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

0470/12 Paper 1, maximum raw mark 60

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

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

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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.
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.

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3 Assessment Objectives

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

(a) recall, description

(b) recall, explanation

(c) recall, explanation and analysis.

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SECTION A: CORE CONTENT

1 (a) Describe the revolutionary events in Prussia in 1848.

Level 1 General answer [1–2]

e.g. 'There were demonstrations.'

Level 2 Describes events [2–5]

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

e.g. 'A demonstration of self-employed craftsmen in Berlin in March 1848 lasted for two days. It was fired on by troops.'
'On 18 March a large crowd collected outside the royal palace. The crowd was fired on and immediately barricades were set up and serious fighting erupted. At least 300 rioters were killed as the troops won control of the city.'
'Following the King's letter the troops were withdrawn and the King appeared on the streets to great applause.'

(b) Why were the 1848 revolutions important for Europe?

Level 1 General answer [1]

e.g. 'They led to change.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'They laid the foundations for unification.'
'They changed monarchies.'
'Conditions for some improved.'
'It was a watershed year.'
'They stirred a national consciousness.'
'Demonstrated a need to show an interest in the social problems of the working classes.

Level 3 Explains why [4–7]

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

e.g. 'They were the foundation of unification in a number of countries. The Italian and German movements did provide an important impetus. Germany and Italy achieved political unification over the next two decades.'
'There were a few immediate successes for some revolutionary movements, notably in the Habsburg lands. Austria and Prussia eliminated feudalism by 1850, improving the lot of the peasants.'
'The revolutions did inspire lasting reform in Denmark as well as the Netherlands with the system of monarchy changed.
'1848 was a watershed year for Europe, and many of the changes of the late nineteenth and early twentieth centuries have origins in this revolutionary period.'

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(c) How significant was 'nationalism' in causing the 1848 revolutions? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Nationalism was very important.'

Level 2 Identifies causes [2–3]

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

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Nationalism was significant but in different ways. In Hungary for example national groups were seeking independence from an empire whilst in Germany and Italy, national groups wished to unite with other states to form a larger nation.'
OR
'The revolutions arose from such a wide variety of causes that it is difficult to view them as resulting from a coherent movement or one social issue.'
Both liberal reformers and radical politicians were reshaping national governments. A popular press extended political awareness, and new values and ideas such as popular liberalism, nationalism and socialism began to spring up.'
'A series of economic downturns and crop failures, particularly those in the year 1846, produced starvation among peasants and the working urban poor and this added to the effect of technological change.'
'Large swathes of the nobility were discontented with royal absolutism or near-absolutism.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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2 (a) Describe Charles Albert's contribution to the events of 1848-9.

Level 1 General answer [1–2]

e.g. 'Charles Albert led Piedmont.'

Level 2 Describes contribution [2–5]

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

e.g. 'He was asked to assist the Milanese but at first hesitated as there was a chance of annexing Lombardy.'
'On 22 March 1848 Piedmont declared war on Austria and its army led by Charles Albert invaded Lombardy but his army was affected by the Allocution.'
'Despite early successes he was overwhelmingly defeated by the Austrians at the Battle of Custozza.'
'He was persuaded to try again but was crushed by Radetzky at Novara, 23 March 1849. He then abdicated.'

(b) Why were there revolutions in different parts of Italy in 1848?

Level 1 General answer [1]

e.g. 'Because reform was not granted.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'In some areas there was social unrest.'
'There was reaction against oppression.'
'Austria refused to respond to the agitation for reform.'

Level 3 Explains why [4-7]

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

e.g. 'Agitation for political reform was partly the result of economic problems. In southern areas land enclosure resulted in violence whilst in the north the lack of employment in textile industries resulted in workers destroying machinery.'
'The uprising in Sicily was a reaction against the repressive regime of Ferdinand II with a demand to restore the 1812 constitution.'
'In Naples many demanded the release of political prisoners and also many demanded a constitution from Ferdinand.'
'In Lombardy the Austrian rulers refused to respond to demands for reform and this resulted in a refusal to smoke. Popular protests spread from France and Metternich resigned and revolution followed.

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(c) 'How successful were the revolutions in Italy in 1848-9? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They were not successful – they failed.'

Level 2 Identifies success/failure [2–3]

e.g. 'The Piedmont constitution remained.'
'Governments remained repressive.'
'Austria remained strong.'

Level 3 Explains success OR failure [3–5]

e.g. 'The main success of the revolutionaries was that the constitution granted to Piedmont by Charles Albert survived and continued to do so, eventually becoming the basis of the new united Kingdom of Italy in 1860.'

OR

'In Sicily, Neapolitan rule had been re-established and the Two Sicily's had been forcibly re-united under an even more absolute and repressive government than before.'
'In the Papal States the Roman Republic had been destroyed and the Pope restored to his temporal power by the French who continued to occupy Rome. All expectations that Pius IX would be a liberal supporter of national unity for Italy were shattered.'
'Tuscany, Modena and Parma found themselves again under absolute rule of the Austrian Grand Duke.'
'The strongest state, Piedmont, had suffered humiliating defeat by the Austrians in two battles and also the Venetian Republic and Lombardy came under tighter Austrian control.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3.

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

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3 (a) Describe the main events of the Russo-Japanese War of 1904-5.

Level 1 General answer [1–2]

e.g. 'Battles were fought on land and sea.'

Level 2 Describes events [2–5]

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

e.g. 'On 6 February 1904 the Japanese broke off peace talks with the Russians.'
'On 8 February the Japanese used torpedo boats in a daring night attack on the Russian fleet in Port Arthur.'
'The main Japanese fleet then blockaded the port.'
'Japanese troops landed in Korea and closed in on Port Arthur. Sheer persistence, despite heavy losses, eventually forced its surrender.'
'Other Japanese armies engaged the Russians in central Manchuria where they were successful at Shenyang.'
'The battle of the Tsushima Strait between the two large navies resulted in Togo's annihilation of the Russian fleet.'

(b) Why was Japan able to expand its territories between 1895 and 1910?

Level 1 General answer [1]

e.g. 'By fighting wars.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'By fighting against the Chinese and agreeing the Treaty of Shimonoseki.'
'By fighting the Russians and agreeing the Treaty of Portsmouth.'

Level 3 Explains why [4–7

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

e.g. 'Under the Treaty of Shimonoseki signed in April 1895 Formosa (Taiwan), the Pescadores and the Liaodong Peninsula were given to Japan.
'Under the terms of the Treaty of Portsmouth, 1905 Japan gained from Russia Port Arthur, the lease on the Liaodong Peninsular and the southern of the island of Sakhalin.'

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(c) 'Japan was a great power by 1914.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They were because other nations saw them as a threat.'

Level 2 Identifies strengths [2–3]

e.g. 'Militarily they were strong both on land and sea.'
'They had adopted a constitutional parliament.'
'The modernisation programme developed industry and finance.'
'Good education was seen as important.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The army was developed into an efficient fighting force equipped with modern arms. The navy was developed, based on British ideas.'
'The main effect of the war from 1894 was to further strengthen Japan as a Far Eastern power and it highlighted the success of the modernisation programme under the Meiji Emperor. It also strengthened the military elements in the government with only officers currently serving in the armed forces able to become Ministers of the Army and Navy.'
'Japan gained prestige and security with the signing of the Anglo-Japanese Alliance (1902). This recognised Japan's position as a major force in world politics and this position was further strengthened by the spectacular victory against Russia. The Americans were now concerned about the Japanese threat to the Philippines.'

OR

'Steps were taken to move towards a constitutional monarchy to be instituted from 1890. This was announced as a 'gift' to the people from the emperor. However, ministers remained unelected as they were chosen by the Emperor. At first government depended on bribery and police bullying.'
'Japan became more progressive with the adoption of western clothes and calendar. Education was deemed important and universities developed.'
'More people were employed in the rapidly developing industry, trade and finance sectors, although increasing costs resulted in many factories being sold cheaply to private investors.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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4 (a) Describe German actions in Morocco prior to 1914 which increased European tension.

Level 1 General answer [1–2]

e.g. 'Germany was trying to get their share.'

Level 2 Describes actions [2–5]

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

e.g. 'The Kaiser was keen to show German power in North Africa and visited Morocco at the time France was making plans to take control. The Kaiser made a speech to say he supported independence for Morocco.'
'By these actions the Kaiser wanted to test the strength of the Entente.'
'In 1911 the French again tried to take over Morocco. Germany sent a gunboat (Panther) to Agadir. Britain believed the Germans were trying to set up a naval base at Agadir. In addition the Kaiser was seeking compensation from France.'

(b) Why were the problems in the Balkans before the First World War difficult for the Great Powers to solve?

