? Explain your answer.

Level 1 Unsupported assertions [1]

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

Level 2 Identifies reasons [2–3]

e.g. 'Solidarity challenged the Soviet Union.'
'Gorbachev introduced perestroika and glasnost.'
'Afghanistan was a big issue.'
'Gorbachev's reforms caused decline.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Solidarity went from strength to strength. In the free elections of 1989, Solidarity won massive support and Walesa became President of the first non-communist government in post-war Poland. This set an example to communist control for the rest of eastern Europe. Solidarity was a mouthpiece for opposition to communism.'
'Gorbachev's reforms, including the freedom of speech, allowed discontent to grow.'
'Many wanted to see the collapse of Communism as Gorbachev's reforms were not working as food shortages remained and prices were high.'
'Gorbachev introduced perestroika. This encouraged more competition in industry and glasnost where Soviets could criticise the government. These reforms came too quickly.'
'Communism was seen by many as corrupt and Soviet industry and agriculture as inefficient. This was not helped by the spending of large sums of money on defence and in Afghanistan.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how significant' [7–8]

© UCLES 2010

9 (a) How was Hitler affected by the Munich Putsch?

Level 1 General answer [1–2]

e.g. 'Hitler changed his tactics'
'He looked for a different approach.'

Level 2 Describes impact [2–5]

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

e.g. 'Hitler realised whilst in prison that the Nazis would not be able to change power by force.'
'The failure of the Putsch made Hitler realise that the Nazis would have to work within the democratic system and get themselves elected.'
'He began to build the Nazi Party to make it acceptable to the electorate.'
'He described the changes in his book 'Mein Kampf'.'

(b) Why did events from 1930 to 1932 result in Hitler becoming Chancellor?

Level 1 General answer [1]

e.g. 'Because he gained support.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Germany was hit by Depression.'
'The election results began to favour the Nazi Party.'
'Those appointed chancellor failed to gain support in the Reichstag.'
'Papen was mistaken about Hitler.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'By 1930, the old hostility to the Weimar Republic had resurfaced. With the Depression and the death of Stresemann, Germany had once again sunk into economic depression. People began to turn to those parties that offered a radical solution to the problems – the Nazis and the Communists.'
'The government coalition led by Muller could not agree on how to deal with the effects of the Depression and in 1930 he resigned, to be succeeded by Bruning. He did not have a majority and had to rely on Hindenburg. This resulted in fewer meetings of the Reichstag and Hindenburg issuing over a hundred presidential decrees.'
'During this time, Hitler exploited the government's problems by holding huge rallies and promises to restore the economy. In the elections of September 1930 the Nazis won 107 seats and in July 1932 they won 230 seats.'
'In the Presidential elections of March 1932, Hitler challenged Hindenburg and his position was strengthened by winning 13.4 million votes.'
'On the advice of von Schleicher, Bruning was sacked as he failed to deal with the economic problems. He was replaced by von Papen. In July 1932 elections, he hoped to strengthen his position in the Reichstag but the Nazis became the largest single party with 230seats. Hitler refused to co-operate with von Papen.'
'Hitler suffered a setback in Nov 1932 as they only secured 196 seats. Even so, there was a fear of Communist uprisings if von Papen remained in office. Von Schleicher was made chancellor but failed to win the support of the Reichstag. Von Papen refused to return but thought that if Hitler was appointed, they would be able to control him by packing the cabinet with conservative allies.'

© UCLES 2010

(c) 'The most important reason for Hitler being able to strengthen his control of Germany between 1933 and 1934 was the Reichstag Fire.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'During this time Hitler removed all opposition.'
'The SS were very powerful.'

Level 2 Identifies issues [2–3]

e.g. 'The Reichstag Fire was blamed on the Communists.'
'The Night of the Long Knives removed opposition.'
'Hitler banned political opponents and newspapers.'
'Hitler passed the Enabling Law.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In February 1933, the Reichstag building was destroyed by fire and Hitler used the fire to intensify anti-communist hysteria.'
'Hindenburg passed an emergency decree allowing Hitler to arrest communist leaders and preventing the Nazis' political opponents from holding public meetings.'
'In the Reichstag elections, the Nazis won 288 seats and in addition he banned the communist deputies. This gave Hitler enough votes to pass the Enabling Law, which gave Hitler power to make laws without referring to the Reichstag.'

'The SA had become a major problem. Rohm, leader of the SA, had left wing views which would offend businessmen, the very people Hitler wanted to work with. Rohm also wanted to merge the SA into the German army and for him to have control. Hitler feared this would lose him the army's support.'
'In June 1934, Hitler ordered the SS to arrest the leaders of the SA. Rohm was killed as was von Schleicher.
'The Enabling Act made Hitler dictator over Germany and in July 1934 he banned all other political parties.'
'In Aug 1934 Hindenburg died. His death allowed Hitler to declare himself Fuhrer. The army was to swear an oath of loyalty to Hitler. He had achieved total power.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2010

10 (a) How did the Nazis use education to indoctrinate young people?

Level 1 General answer [1–2]

e.g. 'Education gave Nazi views.'
'It gave the Nazis control over young people.'

Level 2 Describes impact [2–5]

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

e.g. The Nazis dictated which subjects were to be taught.'
'They made sure that Nazi ideas and racial beliefs were included in he teaching of subjects.'
'Text books were re-written to conform to Nazi beliefs and racial purity.'
'Subjects like history, biology and physical education became important.'
'For the girls, emphasis was placed on domestic life and role.'
'Teachers were forced to swear an oath of loyalty to Hitler and they had to join the Nazi Teachers' League.'

(b) Why did the Nazis encourage young people to join the Hitler Youth?

Level 1 General answer [1]

e.g. 'To gain and keep their support.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To indoctrinate the young people.'
'To control them.'
'To ensure loyalty to Hitler.'
'To ensure that the youth were ready for adulthood.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'So that the Nazis could indoctrinate the young with Nazi ideas.'
'To prepare them for adult roles. Boys as soldiers and girls as mothers.'
'The life of young people was controlled in school and the Nazis wanted to control it away from school.'
'To ensure fitness and therefore be able to fit into their role in society.'
'To ensure that the first loyalty was not to the family but to Hitler.'

