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

0470/13 Paper 1, maximum raw mark 60

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

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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.
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

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

(a) recall, description

(b) recall, explanation

(c) recall, explanation and analysis.

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SECTION A: CORE CONTENT

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

Level 1 General answer [1–2]

e.g. 'There were uprisings.'

Level 2 Describes events [2–5]

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

e.g. 'Guizot banned a Reform Banquet and he was accused by the Deputies of forgetting who it was who put Louis Philippe on the throne in 1830.'
'The crowds took to the barriers shouting Vive la Réforme! and Mourir pour la Patrie.'
'Louis Philippe took fright and fled, leaving the rebels in charge.'
'Socialists and republicans combined to form a provisional government of the new Second Republic (25 Feb 1848).'
'The republicans immediately gave the vote to all men over 21 and they created the National Workshops in Paris to give jobs to the unemployed.'
'The National Workshops were closed down in June 1848 and this brought fresh uprisings (June Days). These uprising were ruthlessly suppressed.' 'Over 1500 were killed in four days of bitter fighting, large numbers executed, imprisoned or sent overseas.'

(b) Why did most revolutions of 1848 fail?

Level 1 General answer [1]

e.g. 'The opposition was stronger.'

Level 2 Identifies why [2–4]

(One mark for each.)

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

Level 3 Explains why [4–7]

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

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

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(c) 'The 1848 revolutions had similar aims.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The main cause was unrest.'

Level 2 Identifies causes [2–3]

e.g. 'The poor harvests of 1846–7 and the resultant economic problems.'
'Reaction against repressive regimes.'
'The growth in nationalism and liberalism.'
'To gain freedom of speech, a free press, free trade and freedom from foreign domination.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The revolutions arose from such a wide variety of causes that it is difficult to view them as resulting from a coherent movement or one social issue.'
'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.'

OR

Candidates may use specific examples from different countries to show there were different aims.

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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2 (a) What actions did Cavour take to strengthen Piedmont in the period 1852–8?

Level 1 General answer [1–2]

e.g. 'He improved communications.'

Level 2 Describes contribution [2–5]

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

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

(b) Why did Piedmont go to war with Austria in 1859?

Level 1 General answer [1]

e.g. 'Because of political relationships.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'To remove Austrian influence from northern Italy.'
'To use military force to drive Austria out of Italy.'
'To create a kingdom of Upper Italy.'
'Increased nationalistic feelings.'
'By provoking the Austrians.'

Level 3 Explains why [4–7]

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

e.g. 'Cavour prepared Italians for war by increasing anti-Austrian feeling through a speech delivered by Victor Emmanuel. At the same time nationalistic feelings were heightened.'
'In April 1859 the Austrians issued an ultimatum that Piedmont should demobilise its army. Cavour refused to comply and Austria declared war on 29 April 1859.'

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(c) Was Garibaldi a help or hindrance in unifying Italy? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'He was a patriotic fighter.'

Level 2 Identifies help OR hindrance [2–3]

e.g. 'He campaigned to liberate Rome in 1862 and 1867.'
'He liberated Palermo and conquered Sicily.'
'He caused Cavour problems.'

Level 3 Explains help OR hindrance [3–5]

e.g. 'He represented the non-intellectual active approach to Italian unity, a very different approach to that of Mazzini or Cavour. His successes, adventures and support from women always made him the centre of attention.'
'He was an unrivalled leader of a guerrilla force. He inspired great enthusiasm and devotion in his men. In 1860 the king of Naples and his troops were so frightened by what Garibaldi achieved in Sicily they put up little resistance. His conquests in the south played a major part in unification.'

OR

'He became obsessed with his devotion to Italian unity and as a result he could appear to lack principles. He changed from republican to royalist and from being a supporter of revolution, became a supporter of the government.'
'In the early 60s his adventures turned in to disaster. He embarrassed the government, as an old war hero was defeated and imprisoned. These campaigns could have provoked a major war.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of impact of Garibaldi [7–8]

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3 (a) Describe the influence of the daimyo and samurai on Japan.

Level 1 General answer [1–2]

e.g. 'They limited central government.'

Level 2 Describes influence [2–5]

(One mark for relevant point; additional mark for supporting detail.)
Maximum of four marks for one.

e.g. 'The daimyo (lords) had private armies.'
'The daimyo were the basis of medieval feudalism.'
'The leaders of the daimyo ruled with strong leaders through a number of semi-independent regional governments.'
'The samurai were an armed force under the Shogun.'

(b) Why did it take twenty years for the restored Meiji Emperor to grant the Constitution?

Level 1 General answer [1]

e.g. 'The time had to be right.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'They had to abolish feudalism.'
'They had to abolish the domains and privileges of the daimyo.'
'They had to abolish the privileges of the samurai.'
'Constitutional changes were needed.'
'There was a need to establish a constitutional monarchy.'