Level 1 General answer [1]

e.g. 'Because of the complex relations between states.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'The area contained many nationalities which were mixed together.'
'The area had been ruled by Turkey but Turkish power was now in decline.'
'New governments, set up in place of Turkish rule, were often in dispute.'
'The great powers Russia and Austria, both wanted control.'
'It was difficult because of the Alliances which had been formed.'

Level 3 Explains why [4–7]

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

Candidates may well explain by looking at the complex relations that existed and the fear of countries increasing size so as to threaten others supported by other members of the Alliance.

e.g. 'With the decline in Turkish power both Russia and Austria wanted control as it gave them access to the Mediterranean.'
'Russia and Serbia were unhappy in 1908 when Austria took over Bosnia and Herzegovina. Germany made it clear it was supporting Austria. Russia was humiliated, driving it closer to Britain and France. Neither Serbia nor Russia wanted to risk war but the problem was Austria thought that Germany would back it in future disputes. This encouraged Austria to made trouble with both Serbia and Russia.
'Between 1910 and 1911 there were a series of local wars out of which Serbia emerged the most powerful. This was a very serious threat to Austria and by 1914 Austria was looking for a good excuse to crush Serbia.'
'Austria got their opportunity with the murder of Arch Duke Ferdinand and with the promise of German support, gave Serbia a ten-point ultimatum which Serbia could not accept.'

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(c) 'The Alliance System was a major cause of war in 1914.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was because it produced two armed camps.'

Level 2 Identifies other causes [2–3]

e.g. 'War was caused by the arms race.'
'Colonial rivalry was a cause of war.'
'The Balkans crises were the main cause of war.'
'Germany's aggressive attitude was responsible for war.'
'The growth of Serbia was responsible.
'The assassination of Arch Duke Ferdinand brought war.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Alliance System was a major cause of war as it created two armed camps – The Triple Alliance against the Triple Entente. A dispute between one of the members of each camp could well involve other members. An example was in Bosnia where Russia was furious at the actions of Austria but backed down when Germany supported Austria. This humiliated Russia who were not likely to back down again and who moved closer to Britain and France. After the assassination Germany supported Austria against the Serbs.'

OR

'Following the assassination at Sarajevo of the heir to the A-H throne, Austria declared war on Serbia despite the Serbs not wanting war. This brought Russia into conflict as it supported the Serbs and was determined not to back down this time. Germany supported its ally Austria-Hungary by declaring war on Russia and then France. This was the immediate cause of war.'
'The Kaiser adopted a more aggressive approach to the rest of the world. He ended friendly relations with Russia and as a result other countries saw Germany as a threat.'
'Germany had grown equal to Britain in wealth and industry and wanted an Empire like Britain. The Kaiser's aggressive attitude suggested he might take parts of the Empire's of Britain and France (Morocco) and this was seen as a threat.'
'Germany entered the arms race, building up a navy to challenge British supremacy. There was a race to see who could build the largest battleships. Germany's army was already powerful and Britain feared German world domination if it had the strongest navy as well.'
'There was intense rivalry in the Balkans where the Balkan League had been formed with Serbia emerging as the strongest Balkan state. This alarmed Austria who was determined to crush the Serbians who were supported by Russia. Austria was supported by Germany.'
'Germany invaded Belgium to get to France and Britain entered the war as they had agreed to guarantee Belgium's neutrality by the Treaty of London signed in 1839.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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5 (a) In what ways did the Treaty of Versailles weaken Germany militarily?

Level 1 General answer [1–2]

e.g. 'It reduced the size of Germany's military.'

Level 2 Describes restrictions [2–5]

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

e.g. 'The army was limited to 100,000 men. (1) There was to be no conscription. (1)
'Germany was not allowed tanks, submarines or military aircraft.' 'The navy could only have six battleships and was limited to 15,000 men.' (2)
'They could not put troops in the Rhineland.'

(b) Why did Clemenceau demand a harsh peace on Germany?

Level 1 General answer [1]

e.g. 'To weaken Germany.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'To pay for all the damage Germany had caused.'
'To prevent future German attacks on France.'
'To gain revenge (for all the French suffering).'
'France lost many soldiers.'

Level 3 Explains why [4–7]

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

e.g. 'France had suffered enormous damage to its land, industry and people.'
'Clemenceau was under intense pressure from his people to make Germany pay for the suffering they had endured both in 1870 and the Great War.'
'Ever since 1870 France had felt threatened by its increasingly powerful neighbour, Germany. Clemenceau saw the treaty as an opportunity to cripple Germany by breaking it up into small, weak states so it could not attack France again.'
'France had borrowed huge sums of money to fight the war and was faced with enormous debt. Clemenceau wanted Germany to pay this debt.'

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(c) 'The Treaty of Versailles was justifiable at the time.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

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

Level 2 Identifies justification [2–3]

e.g. 'The Treaty of Versailles could have been harsher.'
'The T of V failed to encompass the Fourteen Points.'
'The T of V was acceptable to people in Britain and France.'
'They blamed the wrong people.'
'Germany had to be punished.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Many think a reasonable job was done as the problems faced were very complex with strong demands for the Treaty to be even harsher against Germany as Germany had forced a much harder peace on Russia under the Treaty of Brest-Litovsk.'
'In the Armistice, the Germans agreed to reductions in their armed forces, losses of territory and the principal of reparations. They should not have been surprised when these were included in the peace treaty.'
'Many at the time though it was about right. A more generous treaty would not have been acceptable to the people of Britain and France who wanted compensation for loss of lives and damage.'

OR

'The treaties left Germany very bitter and determined to get revenge. Germany could not defend themselves and were open to political unrest.'
'The Treaty punished the ordinary German people rather than those responsible. Would it have been better to keep Germany relatively happy with the rise of Communism in Russia?'
'It was wrong to put the sole blame on Germany as other countries had followed aggressive imperialism including Britain and France.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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6 (a) What were the peacekeeping successes of the League of Nations in the 1920s?

Level 1 General answer [1–2]

e.g. 'It was successful with small disputes.'

Level 2 Describes successes [2–5]

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

e.g. 'The Aaland Islands belonged to Finland but were claimed by Sweden. The League decided in favour of Finland and both sides accepted. (1920).'
'Also in 1920 the league settled a dispute between Albania and Yugoslavia.'
'In Upper Silesia (1921), the League organised a plebiscite. The League's decision to partition the area based on the favourable vote for Germany was accepted.'
'In 1924 the League arbitrated in favour of British Iraq and against Turkey.'
'The Greek army invaded Bulgaria. The League ordered a cease-fire and both sides accepted. The Greeks were fined.'

(b) Why was the structure of the League a weakness?

Level 1 General answer [1]

e.g. 'It was too idealistic.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'Not all nations were members.'
'It had to rely on collective security.'
'It was dominated by Britain and France.'
'It was too slow to take action.'
'Decisions had to be unanimous.'

Level 3 Explains why [4–7]

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

e.g. 'Not all nations were members of the League. The USA never joined and this deprived the League of the support of the most powerful nation in the world against aggression.'
'The defeated nations, like Germany, were not members at first. Other nations, such as Japan, left when they got into disputes with the League.'
'The League had no armed forces of its own. It relied on collective security. Too often this meant nations looking to the League to take action when they weren't willing to act themselves.'
'The League was dominated by Britain and France but they never agreed on how powerful it should be or how it should operate.'
'The League was too slow to take action. All decisions, in the Assembly and Council, had to be taken unanimously.'
'The League was too idealistic. It was unrealistic to expect nations to obey the League without giving it the power to enforce its will.'
'All member states had equal voting rights. All decisions in Assembly and Council had to be unanimous. This was fine when members agreed with each other, but not when they disagreed.'

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(c) How far was Mussolini's invasion of Abyssinia in 1935 responsible for destroying the League as an effective peacekeeping body. Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes because it failed to deal with the invasion.'

Level 2 Identifies reasons for failure [2–3]

e.g. 'The lack of power of the League was also exposed in Manchuria.'
'The USA was not a member.'
'It was too slow to act.'
'Extreme political parties came to power.'
'It was euro-centric.'

Level 3 Explains Abyssinia OR other reasons [3–5]

e.g. 'The League condemned Italy and imposed sanctions but did not include restrictions on oil and other war materials. This was to ensure British coalminers were not hit. Britain and France were also hoping not to provoke Mussolini too much.'
'Britain and France searched desperately for a solution. The Hoare Laval Pact was leaked to the press but this showed that Britain and France were not prepared to back tough action indeed it looked as if they were rewarding Mussolini for his aggression.'
'The League was powerless when its important members were not prepared to take effective action. Its failure was a disaster and nobody took it seriously.'