© UCLES 2010

(c) How popular was the Nazi regime with the German people? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The Nazis were popular because people continued to live there.'
'The regime was popular because there were jobs.'

Level 2 Identifies reasons [2–3]

e.g. 'Unemployment was reduced.'
'Workers lost their rights.'
'The standard of living was low.'
'People liked order.'
'The Nazis never had a majority.'

Level 3 Explains popularity OR opposition [3–5]

e.g. 'Hitler offered a single leader who would steer them to stability and prosperity following the Great Depression and other problems.'
'Large numbers of Germans were attracted by promises of revenge for the Treaty of Versailles.'
'With re-armament and other works, unemployment was reduced.'
'Workers and their families benefited through the 'Strength Through Joy' movement.'
'The Hitler Youth gave adventure and challenge to many boys.'
'The standard of living was not high but it was beginning to rise.'

'Not all women accepted the changes and some joined opposition groups. The policies ignored those women who had particular talents for certain types of jobs.'
'Teenage rebels began to appear on street corners. They played their own music. Some were part of the Edelweiss Pirates.'
'Church leaders opposed Nazi involvement in religion and many were sent to concentration camps.'
'There was opposition from students through the White Rose Movement.'
'In 1944, a group of army officers tried to assassinate Hitler. They failed and were executed.'

Level 4 Explains popularity AND opposition [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how popular' [7–8]

© UCLES 2010

11 (a) What were Lenin's 'April Theses'?

Level 1 General answer [1–2]

e.g. 'Lenin issued the April Theses when he returned from Switzerland.'
'They were his thoughts.'

Level 2 Describes the April Theses [2–5]

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

e.g. 'Lenin thought the Provisional Government should not be supported. There needed to be a second revolution and power handed to the Soviets.'
'He stated that anti-war propaganda needed to be carried on in the army.'
'Lenin thought that capitalism should be wiped out. The factories should be in the hands of the workers.'
'Lenin thought that all land in Russia should be nationalised. Estates should be divided up and given to the peasants.'

(b) Why were the Bolsheviks able to seize power in November 1917?

Level 1 General answer [1]

e.g. 'Because of the problems that remained.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The Provisional Government was unpopular.'
'The Bolsheviks were a disciplined party dedicated to revolution.'
'The Petrograd and Moscow soviets were pro-Bolshevik.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Kerensky was as out of touch with reality as the Tsar. He ordered the Petrograd garrison to the front line to take part in fighting the Germans. The soldiers mutinied and declared themselves loyal to the Bolsheviks.'
'Lenin and the Bolsheviks offered a solution to the problems facing the people that the Provisional Government had failed to deal with. He offered 'Peace, bread and land'.'
'Following the occupation of government buildings by the Red Guard, the Provisional Government fled to the Winter Palace. They were arrested. The Mensheviks walked out in disgust leaving the Bolsheviks in total control.'

© UCLES 2010

(c) 'The Bolsheviks won the Civil War because of their own strengths rather than the weaknesses of the Whites.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was Lenin and Trotsky who made the difference.'

Level 2 Identifies reasons [2–3]

e.g. 'The Bolsheviks were better led and had a better army.'
'The Whites lacked focus and clear leadership.'
'The armies of the Whites were spread widely.'
'War communism maintained supplies for the Bolsheviks.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Bolsheviks were united under one leader, fighting for a cause and for survival.'
'The Bolsheviks had control of Moscow and Petrograd and also the railways which enabled arms and food to be supplied and moved to the troops.'
'The Red Army was created and led by Trotsky. He enforced strict discipline and used both encouragement and terror to make soldiers fight. He was a courageous and outstanding leader.'
'To win the war and ensure that the Red Army was fed and equipped, War Communism was introduced. The state took over all aspects of the economy, nationalising industry and controlling the production and distribution of goods.'
'Peasants were forced to give up all surplus produce to the Bolsheviks. Food was rationed in the cities. The Cheka was used to seize peasants' grain stores.'

'The Whites had no single command. Their leaders had many different aims and ambitions. They were geographically split and unable to co-ordinate their efforts as communications were difficult.'
'The Whites had limited support from the Russian people who did not like the Bolsheviks but preferred them to the Whites as they treated people harshly. They realised if the Whites won the landlords would return.'
'In 1920, the Whites lost their outside support when foreign powers withdrew their armies and supplies.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2010

12 (a) What was the impact of collectivisation?

Level 1 General answer [1–2]

e.g. 'It brought modernisation.'
'It improved efficiency.'

Level 2 Describes impact [2–5]

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

e.g. 'The farms were large enough to use machinery and modern methods.'
'It increased production of cheap grain to feed the industrial workers and to be able to sell for export.'
'It kept the price of grain low, which meant wages could be kept low.'
'By 1940, agricultural production was beginning to exceed 1928 levels.'
'It meant famine was avoided in the Soviet Union from 1933 onwards.'
'It enabled Stalin to control the peasants.'

(b) Why did Stalin introduce the Five Year Plans?

Level 1 General answer [1]

e.g. 'To make improvements.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To transform the Soviet Union.'
'To survive against a capitalist attack.'
'To reduce the power of the peasants.'
'To spread communism.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Stalin believed that the Five Year plans were the only way to transform the Soviet Union into an industrial power in a short space of time.'
'He feared an attack from surrounding capitalist countries at any time. Only a strong industrial economy could produce wealth and modern weapons to survive if an attack happened.'
'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.'
'He felt that the success of the Soviet economy would impress workers around the world and increase the appeal of communism in other countries.'
'To reduce the power of the peasants, whom he deeply distrusted, whilst at the same time increasing wealth and provide luxury consumer goods.'

© UCLES 2010

(c) 'Stalin's Five-Year Plans affected the Soviet people more than they affected the economy.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes, as it affected the lives of many people.'
'No, because the USSR became a great industrial power.'