Level 3 Explains why [4–7]

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

e.g. 'There was a need to rid the country of its medieval feudal system so as to be able to strengthen central government rather than regional governments. This would also allow one army.'
'Japan was not a democracy and there was much opposition to it becoming one. Gradually demands increased for the introduction of an elected assembly with a cabinet system of government. There followed a period of research resulting in the proposal for a constitutional monarchy.'

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(c) How important was Western influence in increasing the power and status of Japan between 1868 and 1914? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was very important.'

Level 2 Identifies strengths [2–3]

e.g. 'The development of Japan as a military force was based on Britain.'
'Western dress was a great influence.'
'Western learning influenced Japanese education.'
'Japan proved to be a strong military force.'

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.'
'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.'
'Japan became more progressive with the adoption of western clothes and calendar. Education was deemed important and universities developed.'

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.'
'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.'
'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.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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4 (a) Describe the Alliance System that existed in the early years of the twentieth century.

Level 1 General answer [1–2]

e.g. 'It was the balance of power.'

Level 2 Describes actions [2–5]

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

e.g. 'Europe was divided into two armed camps.'
'There was the Triple Alliance (1) of Germany, Austria–Hungary and Italy.' (1)
'There was the Triple Entente (1) consisting of Britain, France and Russia. (1)

(b) Why did the Moroccan crises of 1905–6 and 1911 increase tension between Germany, France and Britain?

Level 1 General answer [1]

e.g. 'Because the Kaiser was seen as a threat.'

Level 2 Identifies why [2–3]

(One mark for each.)

e.g. 'The Kaiser interfered over Morocco.'
'Britain and France stood together.'
'The Kaiser sent a gunboat to Agadir in 1911.'
'The Kaiser was trying to gain land.'
'The Kaiser was testing the Entente.'

Level 3 Explains why [4–7]

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

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

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(c) 'It was the assassination of Archduke Franz Ferdinand that made European war certain.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was the alliances which 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' aggressive attitude was responsible for war.'
'The growth of Serbia was responsible.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. '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.'

OR

'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.'
'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) What did Clemenceau hope to achieve from the Paris peace settlement of 1919–20?

Level 1 General answer [1–2]

e.g. 'He wanted to be harsh.'

Level 2 Describes hopes [2–5]

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

e.g. 'He wanted a weak Germany.'
'He wanted Germany to pay for the cost of the damage.'
'He wanted revenge on Germany for all the suffering.'
'He wanted revenge for the defeat in the war of 1870–71 and the loss of Alsace-Lorraine.'
'He wanted to ensure Germany could not attack France again by taking land and weakening industry, reducing her armed forces.'
'He wanted to split Germany into a number of small states. If not, Germany should lose the Rhineland, Saarland, Upper Silesia, Danzig and East Prussia.'

(b) Why was it difficult to make a peace settlement that would please everyone?

Level 1 General answer [1]

e.g. 'Because of the 'Big Three'.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'The 'Big Three' were from different countries with different ideas.'
'Citizens demanded more than politicians.'
'Clemenceau wanted to be too harsh.'

Level 3 Explains why [4–7]

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

e.g. 'Wilson had his 'Fourteen Points'. He wanted these to be the basis for peace. At Versailles he was forced to compromise as others were less idealistic. Clemenceau wanted France to be secure from future German attacks. This meant weakening Germany and reducing its military strength. The French wanted revenge on Germany for the destruction the war had caused. Lloyd George wanted to protect British interests but was aware that treating Germany too harshly would store up trouble for the future.'
'Lloyd George realised what was required if Germany was not to cause trouble but he had, however, promised the British people that he would 'squeeze the German lemon until the pips squeaked.'
'Neither Britain nor the USA shared France's enthusiasm for punishing Germany, nor did they want to provide guarantees for French security in the future.'
'Lloyd George was determined to preserve British naval power but this went against Wilson and his Fourteen Points.'
'Wilson wanted future world peace and more importantly self-determination. He had to place his hopes in the League of Nations.'

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(c) Which was the more important reason for Germany's dissatisfaction with the Treaty – the imposing of reparations or the war guilt clause? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They were both important.'

Level 2 Describes reparations and/or war guilt clause [2–3]

e.g. 'Reparations was the amount of money Germany had to pay for the damage it had caused.'
'Under the war guilt clause Germany had to accept blame for the war.'

Level 3 Explains reparations OR war guilt clause [3–5]

e.g. 'As Germany had accepted the blame for the war, the Allies could demand payment for all the damage caused. Germany was required to pay reparations to the Allies of £6600 million. The German economy was already in tatters. People had very little food. They feared reparations would cripple them. They also thought the total was too much as the Treaty had also taken away some of its main manufacturing areas, making it more difficult to make the payments. It was argued that the Kaiser was responsible, but that as he was no longer in power the ordinary people should not be punished. Many thought it was an attempt to bankrupt Germany.'