OR

'Weaknesses of the League had already been exposed in Manchuria. This was an area well away from Europe and therefore not much of a threat. Britain and France did not want to commit themselves with Britain being concerned about Singapore. Lytton took twelve months to report that Japan was at fault. Japan ignored the League and continued. The League failed to take decisive action.'
'Membership of the League was a problem from the beginning, reducing its effectiveness. Not all nations were members including the USA. Others left when coming into dispute with the League. This weakened the League.'
'The League had no armed forces of its own relying on collective security. Too often this meant inaction as members were not prepared to use force.'
'The League was dominated by Britain and France but they were not prepared to take military action.'

Level 4 Explains Abyssinia AND other reasons [5–7]

Both sides of Level 3.

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

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7 (a) Describe American involvement in South Vietnam between 1954 and 1963.

Level 1 General answer [1–2]

e.g. 'It was opposing Communism.'

Level 2 Describes involvement [2–5]

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

e.g. 'Between 1954 and 1960 the USA sent equipment and 'military advisers' into South Vietnam.'
'In 1954 the Americans prevented elections from taking place because they feared that the Communists would win.'
'In 1955 they helped Diem to set up the Republic of South Vietnam.'
'After 1961 Kennedy began increasing the number of advisers in South Vietnam until there were more than 11 000 Americans in the country.'
'By 1963 America had decided Diem was too corrupt to support and he was deposed and replaced by anti-communist army generals.'

(b) Why was the Vietcong an effective fighting force?

Level 1 General answer [1]

e.g. 'It was effective because it used the territory.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'They used effective guerrilla tactics.'
'They believed in what they were fighting for.'
'They were supported by China and the Soviet Union.'
'They had underground bunkers and the Ho Chi Minh trail.'
'They were supported by the peasants.'

Level 3 Explains why [4–7]

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

e.g. 'They relied on guerrilla tactics which were very effective in the jungle. They involved hiding in the jungle and making surprise attacks, setting booby-traps or planting explosives. By this method the US soldiers never saw or knew who the enemy was.'
'The Vietcong were driven by a passionate belief in the justice of their cause, whereas the American soldiers were never certain about the justice of theirs.'
'The Vietcong received reinforcements and supplies from China and the Soviet Union so they never went without. Supplies were often delivered along the Ho Chi Minh trail.'
'The Vietcong had an extensive network of underground tunnels and bunkers so they could keep well hidden from American soldiers. The tunnels included storage, hospitals and kitchens to prepare food.'
'The Vietcong had the support of the peasants who often 'informed' on the Americans so that they could be attacked.'

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(c) 'The Tet Offensive was the main reason for American withdrawal from Vietnam.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was because people in America were more aware of events.'

Level 2 Identifies reasons [2–3]

e.g. 'America was not winning.'
'The war was extremely costly.'
'A lot of people were killed.'
'Change of government policy, e.g. vietnamisation.'

(Allow description of Tet Offensive here.)

Level 3 Explains agreement OR disagreement [3–5]

e.g. The Tet Offensive (1968) proved to be a turning point. It highlighted the cost of war. There were nearly 500,000 troops in Vietnam and America was spending between $20 and $30 billion a year, yet little impression was being made and the Vietcong were able to launch major offensives like this and take the US forces completely by surprise. In 1967 'Life Magazine' calculated it cost $400,000 for each Vietcong guerrilla killed. This huge spending meant cutbacks in spending on social reform. In addition, the American media started to turn and began to ask difficult questions.'

OR

'The policy of search and destroy, bombing and the use of chemical weapons failed and Johnson changed the policy after the Tet Offensive as he realised the war could not be won militarily.'
'The media had a significant impact. This was the first televised war and American people were horrified at the barbaric nature of American attacks, an example being My Lai. Coverage showed children being burned by napalm and people in villages massacred. American people were sickened by these atrocities and public opinion was changing.'
'As more and more soldiers returned in body bags or were considered to be on drugs, public opinion turned. It led to open criticism of Johnson – "Hey, Hey, LBJ, how many kids did you kill today".'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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8 (a) Describe the Hungarian Revolution of 1956.

Level 1 General answer [1–2]

e.g. 'There was brutal fighting.'

Level 2 Describes events [2–5]

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

e.g. 'Gero was replaced by Nagy.'
'The Soviet tanks withdrew but Nagy announced that Hungary was to leave the Warsaw Pact and that there would be free democratic elections.'
'The troops and 1 000 tanks returned but the Hungarians fought back.'
'In two weeks of fighting many were killed, arrested, imprisoned and executed. Modern-day estimates suggest around 4 000 Hungarians were killed. Around 200 000 fled across the border to Austria to escape the Communist forces.'
'Hard-line Soviet control was re-established under Kádár and Nagy was captured and hanged (1958).'

(b) Why was Solidarity formed in Poland in 1980?

Level 1 General answer [1]

e.g. 'To improve the standard of living.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'To improve economic conditions for workers.'
'To introduce effective trade unions.'
'To gain the 21 demands.'
'To gain the right to strike.'
'To end censorship.'

Level 3 Explains why [4–7]

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

e.g. 'In the late 1970s the Polish economy hit a crisis. 1976 was a bad year and 1979 was worse, being the worst year for Polish industry since Communism had been introduced. To help improve conditions a free trade union was formed.'
'Poland's existing trade unions were ineffective at challenging government policies.'
'Conditions were deteriorating and then in July 1980 the government announced increases in the price of meat. To help combat the difficult conditions workers at the Gdansk shipyard put forward 21 demands including free trade unions and the right to strike. The government agreed to all the demands.

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(c) How far was the collapse of Soviet control over Eastern Europe due to the reforms of Gorbachev? Explain your answer.

Level 1 Unsupported assertions [1]

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

Level 2 Identifies reasons [2–3]

e.g. 'The economy of the Soviet Union was failing.'
'He introduced reforms.'
'He made links with the West.'
'Communist countries were no longer dominated.'
'USSR was broken up.'
'He introduced 'perestroika' and 'glasnost'.'
'Solidarity was responsible more than Gorbachev.'

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

e.g. 'Gorbachev proposed many changes that the hard-line communist found difficult to accept. He was unpopular because his economic reforms did not work as they expected too much too quickly. Corruption ran too deeply for the changes to happen. His withdrawal of Red Army support for other communist countries resulted in one by one the communist governments coming to an end.'
The role of Gorbachev can be highlighted by:
'Gorbachev proposed that the Soviet economy should be improved by "perestroika" – restructuring, including capitalist practices.'
'There should be more "glasnost" – openness to restoring faith in government and end corruption. People who criticised the government should no longer be persecuted.'
'He proposed a cut back in money spent on the arms race and signed a treaty with the USA.'
'Communist governments in Eastern Europe could no longer expect support from the Red Army.'

OR

'The Soviet Union was also in crisis, and needed change, because there was much corruption with many Party members living in luxury whilst the workers were living in poverty. The people no longer had faith in their government as they saw the West getting richer and they were living in poverty. This bred unrest.'
'Industry and agriculture were not efficient and there was the need for expensive imports.'
'Gorbachev realised he could not afford the arms race on which large sums of money were being spent at the expense of many citizens living in poverty. He signed Treaties with the USA which effectively ended the Cold War and the need to support its satellites. Within months the communists were ousted from power in places such as Poland, Hungary and East Germany as the countries realised the tanks would not be sent in.'
An expensive war was being fought in Afghanistan which was having a negative world effect on how the Soviets were being viewed.'
'The Solidarity movement showed that if people stood together against oppression it was difficult to deal with. In the 1989 elections in Poland anti-communist candidates won a striking victory. This sparked peaceful anti-communist revolutions in Hungary, East Germany and Czechoslovakia. '

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

Both sides of Level 3.

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

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SECTION B: DEPTH STUDIES

9 (a) What impact did the failure of the Munich Putsch have on the Nazi Party?

Level 1 General answer [1–2]

e.g. 'It impeded its development.'

Level 2 Describes impact [2–5]

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

e.g. 'The leader of the Party, Hitler, was in prison.'
'The Party's newspaper in Munich was banned.'
'The Nazi Party was banned until 1925.'
'Hitler decided to win power by legal means, but the success of Stresemann's policies meant that there was little support for extremists.'

(b) Why did the Nazi Party become popular between 1929 and 1932?

Level 1 General answer [1]

e.g. 'They campaigned effectively.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'Because they were anti-communist.'
'They promised to reverse the Treaty of Versailles.'
'They promised to tackle unemployment.'
'The attraction of discipline.'
'The blaming of the Jews.'

Level 3 Explains why [4–7]

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

e.g. 'The Nazi Party was anti-communist. It appealed to all those who feared what communism might bring, particularly the industrialists, who feared a loss of their businesses. By dropping the social elements of the Nazi programme they won the support of the industrialists.'
'The promise to reverse the Treaty of Versailles appealed to nationalists and those who believed the 'stab in the back' theory. This also won the support of the German armed forces.'
'They promised to tackle unemployment. With millions out of work because of the Depression this attracted the support of middle-class Germans.'
'Many women were attracted to the party by its emphasis on family life and self-discipline.'
'The anti-Jewish campaign was highly effective. Hitler told the people their problems were caused by the Weimar republic, the communists and especially the Jews. So Hitler provided a scapegoat to help his support.'