Level 2 Identifies impact [2–3]

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

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The workers were bombarded with propaganda, slogans and radio broadcasts. They all had strict targets and were fined if they did not meet them. Heroes such as Stakhanov were used to encourage greater effort.'
'By 1940, the USSR had more doctors per head of population than Britain, education was free and compulsory and huge investment was made in training schemes in colleges.'
'Factory discipline was strict and punishments severe. Lateness or absence was punished by sacking and this often meant the loss of the home as well. The secret police prevented free movement of workers.'
'Overcrowding in the cities remained a problem and wages remained low.'

'It is impossible to know exactly how successful the Five-Year Plans were. Soviet figures are unreliable but the Plans did have spectacular economic results, although not all the targets were met. By 1940, the USSR was the world's second largest industrial power.'
'Even by 1932, the growth had been astonishing at the time of the Great Depression. Although oil was the only one to reach its target, even the least successful product had grown by 50%.'
'Huge towns and industrial centres were built deep inside the USSR where they were safe from invasion. The USSR had become a modern state capable of supplying arms to the military and this saved it from defeat by Germany in 1941.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [7–8]

© UCLES 2010

13 (a) Describe how the assembly-line operated.

Level 1 General answer [1–2]

e.g. 'A process made popular by Henry Ford.'
'It was a division of labour.'

Level 2 Describes features [2–5]

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

e.g. 'In traditional manufacture, a worker would carry out a whole range of tasks in making a product, but with the assembly line it brought the work to the worker.'
'The worker would only carry out one task before the line moved the work on to the next worker.'
'The key was to keep, as Ford put it, 'everything in motion'.'
'The assembly-line was popularised by Henry Ford in Detroit, producing his 'Model T' car.'
'This system of a division of labour was adopted by other manufacturers apart from those in the automobile industry.'

(b) Why did the USA have an economic boom in the 1920s?

Level 1 General answer [1]

e.g. 'It was a wealthy country.'
'It developed new production methods.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The USA had many natural resources.'
'It had gained markets during the war.'
'It benefited from technological change.'
'The rapid spread and use of electricity.'
'Because of Republican policies.'
'Because of the growth in credit.'
'Because of the use of advertising.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'By this time, the USA was the world's leading industrial nation, rich in raw materials such as coal, iron ore and oil.'
'New industries such as electrical, automobiles and chemicals increased production to meet demand.'
'The use of mass production made goods cheaper so more people could afford them.'
'To reach the mass market, companies spent huge amounts on advertising.'
'Confidence among Americans was high and this encouraged investment in companies.'
'The growth of credit allowed people to buy goods even if they did not have the cash.'
'Taxes were lowered by the government, but tariffs were raised. This made imports expensive.'

© UCLES 2010

(c) To what extent did Americans benefit from the boom in the economy in the 1920s? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Some people benefited and others did not.'
'Different parts of the country were affected differently.'

Level 2 Identifies impact [2–3]

e.g. 'Many families were poor.'
'It was better for the rich and middle classes.'
'There was discrimination against some groups.'
'Some were able to travel.'
'The way of life for some women changed.'

Level 3 Explains those who benefited OR those who did not [3–5]

e.g. 'The increase in wealth was not shared equally. The rich and middle classes got richer while 60% of families were below the poverty line.'
'The wages of industrial workers increased slightly, especially in the industrial areas of the north and west; these areas had prospered.'
'On the agricultural areas of the south and the Great Plains, there was depression as there was less demand for agricultural produce from these areas.'
'Racial minorities were discriminated against. Many blacks were looking for work in the industrial north but there was competition for jobs. This led to tension and race riots.'
'Many black agricultural workers did not receive a wage but received a proportion of the crop.'
'Native Americans were confined to reservations where the land was so poor that it was impossible to make a living.'

'Workers in the newer industries benefited from consumer demand and continuous employment as the real value of their incomes rose.'
'Many benefited from the use of the motor car which made rural areas less isolated.'
'Availability of consumer goods increased such as cars and radios. These were easier to buy using hire-purchase.'
'Labour saving devices increased such as the vacuum cleaner. The availability of records and the growth of the cinema changed the way of life for many.'
'Shares in companies were bought and sold often on the margin. This gave income in the form of dividends.'
'Life for some women became freer and women were more independent. Young fashionable women, known as flappers, drank, smoked, dated and wore outrageous fashions. More women went to work.'

Level 4 Explains those who benefited AND those who did not [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'to what extent' [7–8]

© UCLES 2010

14 (a) Describe events on Wall Street in October 1929.

Level 1 General answer [1–2]

e.g. 'Share prices stopped going up.'
'Speculators tried to sell to save something.'

Level 2 Describes events [2–5]

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

e.g. 'Americans bought shares on the stock market and they lost everything.'
On Black Thursday, prices plunged and this caused investors to sell to try and cut their losses.'
'Many lost their savings and homes, and some banks went bankrupt.'

(b) Why was Hoover's Republican government blamed for the Depression?

Level 1 General answer [1]

e.g. 'Because Hoover's government did not do enough.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Hoover thought things were about to improve.'
'His tax cuts did not work.'
'He refused to accept there was a major problem.'
'He ignored the people who were in difficulties.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Hoover did not accept that the situation was serious and suggested prosperity was just around the corner.'
'Even in the depths of the Depression, Hoover did not regard the capitalist system as his responsibility. So a vote for Hoover was a vote for doing nothing.'
'He tried to introduce tax cuts and encourage US exports, but he had little success.'
'He believed in rugged individualism and showed little sympathy for poor starving Americans living in shanty towns.'

© UCLES 2010

(c) 'The economic effects of the Wall Street Crash had a greater impact than the social effects.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Many people were destitute.'
'Life was harsh with little hope.'

Level 2 Identifies the effects [2–3]

e.g. 'Banks went bankrupt.'
'There was much unemployment.'
'There was a Depression.'
'People lost their homes.'
'Many industries collapsed.'
'Shanty towns grew up.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'As a result of the Wall Street Crash, the US economy slowed drastically. Demand for consumer goods fell and therefore profits were reduced. American businessmen found it difficult to sell abroad because of the US tariff policy and the on-coming Depression. Many businesses folded.'
'Many banks went out of business because people who had borrowed money could not afford to pay it back.'
'Many farms fell into disrepair as banks called in loans.'
'The Wall Street Crash was the symbol of the Depression and was to cause a loss of confidence in the business-world.'

'Those who had borrowed money to buy their shares went bankrupt as they could not afford to pay back their loan.'
'Some people lost their home as they could not afford to pay their mortgage. Many of the homeless built shanty towns of scrap metal and tents called 'Hoovervilles'.
'There was no welfare state so those made unemployed faced ruin. They relied on charity with queues waiting for food. The numbers of unemployed seemed to grow daily until over 12 million were without jobs.'
'As banks started to call in loans, many farmers were unable to keep their farms as loans and mortgages had to be repaid urgently. This added to the numbers going to the cities looking for work.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2010

15 (a) What efforts were made in 1945–46 to avoid civil war in China?

Level 1 General answer [1–2]

e.g. 'The attempts were half-hearted.'
'The Americans got involved.'

Level 2 Describes efforts [2–5]

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

e.g. 'When the Japanese surrendered, peace negotiations took place between the Nationalists and Communists in Chongqing.'
'An agreement was reached in October 1945 to convene a multiparty council to plan for government and a constitution.'
'In November 1945, Truman appointed George C Marshall as a special representative. In December he formed a committee of three with Zhou Enlai and a Nationalist.'
'They met in January 1946 and called for a ceasefire. They issued guidelines for government re-organisation, military reductions, the creation of a national assembly and constitution.'
'In July 1946 the truce collapsed and Marshal returned to the USA.'

(b) Why did civil war break out in China in July 1946?

Level 1 General answer [1]

e.g. 'The Nationalists and Communists did not get on.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The Nationalists and Communists fought before the Second World War.'
'Chiang wanted to wipe out the Communists.'
'There was a race for territory held by the defeated Japanese.'
The talks for the future broke down.'
'The Americans gave up on the talks.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'During the 1930s, there had been fighting between the Communists and the Kuomintang. Chiang Kai-shek had hoped to wipe out the Communists as they threatened his government.'
'When the Second World War finished, there were attempts to talk at Chongqing to discuss the future government of China. The Americans under George Marshall took part in the talks but they failed because of mistrust.'
'The generals in the Kuomintang did not favour working with the Communists because it meant a reduction of their power and military forces. They encouraged Chiang to wipe out the Communists.'
'They had different styles of government. Mao was very sympathetic towards the peasants, whereas Chiang treated them harshly.'

© UCLES 2010

(c) To what extent were the Nationalists responsible for their own defeat in the Civil War? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Chiang was less popular than Mao.'

Level 2 Identifies reasons [2–3]

e.g. 'Chiang was a dictator.'
'Chiang used the USA.'
'Mao had the support of the peasants.'
'Mao was seen as looking after China's interests.'
'Mao's military tactics were successful.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'As Chiang became older, he became more dictatorial. Inflation was high and aid from the USA went into the pockets of Chiang, his family and friends.'
'The Kuomintang had become the party of the landlords. His soldiers, unlike the Red Army, treated the areas they went into badly.'
'US support made Chiang appear to be no more than a puppet of the Americans.'

'Mao was a popular leader which came from the Long March. During the Second World War, he was seen as a liberator because of his successful guerrilla tactics against the Japanese. This won him huge backing from both the peasants and the middle classes. They recognised that Mao was fighting to defend China's interests.'
'Mao ensured the Communists were popular. They cared for the peasants and treated the people fairly, keeping firm law and order.'
'The successful military tactics used against the Japanese, including guerrilla tactics were continued. The Red Army continued to win over the peasants.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'to what extent' [7–8]

© UCLES 2010

16 (a) What changes in agriculture did Communist rule bring in the period up to 1957?

Level 1 General answer [1–2]

e.g. 'The landlords were wiped out.'
'Collectives were set up.'

Level 2 Describes changes [2–5]

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

e.g. 'Under the Agrarian Reform Law of 1950, land was taken from the landlords and shared out amongst the peasants.'
'In 1952 groups of peasants were encouraged to join co-operatives. They kept their own land but shared the animals and labour.'
'In 1953–55 there was a move towards collectives where all land was handed over to the collective and private ownership ceased to exist.'

(b) Why did Mao introduce social changes?

Level 1 General answer [1]

e.g. 'Mao wanted China to be a modern country.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Mao wanted to remove traditional and feudal practices.'
'He wanted a literate society.'
'Mao wanted to improve his peoples' well-being.'
'He needed a healthy workforce.'
'Mao wanted equality for the sexes.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Mao realised that China was backward in many ways. He wanted to remove feudal practices and he questioned many traditional practices. He believed women should be treated equally and not as second class citizens.'
'He realised that women were a great source of untapped labour. In the Great Leap Forward he introduced compulsory work for mothers.'
'Mao believed that all should be able to read and write. This would benefit industry and agriculture. China needed professionals such as doctors. These needed to be educated. He wanted workers to be able to read the works of Marx, Lenin and Mao.'
'Mao wanted a healthier society. This would also help industry if people were fit. He arranged that every street should have a committee to clean up their area to improve public health.'

© UCLES 2010

(c) How successful was Mao in developing China industrially in the period 1953–60? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'He was successful in increasing production.'

Level 2 Identifies impact [2–3]

e.g. 'Output increased under the Five Year Plans.'
'Inflation was stopped.'
'The Great Leap Forward set new targets.'
'The standard of living did not improve.'
'The Great Leap Forward was not a success.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'When Mao took over China, industrial production was down 50% on the best pre-war figure and food production down 25%. There was rapid inflation and hardly any modern industry. In 1953, the Five Year Plans were introduced, concentrating on heavy industry such as steel, coal and electric power and output increased more than expected – by 120%. Inflation was stopped by buying and selling at low, fixed prices.'
'To increase the efficient use of manpower, the Great Leap Forward was introduced. It was an opportunity to hand back control to the workers. New higher targets for industry were set with output to double. Steel production doubled in the first year.'