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(c) How far were the actions of Papen and Hindenburg responsible for Hitler becoming Chancellor? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'No, it was the failure of others.'

Level 2 Identifies reasons [2–3]

e.g. 'The Nazi Party was the largest single party.'
'It was because of the weaknesses of the Weimar Republic.'
'Hitler had the support of big business.'
'Hitler promised to deal with the problems of the economy and unemployment.'
'The German people wanted a radical solution to their problems.'
'Hindenburg thought the Nazi Party was losing popularity.'
'They thought they could control Hitler.'
'Hitler had support in the Reichstag.'

Level 3 Explains actions OR other reasons [3–5]

e.g. 'Between 1930 and 1932 no one party had enough support to form a strong government and Hindenburg ruled by decree (emergency powers). He appointed his own chancellors. Being the largest single party in 1932, Hitler demanded the post of Chancellor. Hindenburg was suspicious of Hitler and allowed von Papen to continue. Papen and Schleicher both failed leaving Hitler. 'He, however, lost the support of the Reichstag, but after the November 1932 election Hindenburg again refused to appoint Hitler.'
'In January 1933, Hindenburg and von Papen met secretly with industrialists, army leaders and politicians and on 30 January offered Hitler the post of Chancellor. They thought they could control Hitler, thinking the support for the Nazis was in decline. They were wrong!'

OR

'Under the effects of the Wall Street Crash (and the death of Stresemann) Germany sunk into economic depression. Under these circumstances, the old hostility to the Weimar Republic re-surfaced with people blaming the government. Many turned to parties, such as the Nazis, as they offered a radical solution to Germany's problems.'
'Between 1930 and 1932 Hitler exploited the government's problems by holding huge rallies at which he promised to restore Germany's economy. This enabled the Nazi Party to win 230 seats in July 1932, becoming the largest party in the Reichstag – putting him in a position to be offered the position.'

Level 4 Explains actions AND other reasons [5–7]

Both sides of Level 3.

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

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10 (a) What actions did the Nazis take to reduce unemployment?

Level 1 General answer [1–2]

e.g. 'They created jobs.'

Level 2 Describes actions [2–5]

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

e.g. 'They began to rearm and the armaments industry provided employment.'
'Conscription to the armed forces was introduced.'
'Public works schemes were introduced, including the construction of autobahns, hospitals and schools.'
'Private firms were encouraged to build houses and this created jobs.'
'Millions were organised under the National Labour Service.'
'Jobs for men were created by stopping women working and by removing Jews from public office.'

(b) Why did the Nazis try to change the role of women?

Level 1 General answer [1]

e.g. 'Women were important to them.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'The Nazis held traditional views.'
'Men needed jobs.'
'To increase population.'
'To provide for the army in the future.'

Level 3 Explains why [4–7]

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

e.g. 'The roles of women were changing and women had more freedom. The Nazis preferred women to adopt a more traditional role of wife and mother.' (Three Ks)
'Unemployment was high and Hitler wanted to get men into employment and so women were encouraged not to go out to work.'
'The birth rate was falling and they wanted this increasing to provide the army of the future.'
'By 1939 large numbers of women were required to work in the factories in the war effort as the men were away fighting.'

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(c) How far did people in Germany benefit from Nazi rule? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes they must have done as the Nazis remained in power.'

Level 2 Identifies aspects of Nazi rule [2–3]

e.g. 'Unemployment was removed.'
'Programmes were introduced to improve working and leisure conditions.'
'The Hitler Youth was introduced.'
'Trade unions were banned.'
'Food was expensive.'
'People were indoctrinated.'
'Groups were persecuted.'

Level 3 Explains benefits OR disadvantages [3–5]

e.g. 'When Hitler came to power, 6 million were unemployed. He created jobs through the re-armament programme and conscription. Public works schemes, such as the building of autobahns, created more jobs.'
'The 'Beauty of Labour' organisation made bosses improve working conditions by installing better ventilation and lighting, serving hot meals and creating factory gardens.'
'The 'Strength through Joy' programme provided opportunities for the low paid to take holidays and partake of cheap sporting facilities.'
'The youth benefited by being offered opportunities to take up activities that improved health and fitness. Many people liked the order and regimentation that the Nazis brought to their lives.'

OR

'Workers had no rights, they had to join the Nazi Labour Front, and free trade unions were banned. Wages stayed low while working hours increased. There were few consumer goods to purchase.'
'Traditional beliefs existed and women were expected to give up their jobs and look after the home.'
'The cost of living increased in the 1930s. Most basic groceries cost more and food items were in short supply.'
'Those who opposed the Nazis were rounded up and sent to concentration camps. The Nazis used the Gestapo and informers effectively and so little opposition could be voiced.'
'There was a significant amount of indoctrination through the Hitler Youth and schools as well as through propaganda.'
'The Nazis believed in a pure race of Aryan descent and those who were not were persecuted such as the Jews.'

Level 4 Explains benefits AND disadvantages [5–7]

Both sides of Level 3.

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

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11 (a) What actions did the Bolsheviks take in their first three months in power?

Level 1 General answer [1–2]

e.g. 'They delivered their promises.'

Level 2 Describes actions [2–5]

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

e.g. 'They set up the Council of People's Commissars.'
'Asked Germany for peace.'
'Handed land belonging to the Tsar, Church and nobles to the peasants.'
'Factories and industries were put in the hands of the workers.'
'The Cheka was set up to deal with 'spies and counter-revolutionaries'.'
'Introduced free elections to the new Constituent Assembly.'

(b) Why did Lenin introduce the New Economic Policy?

Level 1 General answer [1]

e.g. 'To change the system.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'To reduce discontent in the towns and countryside.'
'To increase production.'
'To replace War Communism.'
'To end grain requisitioning.'

Level 3 Explains why [4–7]

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

e.g. 'Lenin was desperate to introduce production in the countryside as War Communism had resulted in food shortages in 1919-20 and famine in 1921. This was causing unrest.'
'The peasants had stopped producing surplus food since they were no longer allowed to sell it for profit. This in turn led to food requisitioning where the Cheka seized grain. Many peasants burned crops rather than letting them fall into government hands.'
'Lenin wanted to end the hated practice of requisitioning grain. He allowed the sale of extra grain, taking a 10% tax. This approach helped to reduce discontent in the countryside and increased the food available in towns.'

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(c) 'The key to Bolshevik success in the Civil War was leadership.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Leadership is always important.'

Level 2 Identifies reasons for success [2–3]

e.g. 'The Whites had no single command. Their leaders had many different aims and ambitions.
'In 1920 the Whites lost their outside support when foreign powers withdrew their armies and supplies.'
'War Communism maintained supplies.'
'The Bolsheviks were better led and had a better army.'
'The armies of the Whites were spread widely.'

Level 3 Explains leadership OR other reasons [3–5]

e.g. 'The Bolsheviks were united under one leader, fighting for a cause (revolution) and for survival.'
'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. When there were not enough officers, he conscripted Tsarist officers into the army, taking their families' hostage to make sure they remained loyal. He established fierce discipline, including summary execution for deserters. He travelled around by train to meet the troops and spur them to greater efforts.'
'To win the war and ensure that the Red Army was fed and equipped Lenin introduced War Communism. The state took over all aspects of the economy, nationalising more industry and controlling the production and distribution of goods.

OR

'The Whites were geographically split and unable to co-ordinate their efforts as communications were difficult. This enabled Trotsky to defeat them one by one.'
'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.'
'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. 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 more industry and controlling the production and distribution of goods. Peasants were forced to give up all their surplus produce to the government. Food was rationed in the cities. The Cheka was used to seize peasants' grain stores.'

Level 4 Explains leadership AND other reasons [5–7]

Both sides of Level 3.

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

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12 (a) Describe the features of Stalin's first Five-Year Plan.

Level 1 General answer [1–2]

e.g. 'It was launched in 1928.'

Level 2 Describes features [2–5]

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

e.g. 'It focused on building up heavy industries such as coal, steel, oil and electricity.' (2)
'Workers were encouraged to complete the plan in four years.'
'There were a series of demanding targets to be met.'
'Each factory, refinery, foundry and mine was set its own targets.'
'Managers could be prosecuted if targets were not met.'
'Substantial growth was achieved, although it failed to meet its targets.'

(b) Why did Stalin want to collectivise Soviet agriculture?

Level 1 General answer [1]

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

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'Farming methods were outdated and not producing enough food.'
'To make farming more efficient.'
'Collectivisation fitted in with common ownership.'
'To deal with the kulaks.'

Level 3 Explains why [4–7]

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

e.g. 'The inefficient farming methods were not producing enough food for the workers in the cities and if the USSR was to industrialise successfully even more workers would have to be fed.'
'Farming had to start using more machinery as the number of farm workers would decline as peasants went to work in the factories.'
'The government wanted a surplus to sell abroad in order to make the money it needed to spend on developing industry.'
'If he controlled the countryside he could fix the price of food and this would help to keep the wages of the industrial workers down.'
'Stalin wanted to control the countryside and the peasants, particularly the richer peasants called kulaks whom he disliked.'

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(c) How successful was Stalin in increasing industrial and agricultural output up to 1941? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It is difficult to judge.'

Level 2 Identifies aspects of success / failure [2–3]

e.g. 'Spectacular advances were achieved in industrial output.'
'Greater use was made of Russia's natural resources.'
'Communications were improved.'
'Farm machinery was produced.'

Level 3 Explains success OR failure [3–5]

e.g. 'Although not all of the targets were met, every Soviet industry made spectacular advances. By 1940 the USSR was the world's second largest industrial power.'
'New cities were built from nothing with huge steel mills in the Urals and central Siberia. New dams and hydro-electric power were used to meet industry's energy requirements. In the Second Plan transport and communications were boosted and new railways and canals built, the most spectacular being Moscow's underground railway.'
'In agriculture the production of tractors and other farm machinery increased dramatically.'

OR

'It was not realised at first that there would be a need for skilled labour. This resulted in the necessity to introduce training schemes to create a skilled workforce. This resulted in a new elite class which went against Communist principles.'
'There was enormous human cost as improvements were based on strict, harsh discipline enforced by secret police. On many large projects conditions were appalling, with many accidents and deaths.
'Concentration on heavy industry meant there were fewer consumer goods, housing was provided by the state and overcrowding was a problem. Stalin was quite prepared to destroy the way of life of the Soviet people to achieve his targets.'
'In agriculture production remained low and it was not until the mid-1950s that it reached pre-First World War levels. The kulaks were treated harshly and a famine occurred in 1932-3.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3.

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

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13 (a) What problems did many older, more established, industries face in America in the 1920s?

Level 1 General answer [1–2]

e.g. 'They operated on more traditional approaches.'
Identifies industries.

Level 2 Describes problems [2–5]

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

e.g. 'They were losing markets.'
'Cleaner fuels were available.'
'Selling established old style products.'
'Competition from newer industries such as cotton v man-made fibres and electricity instead of oil. (2)
'A decline in world trade which affected ship building.'
'Newer products were cheaper.'

(b) Why did agriculture not share in the economic prosperity of the 1920s?

Level 1 General answer [1]

e.g. 'Because of lost markets.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'The demand from Europe fell.'
'Canada was more efficient.'
'Because of over-production.'

Level 3 Explains why [4–7]

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

e.g. 'After the War, Europe imported far less food from the USA partly because Europe was poor and partly a response to US tariffs which stopped Europe exporting to the USA.'
'The Canadian wheat producers were highly efficient and brought stiff competition to the US farmers.'
'An underlying problem was over-production. Up to 1920, when farming was doing well, more and more land was used for farming. Improved machinery such as the combined harvester made US agriculture extremely efficient. The result of this was that it was producing surpluses of wheat nobody wanted.'
'With reduced incomes many farmers could not afford to pay back the loans they had taken out to buy the new machinery. This resulted in eviction and unemployment.'

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(c) 'The availability of hire purchase to buy consumer goods was the main reason for America's economic success in the 1920s.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes because people could buy goods.'

Level 2 Identifies reasons [2–3]

e.g. 'The government believed in laissez-faire.'
'Taxation was low.'
'Tariffs protected home produced goods.'
'Trade unions were discriminated against.'
'New technology helped create consumer goods.'
'The expansion of the car industry boosted the economy.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The consumer boom was encouraged by the easy availability of credit. Hire purchase enabled consumers to buy goods they wanted with a small deposit and then pay the rest off in small weekly or monthly instalments. Mail-order catalogues gave people in every part of the country the chance to benefit from the consumer boom because the latest fashions were available by post.'

OR

'Presidents Harding and Coolidge believed in a policy of laissez-faire or not interfering with the economy. Instead they encouraged the growth of industry by low taxes. These encouraged business owners to invest and give consumers more money to spend.'
'They also protected American industry by introducing tariffs as part of the US isolationist policy. Here a tax was placed on foreign goods coming into the US, making them more expensive that those produced at home and thus making them harder to sell.'
'The Republican governments did not like trade unions. Employers were allowed to use violence to break strikes and refuse to employ union members. This meant employers could hold down wages and to keep working hours long.'
'The widespread availability of electricity created a demand for consumer goods such as radios, vacuum cleaners and refrigerators. This was aided by new products such as rayon, bakelite and cellophane.'
'The expansion of the motor industry boosted the whole economy as more and more cars were bought. It stimulated other industries such as the oil industry, the construction industry as well as steel, rubber and glass.'
'The USA was rich in raw materials such as oil, iron ore and coal and did not have to purchase these abroad, keeping down costs.'
'Increased production of consumer goods increased employment. This meant people had more money to spend on consumer goods and in turn this created demand and encouraged further production.'

Level 4 Explains agreement AND disagreement [5–7]

Both parts of Level 3.

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

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14 (a) Who were the Bonus Marchers?

Level 1 General answer [1–2]

e.g. 'First World War veterans.'

Level 2 Describes Bonus Marchers [2–5]

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

e.g. 'Under an Act passed in 1924, ex-First World War servicemen were promised a bonus payment of $500 but this was not payable until 1945. Around 25 000 destitute veterans marched on Washington DC to demonstrate for the payment for the payment of the 'bonus' in 1932.'
'In May they gathered in camps around the city. Hoover saw these as a revolutionary threat and refused to meet them.'
'Congress voted against paying the bonus but the men decided to stay in Washington to continue the protest.'
'They set up a 'Hooverville' opposite the White House. Hoover decided they should be evicted and called in the army. Tanks and tear gas were used to destroy tents, shelters and morale.'
'Two veterans were killed and nearly one thousand injured. This made Hoover more unpopular.'

(b) Why did the Wall Street stock market crash occur?

Level 1 General answer [1]

e.g. 'Because of a loss of confidence.'
'There was panic.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'Because of credit buying.'
'Because of speculation on the stock market.'
'The economy was slowing down.'
'Share prices stopped going up.'
'Speculators tried to sell to save something.'

Level 3 Explains why [4–7]

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

e.g. 'Americans bought shares on the stock market to make a profit. As more shares were bought share prices kept rising. People bought shares on credit, expecting to sell them for a profit. This is called speculation. On Black Thursday prices plunged and this caused investors to sell to try and cut their losses.'
'People were allowed to buy 'on the margin' where they paid only a small percentage of the real price. Then re-selling at a profit and paying of the balance. Banks were happy to lend money but everything depended on the price going up. In 1928 shares prices did not rise as much as the economy was slowing down. Some speculators began to sell.'
'By the end of the 1920s, the US economy was slowing down. Demand for consumer goods was falling and therefore profits were reducing. American businessmen found it difficult to sell abroad because of the US tariff policy.

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(c) 'Hoover was responsible for his own downfall.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'No, it was the fact that the people wanted Roosevelt.'

Level 2 Identifies reasons [2–3]

e.g. 'Hoover offered little until it was too late.'
'Because of Hoover's treatment of the Bonus Army.'
'Roosevelt offered a 'New Deal'.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Hoover created an image of being heartless and uncaring by:

'Believing that government should stay out of business matters. He assumed eventually everything would return to normal.'
'Believing in 'rugged individualism', the idea that people should work hard for themselves and not expect the government to help them. He thought that the American economy was strong and would recover on its own.'
'His treatment of the Bonus Marchers (war veterans) who were promised their war bonus early but were refused and they were evicted from their camps.'
'Offering in his election campaign nothing but the USA had 'turned the corner'.

OR

'Roosevelt promised a "New Deal" and came over with energy and determination. He could offer some hope. He made the people feel he was on their side. He was seen as a fighter, having battled successfully against polio.'
'He promised government schemes for new jobs, measures to revive industry and agriculture, relief for the poor and unemployed, although nothing was in detail.'
'Had a reputation for helping the unemployed by using public money to fund job-creation schemes.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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15 (a) How did the Second World War harm the Nationalists?

Level 1 General answer [1–2]

e.g. 'the Nationalists lost popular support.'

Level 2 Describes how [2–5]

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

e.g. 'The KMT endured more casualties than the Communists as a result of a series of heavy military defeats.'
'The KMT lacked the determination to take positive action against the Japanese and this affected the views of Chinese peasants.'
'They had lost control of significant parts of China which they had controlled in 1937.'
'Chiang lost popularity, being seen as cruel and corrupt. His 'scorched earth' policy brought misery to millions of Chinese peasants.'