'The Five Year Plans did little to improve the standard of living of the Chinese who were desperate for consumer goods such as bicycles.'
'Despite the success of the first Five Year Plan, manpower was not being used efficiently. There was not enough money to develop fully.'
'The Great Leap Forward was set to double industrial output. However, the many small factories proved to be inefficient and wasteful. Much of the steel was low quality and could not be used.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how successful' [7–8]

© UCLES 2010

17 (a) What part did Kruger play in the development of South Africa?

Level 1 General answer [1–2]

e.g. 'He was President of the Transvaal.'
'He was a Boer.'

Level 2 Describes role [2–5]

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

e.g. 'Kruger led the resistance to Britain when the Transvaal was annexed by Britain.'
'Kruger was involved in the negotiations when the Transvaal regained its independence after the First Boer War.'
'Kruger was elected president four times, the first being in 1880.'
'Germany congratulated Kruger on the defeat of the Jameson Raid. This angered the British.'
'Kruger welcomed foreigners with money and expertise, but denied them political rights and imposed heavy taxation.'
'Kruger was re-elected president in 1898 and this continued the bitterness between Boers and the British, making war inevitable in 1899.'

(b) Why did tension increase between the British and the Boers following the discovery of gold?

Level 1 General answer [1]

e.g. 'Because the Boers and the British were in dispute.'

Level 2 Identifies why [2–4]

(One mark for each)

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

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'The Boers bitterly resented British attempts to coerce them into staying within the Empire.'
'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.'
'Cecil Rhodes stirred up trouble between the Uitlanders and the Kruger government. An example was the Jameson Raid in 1895.'
'The Kaiser infuriated the British by praising Kruger on quashing the raid and obtained arms from Germany.'
'The Boers saw the raid as a British invasion of their territory and an indication of future intentions.'

© UCLES 2010

(c) 'The British government had only itself to blame for segregation increasing in South Africa before the Union in 1910.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The Dutch settlers started the segregation.'

Level 2 Identifies impact [2–3]

e.g. 'The Boers kept workers on low pay.'
'The British set slaves free.'
'The Pass Laws discriminated against blacks.'
'Only unskilled jobs were available for blacks.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Dutch East India Company arrived at the Cape of Good Hope in 1652. They moved the Khoi societies from their lands and employed them as domestic and farm workers.'
'The workers were paid so little because the Company brought in slaves from Angola and Mozambique.'
'The Boers/Afrikaners effectively kept slaves.'

'The British gave slave emancipation in the Cape Colony in 1833, but replaced it by master/servant laws which meant blacks were treated as second class.'
'The discovery of diamonds and gold meant further British colonisation. Racist laws meant white-owned mining companies controlled the workers with poor working conditions and low pay.'
'The Pass Laws were introduced which restricted the black person's movements and meant he had to carry documents proving who he was.'
'Blacks only had unskilled jobs and had no civil rights and no vote.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2010

18 (a) What economic changes took place in South Africa during World War Two?

Level 1 General answer [1–2]

e.g. 'New industries grew.'
'Strikes increased.'

Level 2 Describes changes [2–5]

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

e.g. 'South Africa was cut off from its usual suppliers of manufactured goods. As a result, new industries were established within South Africa.'
'Factories expanded to meet the demand from the armed forces.'
'As white men were in the army, black workers were in demand to work in manufacturing.'
'A wave of migration to the cities created an accommodation shortage.'
'Mining lost its position as the major employer of labour.'
'Black workers were dissatisfied with low wages and poor housing and there was a dramatic increase in strikes.'

(b) Why was Malan's National Party successful in the 1948 general election?

Level 1 General answer [1]

e.g. 'They had a more organised campaign.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'They appealed to white voters.'
'They won because of a legality.'
'They had the support of the press.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Despite only gaining 39% of the votes, they won because of a Constitution Clause that gave rural areas a larger weighting.'
'They conducted an efficient election campaign that promoted policies through organisations such as Broederbond and it also had the support of the press.'
'Strong use was made of cultural heritage among Afrikaners rather than the British.'
'The Nationalists, with their hard hitting campaign, won over the Transvaal farmers and the white workers in the industrial heart of South Africa.'

© UCLES 2010

(c) How effectively did the Nationalist Government impose apartheid on South Africa in the 1950s? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was very effective as groups were not treated equally.'

Level 2 Identifies impact [2–3]

e.g. 'Homelands were established.'
'Education was segregated.'
'Blacks needed pass books.'
'Classification of races.'
'Further laws followed in the '60s.'

Level 3 Explains effectiveness OR ineffectiveness [3–5]

e.g. 'The National Government classified races into three: white, black and coloured. The whites were to be privileged with white only jobs or white only areas.'
'The Bantu Authorities Act established 'homelands' for blacks who were only allowed to vote in the homeland and not for South Africa as a whole, thus ensuring a white majority in parliament.'
'In 1953, the Bantu Education Act ensured total segregation in all educational establishments. Whites had better facilities, smaller classes and a chance of higher education.'
'There were 19 significant acts linked to apartheid and covering all areas of life.'

'The National Government toughened up some of its legislation in future decades. The Terrorism Act of 1967 meant the authorities could detain without trial, such as Steve Biko, who died whilst being detained in 1977.'
'The Suppression of Communism Act of 1950 was revised and made stronger by the Inland Security Act in 1982.'

Level 4 Explains effectiveness AND ineffectiveness [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how effectively' [7–8]

© UCLES 2010

19 (a) What did the Namibian chiefs promise to Germany by agreeing the Protection Treaties of the 1880s?

Level 1 General answer [1–2]

e.g. 'Not to give up land.'
'To prevent opposition.'

Level 2 Describes promises [2–5]

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

e.g. 'Not to make treaties with other European nations.'
'Not to let citizens of any other nation use the land unless the German government allowed it'
'To protect the life and property of Germans on their territory.'
To allow Germans to carry out trade.
'To leave the administration of justice and law over all Europeans to the German authorities.'

(b) Why did the War of National Resistance start?

Level 1 General answer [1]

e.g. 'Because they did not get on.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The Herero were unhappy with the way they were treated by the Germans.'
'The Treaty was invalid.'
'Germany sent troops.'
'von Francois built a fort.'
'Germany was after land.'
'The Germans took cattle.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Tension still existed after the protection treaty because of the rudeness shown by the increasing number of Germans coming to Namibia.'
'In 1888, Maherero declared the Treaty with the Germans invalid.'
'British rights and mining concessions were recognised and German ones ignored.'
'Germany sent troops to Namibia to put down resistance. They were said to be on a scientific expedition.
'von Francois built a fort at Winghoek, pretending to create a neutral zone. It was to exercise greater control. Namibians offered peaceful resistance.'

© UCLES 2010

(c) How successful was German exploitation of Namibia and its people in the years after the War of National Resistance? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The Germans used Namibia for farming and mining.'

Level 2 Identifies impact [2–3]

e.g. 'The Germans took over huge areas of land.'
'The Herero became labourers on the farms.'
'The Germans discovered diamonds.'
'There was resistance.'
'The Herero were nearly wiped out.'

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

e.g. 'The Germans took over vast areas of land for agriculture. In 1903 there were 3,700 Germans living in Namibia, but by 1910 it was 13,000.'
'In 1908 diamonds were discovered and the Germans used the local population not only as labourers on the farms but also in the mines.'

'There were pockets of resistance against the spread of the German farms. In 1904, 150 German farmers were killed.'
'The Germans failed with their 'colonialism without bloodshed.'
'It needed large numbers of German troops to keep control.'
'The Herero way of life was destroyed and 80% of the Hereros were exterminated.'

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

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how successful' [7–8]

© UCLES 2010

20 (a) What were the consequences of the Suez War of 1956 for the Middle East?

Level 1 General answer [1–2]

e.g. 'It was a victory for Israel.'
'Nasser's reputation increased.'

Level 2 Describes consequences [2–5]

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

e.g. 'The Israeli army destroyed the bases of the Fedayeen, thus giving them security against their attacks.'
'For several years after no Arab countries were prepared to go to war against Israel.'
'Nasser survived the French/British attack and increased his reputation as leader of the Arab world as he kept control of the Suez Canal.'
'The Soviet Union had supported Nasser and Soviet influence increased in the Arab world. The Russians helped build the Aswan Dam and started to re-arm Egypt's armed forces.

(b) Why were the results of the Six Day War of 1967 important for the whole of the Middle East?

Level 1 General answer [1]

e.g. 'It increased the suffering of the Palestinians.'
'It did not bring peace.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Palestinian pride and prestige were crushed.'
'Palestinians lost land.'
'There were restrictions placed on Palestinians.'
'Israel was in conflict with the UN.'
'Israel was much safer and stronger than before.'
'The Israelis increased their lands.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. A million Palestinians, who had been living in the West Bank and the Gaza Strip suddenly found themselves in 'Occupied Territories' under Israeli rule.'
'The war was a total disaster for the Palestinians – losing men, weapons and land. Their pride and prestige had been crushed.'
'Many fled to Jordan, adding to the already huge population of refugees.'
'Arabs lost faith in their ability to defeat Israel and increasingly put their trust in the only organisation that held hope of liberating Palestine – Fatah – led by Arafat.'
'Israel was in conflict with the UN over captured territories as they refused to return this land.'
'Israel increased its lands. It captured and kept Sinai, the Gaza Strip, the West Bank and the Golan Heights.'
'These territories doubled the size of the country and made its frontiers shorter and easier to defend.'
'Israel had control of the Old City of Jerusalem for the first time in nearly 2000 years.'

© UCLES 2010

(c) 'The Camp David Accords were a significant step towards Arab-Israeli peace.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was a first step towards peace in the region.'
'There are still problems today.'

Level 2 Identifies impact [2–3]

e.g. 'Egypt and Israel were at peace.'
'Some concessions were made to Palestinians.'
'Israel was allowed access to the Suez Canal.'
'Some Israelis had to give up their homes.'
'Egypt was suspended from the Arab League.'
'It did not demand enough for the Palestinians.'

Level 3 Explains success OR failure [3–5]

e.g. 'It was agreed that Israel would gradually leave Sinai and go back the borders of 1948.'
'Israel agreed to allow Palestinians in the West Bank some rights of self-government within five years.'
'Egypt agreed to allow ships going to and from Israel to use the Suez Canal.'
'After thirty years of conflict, Egypt and Israel were at peace with each other.'
'Ambassadors were exchanged, trade developed and Egypt supplied Israel with crude oil.'

'Egypt had more leverage than any other Arab state to advance Arab interests. The peace treaty did not demand from Israel recognition of the Palestinians' rights to self-determination.'
'Arab feeling was so strong that Egypt was suspended from the Arab League from 1979 to 1989 and the headquarters were moved from Cairo.'
'Many Arab nations blame Egypt for the present problems over Palestine. They see the Accords as a disintegration of a united Arab front in opposition to Israel.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2010

21 (a) What was the kibbutz movement?

Level 1 General answer [1–2]

e.g. 'It was based on a communal approach.'

Level 2 Describes the movement [2–5]

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

e.g. 'It was based on socialist principles.'
'It was closely connected to the Labour Party led by Ben Gurion.'
'It involved communal farms.'
'On these farms a number of families lived and worked together sharing both farming and aspects of child rearing.'
'About 270 remain with 126,000 members.'
'The government gave land on long leases, provided equipment and cheap loans.'

(b) Why did the Israelis establish settlements in the occupied territories?

Level 1 General answer [1]

e.g. 'To make the territory permanent for Israel.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It helped to defend Israel.'
'It guaranteed water supplies.'
'It was somewhere for Jews to live.'
'It helped to give ownership to an area.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. The West Bank and the Golan Heights were strategically significant to Israel. Both contain highlands that overlooked large parts of Israel and provided more readily defensible positions from threats. Settlements built in the areas would be well guarded.'
'Both the West Bank and the Golan Heights provide a significant portion of Israel's water resources. In the West Bank the water is from underground aquifer, while in Golan it contains many of the headwaters of the Jordan River. Again, settlements would help secure these and be well defended.'
'Israel wanted to settle in the West Bank because it has many religious and historic sites of the 'Land of Israel'.'
'Originally, Sinai had 18 settlements and had 2 airforce bases, a naval base and an oil resource. It wanted settlements to secure the area for Israel, but it was returned to Egypt by 1982 following the Camp David Accords.'
'The Israelis wanted to expand their territory and therefore spread its settlements to secure an area. It was somewhere to live.'