(b) Why did support for communism increase in China during the period 1945-9?

Level 1 General answer [1]

e.g. 'Because they treated the peasants better.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'They had good leaders.'
'They gained the popular support of the population.'
'Nationalists were seen as corrupt.'

Level 3 Explains why [4–7]

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

e.g. 'They had extremely good leaders who had effective control and good tactical sense. KMT generals were not respected.'
'They cared for the peasants and treated the population fairly with equal rationing keeping firm law and order. This gained popular support in contrast to the looting, raping and corruption of the KMT.'
'High inflation in the KMT areas ruined many families and turned the middle classes against Chiang.'
'Chiang was blamed heavily for not having fought strongly enough against the Japanese. This counted heavily against him.'

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(c) 'Land reform was the most important issue facing the Communists on taking power in 1949.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Land reform was only one of many issues facing the Communists.'

Level 2 Identifies issues [2–3]

e.g. 'Land ownership was a problem.'
'Industry needed reviving.'
'Corruption needed to be removed from government.'
'A fear of attack from Chiang Kai-shek.'
'A need to change the attitude of the Chinese people.'
'A lack of world recognition of the Communists.'

Level 3 Explains agreement OR disagreement [3–5]

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

OR

'In the cities the disruption of the civil war had brought chaos to the transport, telecommunications and energy systems. Runaway inflation had made the currency worthless. There was a high level of unemployment. Industry was down 50%'
'The Communists had to prove they were capable of providing a strong and effective government. Many public officials were used to bribery and corruption, making local government slow and inefficient.'
'There remained the concern that Chiang Kai-shek, supported by large numbers of troops and much of China's foreign currency and gold reserves, would try to stage a come back from his base in Taiwan.'
'The Chinese people did not want change. They mistrusted all modern ideas in farming, industry, education, medicine and women's rights.
'Most of the world refused to recognise the Communists. The USA continued to recognise the Kuomintang on Taiwan. Only Russia would give aid to help rebuild China.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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16 (a) What were 'land co-operatives' in Communist China?

Level 1 General answer [1–2]

e.g. 'Combined areas for farming.'

Level 2 Describes land co-operatives [2–5]

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

e.g. 'Land jointly owned by peasants, enabling crops to be grown more efficiently.'
'An opportunity to bring together people to plan and execute the work. These were known as brigades.'
'Allowed the pooling of resources to buy equipment, fertilizers and grain.'

(b) Why did Mao want to set up communes?

Level 1 General answer [1]

e.g. 'To bring about a change.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'To inspire people to develop China.'
'To allow the ordinary people to be involved.'
'To return to Communism.'
'To create a powerful nation.'

Level 3 Explains why [4–7]

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

e.g. 'Communes were the key to achieving success under the Great Leap Forward. They abolished private land and property, putting hundreds of people together, sharing facilities.'
'Mao thought that China had become backward looking and this was a new revolution to inspire the people.'
'They were established to improve the output of both industry and agriculture, being given set targets.'
'The people offered small-scale industry to achieve in 15 years steel production equal to that of the UK.'

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(c) 'By 1957, Communist attempts to produce a successful industrial society in China had succeeded.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'No it was not successful because new policies had to be introduced.'

Level 2 Identifies impact [2–3]

e.g. 'Inflation was reduced.'
'Production in industry exceeded expectations.'
'Agriculture failed.'

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.'
'At first Mao nationalised foreign trade, the banks and heavy industry. When smaller factories were taken over the expertise of former owners was used in manager posts.'
'In 1953 the five year plans were introduced, concentrating on heavy industry and output increased more than expected – by 120%. By 1957, China was criss-crossed with railways which moved vital goods and raw materials over vast distances.
'Inflation was stopped by buying and selling at low, fixed prices.'
'The population of towns and cities soared as peasants moved to new jobs created by the new industries.'

OR

'Despite the success of the first five year plans manpower was not being used efficiently. There was not enough money to develop fully.'
'The developments did little to improve the standard of living of the Chinese who were desperate for consumer goods such as bicycles.'
'By 1961 food production had slumped and China was buying grain from abroad.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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17 (a) Who were the 'Uitlanders' of Transvaal?

Level 1 General answer [1–2]

e.g. 'They were immigrants.'
'It was a name given by the Boers.'
'People in the Transvaal.'

Level 2 Describes the 'Uitlanders' [2–5]

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

e.g. 'They were foreign miners, usually from Britain or the United States.'
'They went to South Africa to profit from the development of the gold mining industry on the Rand.'
'They accounted for around three-quarters of the white population of the Orange Free state.'
'They were treated as second class citizens with no vote and no rights.'
'A group who had no constitutional means of airing grievances.'

(b) Why was the discovery of gold in the Transvaal important?

Level 1 General answer [1]

e.g. 'It brought people to the area.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'Gold was found.'
'Europeans became involved.'
'Segregation started.'

Level 3 Explains why [4–7]

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

e.g. 'In 1886, prospectors found what proved to be the richest gold mines in the world.'
'The gold was in thin seams underground and big money was needed to pay for its extraction. This came from the diamond profiteers and European investors. This brought increasing numbers of white and black people to the region.'
'The migrant labour system was set up and as black men did most of the hard work they were housed together, segregated from white men.'

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(c) 'The ambition of Rhodes was the main reason for conflict between the British and the Boers.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Cecil Rhodes caused trouble.'

Level 2 Identifies reasons [2–3]

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

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Cecil Rhodes stirred up trouble between the Uitlanders and the Kruger government. An example was the Jameson raid in 1896. 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.'
'He became Prime Minister of Cape Colony in 1890. He stirred up trouble between the Uitlanders and the Kruger government. He was indirectly responsible for the Jameson Raid of 1896.'
'He had plans for British expansion all the way from the Cape to Cairo, including a railway. Between 1890 and 1896 his company seized lands between Limpopo and the Zambezi, and called them Rhodesia.'

OR

'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.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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18 (a) What actions did women take in the 1950s to oppose apartheid?

Level 1 General answer [1–2]

e.g. 'Many to oppose what was happening.'

Level 2 Describes the actions [2–5]

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

e.g. 'Women joined men in anti-pass law demonstrations in 1955.'
'A group of white women founded the Black Sash organisation to fight the planned end of Coloured voting rights.'
'In 1956 the federation of South African Women led a march in Pretoria – the heart of white power.'
'Famous protesters included Albertina, wife of Walter Sisulu and Winnie Mandela who gained much popularity among the young people of Soweto.'

(b) Why was the government reaction to the Freedom Charter (1955) significant for apartheid?

Level 1 General answer [1]

e.g. 'The government was repressive.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. '156 people were arrested.'
'Most ANC leaders were arrested.'
'All were charged with treason.'
'Leaders missed five years of activity.'

Level 3 Explains why [4–7]

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

e.g. 'The government arrested large numbers of people. They were accused of treason, supporting Communism and belonging to a Communist organisation. Their trial was badly organised and dragged on for years. During this time they were banned from carrying out political activity.'
'Eventually the government were unable to prove any of the charges. All were acquitted. It was a kind of victory, getting enormous publicity for the Freedom Charter.'
'The trial meant that many leaders were banned from political activity for five years and during these years opposition to apartheid was seriously weakened.'

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(c) 'The greatest effect of the events at Sharpeville (March 1960) was on the South African economy.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'No. it was the start of increased violence.'

Level 2 Identifies effects [2–3]

e.g. 'Gold reserves declined.'
'There was worldwide condemnation of apartheid.'
'A state of emergency was introduced.'
'The ANC became violent.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The economy was affected by these dramatic events. In the next 18 months R248 million left South Africa. The gold and foreign reserves plummeted from R351 million to R142 million.'

OR

'The events at Sharpeville led to worldwide condemnation of apartheid. It was the beginning of a widespread protest campaign outside South Africa. White businessmen were asking themselves whether the country had a peaceful future.'
'On 30 March 30 000 PAC marched on the Houses of Parliament in Cape Town. Following this the government decided on total repression. It declared a state of emergency, called out the reserve army, and arrested thousands of leading demonstrators. The ANC and PAC were outlawed bring demonstrations and rioting to an end.'
'The time for peaceful protest had passed. Mandela urged the ANC to turn to violence concentrating on sabotage.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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19 (a) Describe the way of life in Namibia before European colonisation.

Level 1 General answer [1–2]

e.g. 'They used what nature provided.'

Level 2 Describes the way of life [2–5]

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

e.g. 'Hunter-gatherers were thinly scattered across parts of Namibia.'
'In some areas farmers specialised in cattle raising.'
'Fields were cultivated for grain.'
'Fishing was an important economic activity.'
'Land in the communities was equally divided with communal land within settled areas.'
'Women worked in the fields, men often went hunting and cleared new land.'

(b) Why did tension between Hereros and German colonists increase in the 1890s?