© UCLES 2010

(c) How far do you agree that Israelis have not wanted peace with their Arab neighbours? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes, because there are always fighting.'
'There have been peace agreements.'

Level 2 Identifies reasons [2–3]

e.g. 'There have been international agreements to make peace.'
'There are differences in religion.'
'The Arabs have been equally aggressive.'
'The Israelis have ignored UN requests.'
'They have not settled the Palestinian problems.'
'Israel cannot afford to lose in battle.'
'Israel is surrounded by hostile nations.'

Level 3 Explains desire for peace OR lack of desire [3–5]

e.g. 'Israel has shown a desire for peace with the numerous agreements made with surrounding states. In 1978 the Camp David Accords brought peace between Israel and Egypt.'
'In 1991, Israel negotiated with the Palestinians at the Madrid Peace Conference. In 1993, Clinton brokered an agreement between the PLO and the Israeli government under Rabin.'
'Following the Oslo Accords, there was agreement between Jordan and Israel to settle the disputes over borders. Jordan recognised Israel.'

'The expansion of settlements in occupied territory does not indicate that Israel wants peace with its Arab neighbours. When Lukid came to power in 1977, they expanded the settlements in the West Bank. Today, this is still a problem and has led to cool relations between Israel and both the Obama and Brown's administrations.'
'In 1992 President Bush told the Israelis to stop expanding settlements in the West Bank and the Israeli refused to change their policy.'
'The Israelis claim to want peace with their neighbours but they cannot secure this as long as groups such as Hamas reject any idea of any compromise with Israel. The Israelis point to the fact that they were willing to work with Arafat and the PLO when they renounced violence and recognised the existence of Israel.'

Level 4 Explains desire for peace AND lack of desire [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2010

22 (a) Describe working conditions in coal mines before the passing of the 1842 Act.

Level 1 General answer [1–2]

e.g. 'They were hot and dangerous.'

Level 2 Describes conditions [2–5]

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

e.g. 'Conditions were usually hot, wet and steamy with a lack of ventilation.'
'There were hazardous gases such as methane, carbon monoxide and carbon dioxide.'
'There was poor lighting. Candles were used but this could ignite the methane which could cause roof collapse.'
'The work was exhausting especially for the women and children. Coal had to be dragged to the vent by girdle and chain. Pay was poor.'
'The long hours and arduous work caused curvature of the spine, skin diseases, heart disease and bronchitis.'
'Conditions could be classed as immoral with men, women and children all wearing the minimum of clothing, if any.'

(b) Why did the cotton industry develop in the north-west of England?

Level 1 General answer [1]

e.g. 'Because of the resources.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Imports of cotton readily available.'
'A large workforce was available.'
'There was water from the Pennines.'
'The atmosphere was damp.'
'Because of the coalfield.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Imports of raw cotton from Turkey, India and Egypt could easily reach Lancashire through the port of Liverpool.'
'There were plenty of workers available, many with experience of the domestic system.'
'The climate was damp which helps stop threads breaking.'
'The fast flowing Pennine streams provided power for the water wheels and soft water ideal for bleaching and dyeing the cotton.'
'Places such as Manchester provided a financial service close at hand.'
'The Lancashire coalfield provided coal to power the steam engines.'
'Transport links were good with the Bridgewater Canal and then the railway providing a link to Liverpool.'

© UCLES 2010

(c) 'The Bessemer Converter was more important than any other development in the steel industry in the second half of the nineteenth century.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was the first development and so was important.'

Level 2 Identifies reasons [2–3]

e.g. 'The Bessemer Converter reduced costs.'
'The Open Hearth Process used less fuel.'
'The Basic Process could use British ores.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Bessemer Converter allowed the blast of hot air required. It produced 'mild steel' which was seven times cheaper than before, quicker and in larger quantities. It reduced the price of steel from £70 to £10 per ton.'
'It could only use iron ores which did not contain phosphorus. These ores could only be found in Cumbria where steel works grew up at Workington, Whitehaven and Maryport. The Converter produced cheap steel if large quantities were produced.'

'In 1866, Siemens developed the Open Hearth Process which had a greater blast of high temperature. This reduced the quantity of fuel needed and thus reduced the cost of the steel. Iron ore containing no phosphorus had to be imported from Spain and Sweden. This method was easier to control, more reliable and economical in its use of fuel and so soon replaced the Bessemer Converter. This method was cheaper when producing small quantities.'
'The Basic Process used limestone to line the converter. This meant that iron ore containing phosphorus could be used and that steel could be made using British ores.'
'This invention also helped the British rivals, the USA and Germany, who overtook British steel production by 1914. The steel town of Middlesbrough grew up as the ore from the Cleveland Hills could be used.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2010

23 (a) Describe how trade clubs and friendly societies operated.

Level 1 General answer [1–2]

e.g. 'They protected members' interests.'
'They provided benefits.'

Level 2 Describes work [2–5]

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

e.g. 'It provided benefits to members at times of sickness and unemployment.'
'Friendly societies were open to craftsmen and workers.'
'Trade club members were skilled craftsmen, all of the same trade.'
'They worked together to improve pay and conditions.'
'Trade clubs restricted entry to the profession. Those entering had to undergo an apprenticeship.'

(b) Why were working class–class people reluctant to join unions in the first half of the nineteenth century?

Level 1 General answer [1]

e.g. 'Because of the views of the government.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'They were restricted by laws.'
'Government and employers were hostile to them.'
'Workers were afraid of losing their jobs.'
'The culture of unions did not exist within the working classes.'
'Communication was a problem.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'The government was concerned about the growing strength of the voice of workers demanding improved conditions and so passed the Combination Acts.'
'The government was fearful of revolution and so used strong measures to prevent the expression of views and also passed the 'Six Acts'.'
'Employers were concerned and used tactics such as lock-outs where they refused entry to employees until they agreed to certain conditions.'
'The strong action of the government in relation to the 'Tolpuddle Martyrs' scared many workers.'