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.'
'Germany sent troops.'
'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.'
'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.'
'Francois built a fort at Windhoek, pretending to create a neutral zone. It was to exercise greater control. Namibians offered peaceful resistance.'

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(c) How successful for the Namibians was the War of National Resistance (1904-8)? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It failed to achieve success.'

Level 2 Identifies reasons [2–3]

e.g. 'Some progress was made in the central areas.'
'A lack of experience did not help.'
'Guerrilla warfare was successful at first.'
'Significant numbers of Namibians died in war or in atrocious conditions.'

Level 3 Explains success OR failure [3–5]

e.g. 'The first attack by the Hereros was against German garrisons and settlements. The fighters destroyed railway and telegraph lines and won back control over much of the central part of the country. For eight months they kept the upper hand over the Germans.'
'The Ovambo were determined not to let Europeans into their region and they joined the war, attacking the German fort at Namutoni and almost succeeded, with the Germans making a hasty escape with the Ovambo taking cattle, wagons and carts.'
'Marenga lead the guerrilla struggle in the south where German troops suffered one defeat after another. Witbooi also entered this guerrilla warfare which the Germans found difficult to defend against and they had a number of successes.'

OR

'With massive reinforcements from Germany, von Trotha prepared a major attack on Namibian forces. The decisive battle started on 11 August 1940. He intended to destroy the Namibian communities and tricked them into entering the dry Omaheke sandveld. Without food and water many Namibian families died. Some managed to form resistance groups, others were taken prisoner and forced to work under terrible conditions, building the railways.'
'It was estimated that by the end of 1905, about 75% of the Hereros had died from starvation and war.'
'In the war, the Nama communities suffered severely. They lost all their land and cattle. Thousands were killed and thousands more taken prisoner and housed in a concentration camp. Here more than 2000 Namibians died.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3.

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

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20 (a) Describe how the creation of Israel in 1948-9 affected the Arab states.

Level 1 General answer [1–2]

e.g. 'They were affected by refugees.'

Level 2 Describes impact [2–5]

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

e.g. 'Fighting between Arabs and Jews intensified, being particularly bitter over the roads leading to Jerusalem.'
'Soldiers from Syria began to help the Arabs.'
'The Arab states refused to recognise the new state of Israel.'
'Palestine was invaded by 30 000 Arab soldiers.'
'The governments of the Arab states were humiliated by their defeat in 1949.'

(b) Why did Israel feel threatened by Nasser's rise to power?

Level 1 General answer [1]

e.g. 'Because he was building up military strength.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'He wanted revenge for an earlier defeat.'
'He linked up with Arab states.'
'He gained Soviet arms.'
'He allowed the Fedayeen to attack.'
'Eilat was blockaded.'

Level 3 Explains why [4–7]

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

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

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(c) 'The Israeli military victory in the Yom Kippur War (1973) was more significant than the political victory claimed by the Arab states.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes, Israel won.'

Level 2 Identifies reasons [2–3]

e.g. 'Israel confirmed their military superiority.'
'The occupied territories were retained.'
'The Arab states introduced a new weapon – oil.'
'Solutions were sought.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Israelis had been completely surprised by the Arab attack. Yet they had proved that their weapons, training and tactics were superior.'
'The fact that they had been taken by surprise and had so much damage inflicted on them in the first part of the war had destroyed their reputation for invincibility.'
'Israel won the war and had kept the occupied territories. Their victory in Sinai allowed them to cross the Suez Canal, encircling the Egyptian 3rd Army. Sadat was advised to seek a ceasefire. This was of some concern to the Soviets as they had been backing the Egyptians.'

OR

'Arab nations for the first time were not humiliated by Israel. They had greater self-respect and confidence. Led by Saudi-Arabia, they used their new found weapon of oil embargo against the rich nations of America and Europe.'
'After the war the Arab states dramatically increased the price of oil. This encouraged many western countries, particularly the USA, to look for ways of solving the political problems of the Middle East.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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21 (a) What problems faced settlers in the new Jewish settlements in the occupied territories?

Level 1 General answer [1–2]

e.g. 'They faced an uprising.'

Level 2 Describes the problems [2–5]

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

e.g. 'They faced the Intifada.'
'There was street fighting.'
'There were barricades and stone throwing at Israeli troops.'
'There was a national uprising with huge demonstrations and strikes.'
'Regulars and reservists were called into the army.'

(b) Why were many Jewish settlements built in the 1970s and 1980s?

Level 1 General answer [1]

e.g. 'To provide homes.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'To drive out the PLO.'
'To monitor Palestinians.'
'To help the military.'

Level 3 Explains why [4–7]

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

e.g. 'Many Israeli troops were stationed in the occupied territories to drive out PLO suspects. They needed somewhere to live. Often houses were blown up with the Israeli army confiscating the land to stop them returning. This confiscated land was used for he building of Jewish settlements.'
'It became a common sight for Palestinians to see Jewish settlements being built on land they considered their own. By 1987, over 80 000 Jews lived in settlements around Jerusalem and a further 20 000 in parts of the West Bank and Gaza. As well as providing homes, they were built for security reasons – to keep an eye on the Palestinians.'
'To go with the houses, roads were built. These linked the towns and settlements as well as new military camps and checkpoints.'
'For many Israelis, the West Bank is known as Judea and Samaria, part of the ancient land of Israel - the land God had promised the Israelites. Many Israelis were determined to colonise this land so it could never be given back to Palestinians.'

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(c) 'Palestinians within Israel and the occupied territories have been more fortunate than Palestinians in exile.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

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

Level 2 Identifies issues [2–3]

e.g. 'The problem of living under Israeli control.'
'Loss of land in the occupied territories.'
'The issue of responsibility.'
'The problem of camps.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Around two million Palestinians live in Palestine either in Israel or in the West Bank or Gaza. These people have stayed in their own homes, but live under Israeli rule. It is claimed that those who stayed under Israeli rule enjoy a far higher standard of living than Arabs outside Israel – if this is true why did they flee?'
'In the 1970s and 80s housing and land in the occupied territories has been taken by Israel to build homes for Jews. This has resulted in unrest and the Intifada.'

OR

'In general Palestinians are unfortunate. When the state of Israel was founded in 1948 they lost their home-land and were scattered around the Middle East. Many fled to Arab countries including Egypt and Syria.'
'The Arabs feel they were pushed out by the Israelis and therefore it is the Israelis responsibility to let the refugees return home. The Israelis say the Arabs chose to leave against advice and therefore the Palestinian refugee problem is the Arab's responsibility.'
'Many fled to tented camps with poor sanitation and facilities made conditions atrocious.'
'Whilst a small number have become wealthy, a number who migrated have become engineers, teachers, doctors or businessmen, whilst many have remained poor.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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22 (a) Describe the main dangers in cotton mills to workers in the early nineteenth century.

Level 1 General answer [1–2]

e.g. 'The atmosphere was poor.'
'Accidents were frequent.'

Level 2 Describes the dangers [2–5]

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

e.g. 'The atmosphere was poor – poor ventilation, damp/humid air, smell of hot oil, poor lighting – and this affected the health of the workers.'
'It was a dangerous place – factory fever, unguarded machinery.'
'Many jobs had dangers – working under the machines.'

(b) Why was coal in great demand in the nineteenth century?

Level 1 General answer [1]

e.g. 'Because of new technical developments.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'The iron and later the steel industries were growing.'
'Railways used it.'
'It was used as a source of power.'
'It was used in the home.'

Level 3 Explains why [4–7]

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

e.g. 'Factories were growing and they used coal fired steam engines to power the machinery such as steam engines.'
'Railways developed quickly and they used vast quantities of coal to drive the engines.'
'The iron industry began to use coal because of the shortage of charcoal. Also the demand for iron was increasing for the building of the new railways, whilst the French Wars created a demand for weapons and the iron industry needed to use more coal.'
'The population was growing quickly with houses having coal fires to keep the houses warmer and drier and the new towns needed coal for the new gas lighting.'
'In the second half of the century the demand for steel for bridges and shipping increased. New inventions by people like Bessemer used vast quantities of coal as did the new steam powered ships.'

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(c) To what extent did working conditions in textile factories improve by 1860? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Legislation had limited impact.'

Level 2 Identifies improvements [2–3]

e.g. 'Robert Owen improved the conditions for his workers.'
'The Factory Acts reduced the hours of work.'
'Richard Oastler's letter raised public awareness.'
'The investigations shocked people who wanted something doing.'
'The Factory Acts were not enforced.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Factory Act of 1819 prevented children under 9 from working and children 9 -18 limited to 12 hours per day.'
'Richard Oastler, in a letter to the Leeds Mercury, raised the issue by comparing conditions to that of slavery and this started the movement supported by MPs Sadler and the future Lord Shaftesbury.'
'The 1833 Factory Act said no children under 9 to work, children 9-13 were limited to 8 hours per day and to have two hours schooling. To enforce the Act, four inspectors were appointed.'
'The Acts of 1844 and 1847 cut hours of children and women still further with the maximum fixed at 69 hours per week. More inspectors were appointed.'