© UCLES 2010

(c) How successful were the law courts and Parliament in limiting the power of unions in the second half of the nineteenth century? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Some of the Acts passed reduced the powers of the unions.'

Level 2 Identifies impact [2–3]

e.g. 'Hornby v Close was about stolen union funds.'
'The Trade Union Act and the Criminal Law Amendment Act affected the power of the unions.'
'The Conspiracy and Protection of Property Act changed the law about pickets.'
'The Taff Vale Case affected the right to strike. This was changed by the 1906 Trade Disputes Act.'
'The Osborne Judgment and the 1913 Trade Union Act were about the political levy.'

Level 3 Explains progress OR loss of power [3–5]

e.g. 'Under the Trade Union Act of 1871, trade unions became full legal organisations and as a result their funds were legally protected from theft by officials.'
'The Trade Disputes Act changed the Taff Vale ruling by stating that unions were not liable for losses caused by strike action.'

'The Criminal Law Amendment Act prohibited picketing. This angered trade unionists as they considered it to be a valid weapon against bosses.'
'The Taff Vale Judgement of 1901 made unions compensate for losses suffered from strike action. This made strike action almost impossible.'

Level 4 Explains progress AND loss of power [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how successful' [7–8]

© UCLES 2010

24 (a) Describe China's attitude towards foreigners before 1840.

Level 1 General answer [1–2]

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

Level 2 Describes attitude [2–5]

(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 were the Opium Wars important?

Level 1 General answer [1]

e.g. 'Because China lost out.'
'They acted too late.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'China ignored the trade in drugs.'
'The Treaty they had to sign was harsh on them.'
'China had to trade.'
'China had to pay compensation.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'China ignored the importation of opium and this resulted in corruption.'
'Readily available opium resulted in addiction and became a serious problem.'
'Attempts to restrict the trade in opium resulted in Britain sending an expeditionary force of 4000 soldiers.'
'The Chinese were forced to sign the Treaty of Nanjing in 1842.'
'The Treaty was known as an 'unequal treaty' as it forced China to give foreigners special privileges.'
'The Treaty said trade had to be resumed between Britain and China. It said that Britain had 'most favoured nation' status and the island of Hong Kong was to be ceded to Britain.'
'China had to pay compensation for the lost opium and the cost of the British expedition.'

© UCLES 2010

(c) How significant was the Sino-Japanese War of 1894-95 for China? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It signalled the end of Chinese power.'

Level 2 Identifies impact [2–3]

e.g. 'Destruction of Chinese military power.'
'It ended Chinese influence in Korea.'
'The Self Strengthening Movement had been ineffective.'
'The Boxer Rebellion was equally important.'
'It led to a downfall of a dynasty.'

Level 3 Explains significance OR insignificance [3–5]

e.g. 'The war was fought over Korea between the Qing Dynasty and the Meiji. The Japanese defeated the Chinese forces both on land and at sea. It ended China's influence in Korea.'
'Japan replaced China as the dominant force in the Far East.'

'The war was only one of many events which saw the decline of China. Other significant events included two opium wars and the Sino-French War and the Boxer Rebellion, all of which weakened China and led to the downfall of the Qing Dynasty in 1912.'
'The Self Strengthening Movement was supposed to modernise China. It did improve its military strength, increase its production of raw materials and improve communications, but nothing like Japan's modernisation programme. If the two powers were to conflict, there was only one result.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how significant' [7–8]

© UCLES 2010

25 (a) Describe the outbreak and spread of the Indian Mutiny in 1857.

Level 1 General answer [1–2]

e.g. 'There was much loss of life and brutality.'

Level 2 Describes events [2–5]

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

e.g. 'About 300,000 sepoys were in the British army. They were mainly Hindus. They feared the British would force them to be Christians.'
'The sepoys were told that cartridges they had to use were greased with pig fat which is offensive to their religion.'
'In May 1857, the sepoys at Meerut rose in revolt and slaughtered the Europeans in town. The rising spread to Delhi where it took three months to restore order.'
'The British lost control of their north-west frontier garrisons with soldiers and their families killed. They had to retreat. At Cawnpore, the Indians starved the British into submission and then massacred them. The British treatment of captured sepoys was appalling.'

(b) Why did the events of the Indian Mutiny cause bitterness amongst both British and Indians?

Level 1 General answer [1]

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

Level 2 Identifies why [2–4]

(One mark for each)

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

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'British officers and their families were murdered and, although only about a quarter of the sepoys took part, the British were outnumbered and felt in danger.'
'When Delhi was occupied by the mutineers, it took a few months for the British to gain control, but it took two years before order was fully restored.'
'Neither side emerged with credit. Indians massacred British families and in turn the British took merciless revenge. It resulted in hatred and mistrust on both sides.'
'The British learned not to push their Westernising policy too far in the future.'
'No more conquests of territory took place after 1858, the year the East India Company was disbanded. British troop numbers were increased.'

© UCLES 2010

(c) 'British rule in the second half of the nineteenth century made a significant difference to the Indian way of life.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Things must have improved because there were no more mutinies.'

Level 2 Identifies impact [2–3]

e.g. 'British culture was a strong influence.'
'Attempts were made to change the culture.'
'Communications improved.'
'New technology was introduced.'
'British control was strengthened.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Many British failed to adopt the culture and lifestyle of India, preferring to bring Britain to India with balls and tea parties.'
'There remained enormous poverty and frequent famines. In 1887 over 5,000,000 died.'
'Most government posts remained with Europeans.'
'The Indians felt they were treated as second class citizens by the British as all important decisions were made by the British government.'

'During Dalhousie's term of office, a cheap postal service, the electric telegraph, good roads and the first railways were introduced to improve communications.'
'He began a system of elementary education, hospitals and universities.'
'Western technology was introduced enabling the construction of dams and irrigation schemes. The factory system was also established.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2010