OR

'The 1833 Act was not successful as four inspectors were not enough and the schools provided were of poor quality. Proving children's ages was very difficult and if a mill owner was taken to court fines were very low.'
'It was not until 1853 that the hours of men were limited. They were fixed at 10.5 hours per day.'
'Robert Owen at New Lanark showed that improvements in productivity could be achieved by treating his workers, and their families, well. He cut the working day, provided pay if they were off sick and refused to employ those under ten.'
'Most of the attempts to improve related to legislation and hours, with very little dealing with the dangers or treatment of workers until well into the nineteenth century.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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23 (a) What attracted people to live in towns rather than rural areas?

Level 1 General answer [1–2]

e.g. 'They thought it would be better.'

Level 2 Describes the attraction [2–5]

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

e.g. 'To be near their place of work.'
'Most housing was in growing industrial areas.'
'Increasingly difficult to find employment in the countryside.'
'They came from depressed areas such as Ireland.'

(b) Why did the growing industrial towns of the nineteenth century have so much cramped and overcrowded housing?

Level 1 General answer [1]

e.g. 'To cope with large numbers of people.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'Government did not interfere.'
'There was no planning.'
'Space was limited.'
'Not enough houses.'
'Cheap to build.'

Level 3 Explains why [4–7]

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

e.g. 'The nineteenth century was the age of laissez-faire. Many believed that it was better to allow people to get on with things rather than for government to interfere which would make things worse.'
'Houses were built without any planning. This resulted in overcrowding and without any basic facilities of running water or sewers.'
'There was not enough accommodation to house the workers and so many houses were split. This resulted in more that one family in a house with one room or a cellar.

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(c) How far had towns become healthier places in which to live by the end of the nineteenth century? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Not very as poor conditions still existed.'

Level 2 Identifies improvements [2–3]

e.g. 'Joseph Chamberlain improved Birmingham.'
'Lever and Cadbury built model towns for their workers.'
'The acts to improve housing failed to work as there was little money.'
'The 1875 Act was compulsory and so improved things.'
'Sewers were introduced.'
'Reservoirs were built.'
'Some slum clearance took place.'

Level 3 Explains healthier OR unhealthy [3–5]

e.g. 'Chamberlain was mayor of Birmingham and he used powers under the Artisans Dwellings Act to clear away slums and build better houses. Sir Titus Salt built Saltaire with housing of a high standard, library and park whilst Lever and Cadbury built housing for their workers with tree lined streets and open spaces.'
'The Public Health Act of 1875 was a major step forward as it was compulsory. Sewers and drains were built, water supply controlled and refuse collected.
'The Government began to take action on housing. The Torrens Act of 1868 said that landlords had to keep their property in good repair and the Artisans Dwellings Act of 1875 gave local authorities power to remove slums. The Housing of the Working Classes Act of 1890 said that local authorities could demolish slums and build council houses.

OR

'Improvements were often linked to epidemics rather than a necessity and particularly in relation to water supply where little improvement took place until the end of the century.'
'Chamberlain's work did improve Birmingham but not enough houses were built to house everyone who had lost their home and those that were built were too expensive for the working classes.'
'The work of other improvers only affected small areas and had little influence on the larger towns at first.'
'The Public Health Act of 1848 made little difference because the Boards did not have the powers to force towns to improve conditions.'
Progress was slow, money was not made available and when slums were pulled down houses were not built to replace them. Back-to-back housing continued to be built until 1909.'

Level 4 Explains healthier AND unhealthy [5–7]

Both sides of Level 3.

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

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24 (a) What was meant by 'imperialism' in the nineteenth century?

Level 1 General answer [1–2]

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

Level 2 Describes imperialism [2–5]

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

e.g. 'The urge of a country to acquire and develop a less advanced country for the benefit of those taking over.' (2)
'To take over a country for trade purposes, prestige or power.'
'The acquisition of an empire.'
'A mixture of patriotism, pride and greed.'

(b) Why did Europeans regard people in some parts of the world as barbarians?

Level 1 General answer [1]

e.g. 'Because they committed many 'evils'.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'Because of their brutal acts.'
'They were not Christian.'
'They held sacrifices.'

Level 3 Explains why [4–7]

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

e.g. 'Tales came back from explorers recounting the treatment that some missionaries had to endure.'
'They used primitive weapons and dealt severely with those captured.'
'They carried out heathen rites and sacrifices.'

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(c) How far was religion the main reason for Western imperialism in the nineteenth century? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes as they thought it would 'improve' the people.'

Level 2 Identifies reasons [2–3]

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

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Missionaries drew attention to the opportunities presented by hitherto unexplored territories. They wanted to stamp out many of the 'evils' such as sacrifices and heathen rites. They genuinely believed they knew what was best and 'right' for other people.'
'Many believed that Britain had a moral responsibility to bring civilisation and Christianity to the native peoples.'

OR

'There was a strong economic argument for an overseas empire as the territories would be expected to contribute raw materials and food products, many of which would be unobtainable in the home country. These might be bananas, palm oil, rubber, cocoa and tea.'
'The colonies provided markets for the home produced manufactured goods without restrictive import tariff restrictions.'
'The colonies provided a link to wider areas by providing a base for re-coaling boats.'
'Many statesmen wanted colonies to balance those acquired by their competitors to avoid being weaker than others.'
'Patriotism was important to the man in the street and the acquisition of an empire was something of which to be proud.'
'For strategic reasons in the days of the steam ship it was necessary to establish coaling stations and this was vital for a powerful navy.'
'Technological advances in weaponry made it safer for people to work and live overseas as they could defend themselves against the primitive weapons.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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25 (a) How did the British treat the Indian mutineers?

Level 1 General answer [1–2]

e.g. 'Very harshly.'

Level 2 Describes treatment [2–5]

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

e.g. 'They torched entire villages.'
'Unarmed Indians, including domestic servants, were attacked, mutilated and murdered.'
'The actions introduced Indian fear and hatred.'

(b) Why was British rule stronger in India after the Mutiny than before it?

Level 1 General answer [1]

e.g. 'The system was changed.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'The rebellion saw the end of the British East India Company's rule in India.'
'A Secretary of State was appointed.'
'Indians became part of government at a local level.'

Level 3 Explains why [4–7]

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

e.g. 'The method of rule was changed. The British Parliament passed the Government of India Act, transferring all that the East India Company had enjoyed directly to the British Crown.'
'A new British government department, the India Office, was created to handle the governance of India, and its head, the Secretary of State for India, was entrusted with formulating Indian policy.'
'The Governor-General of India gained a new title (Viceroy of India), and implemented the policies devised by the India Office. The British colonial administration embarked on a programme of reform, trying to integrate Indian higher castes and rulers into the government and abolishing attempts at Westernisation. The Viceroy stopped land grabs, decreed religious tolerance and admitted Indians into civil service, albeit mainly as subordinates.
'On a political level it was also felt that the previous lack of consultation between rulers and ruled had been yet another significant factor in contributing to the uprising. In consequence, Indians were drawn into government at a local level. Though this was on a limited scale a crucial precedent had been set, with the creation of a new 'white collar' Indian elite.'

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(c) 'Bentinck had a greater impact on India than did Dalhousie.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Both had an impact.'

Level 2 Identifies reasons [2–3]

e.g. 'Dalhousie improved communications.'
'He tried to westernise.'
'There was a mutiny.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Bentinck was appointed Governor-General of Bengal in 1827. His principal concern was to turn around the loss-making East India Company, in order to ensure that its charter would be renewed by the British government. He engaged in an extensive range of cost-cutting measures, earning the lasting enmity of many military men whose wages were cut. Although his financial management of India was quite impressive, his modernising projects also included a policy of westernisation, which was more controversial. Reforming the court system, he made English, rather than Persian, the language of the higher courts and encouraged western-style education for Indians in order to provide more educated Indians for service in the British bureaucracy.'
'Bentinck also took steps to suppress suttee, the death of a widow on her husband's funeral pyre, and other Indian customs which the British viewed as barbaric. Although his reforms met little resistance among native Indians at the time, it has been argued that they brought on dissatisfaction which ultimately led to the great Mutiny of 1857. Bentinck returned to the UK in 1835.'

OR

'Lord Dalhousie tried to change Indian customs by trying to stamp out suttee. He also tried to depose weak and incompetent native rulers.'
'The Indians felt they were treated as second class citizens by the British as all important decisions were made by the British government.'
'His reforming energy alienated Indian traditionalists and Brahmin priests and contributed to the Indian Mutiny.'
'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 and opportunities for education were available in this country.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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