OR

'The war guilt clause forced Germany to accept full responsibility for the war. Germany thought that the 'war guilt' clause was particularly unfair as they thought the blame should be shared. They were not the only ones to blame. They had no choice but to accept. Because they were forced to accept blame they had to pay for all the damage.'

Level 4 Explains reparations AND war guilt clause [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'more important' [7–8]

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6 (a) What part did (i) the Council and (ii) the Permanent Court of Justice play in the organisation of the League of Nations?

Level 1 General answer [1–2]

e.g. 'They were both important in decision making.'

Level 2 Describes roles [2–5]

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

e.g. 'The Council was set up to deal with any dispute which arose between members by discussion before matters got out of hand. The Council had a range of powers including moral condemnation, economic and financial sanctions and military force. It met around five times a year and in cases of emergency.'
'This was a key part of the League's role of settling disputes peacefully. It gave decisions on border disputes, and legal advice to the Assembly or Council. It did not have the power to enforce its rulings.'

(b) Why did the Depression of the 1930s affect the work of the League?

Level 1 General answer [1]

e.g. 'There were many threats to the power of the League.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'Britain was more concerned about itself.'
'France built defences.'
'The Nazis came to power.'
'Japan and Italy attacked over countries.'

Level 3 Explains why [4–7]

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

e.g. 'Britain suffered high unemployment in the Depression. It was not willing to get involved sorting out international disputes while its own economy was suffering.'
'The US was unwilling to support economic sanctions imposed by the League when its own trade was in such a mess.'
'In Germany, unemployment and poverty led people to elect the Nazis, who promised to solve economic and social problems. Hitler and the Nazis made no secret of their plan to overturn the Treaty of Versailles, which the League was supposed to uphold, and regain lost German territory.'
'Worried about the growth of the power of the Nazis, France started building a series of frontier defences on its border with Germany.'
'In Italy economic problems encouraged Mussolini to try to build an overseas empire to distract people's attention away from the difficulties the government faced.'
'In Japan the Depression threatened a complete collapse of the country's industry. This led to Japan taking over Manchuria.'

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(c) How successful was the League of Nations? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was a success as it settled disputes.'
'It failed as war broke out.'

Level 2 Identifies success and / or failure [2–3]

e.g. 'It successfully settled border disputes in the 1920s.'
'It failed with Vilna and Corfu.'
'Dealt with disputes in S. America.'
'It was successful in dealing with smaller nations.'
'It was successful with humanitarian work.'
'It failed in the 1930s.'

Level 3 Explains success OR failure [3–5]

e.g. 'It resolved disputes in 1920 over border issues. An example of this is the dispute between Sweden and Finland over the Aaland Islands. The League decided they were to go to Finland. Sweden accepted and war was avoided.'
'In 1921 it helped to arrange a plebiscite in Upper Silesia after both Poland and Germany had claimed the land. The League followed the vote but also made special arrangements. Both countries accepted the League's decision.'
'The League successfully arranged international help to prevent the collapse of the Austrian and Hungarian economies (1922–3).'

OR

'Mussolini was ordered to withdraw from Corfu which he did. The Greeks were made to pay compensation when Mussolini used his influence with the Conference of Ambassadors. This undermined the League, thus reducing its power.'
'The League was ignored when it requested Poland to withdraw from Vilna. Poland refused and remained in Vilna. The League took no action.'
'The League failed over Manchuria where it took twelve months for the Lytton Report and the League did nothing more than condemn Japan's actions. When the Report was accepted Japan left the League. This undermined the League thus reducing its power.'
'The League imposed sanctions on Italy after they invaded Abyssinia but these were ineffective as they did not include oil. Britain was looking after its own needs rather than those of the League. Behind the scenes the Hoare-Laval Plan showed that Britain and France were not prepared to take action, which undermined the League.'
'The Great Powers continued to make agreements outside the League such as the Washington Naval Agreement (1922) and Locarno. The League failed on disarmament when the Disarmament Conference of 1932-3 collapsed and this led directly to Germany leaving the League.'

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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7 (a) What was the Ho Chi Minh trail?

Level 1 General answer [1–2]

e.g. 'A line of communication.'

Level 2 Describes the Ho Chi Minh trail [2–5]

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

e.g. 'The Vietcong supply route from North Vietnam.'
'A series of supply lines through the jungle that were vital to the Communists along which supplies from China were sent to South Vietnam.'

(b) Why did the USA become increasingly involved in Vietnam in the years up to 1965?

Level 1 General answer [1]

e.g. 'To help South Vietnam.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'To stop the spread of Communism.'
'To enforce American policy.'
'A warship was attacked.'
'Congress authorised support.'

Level 3 Explains why [4–7]

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

e.g. 'Until 1954 the USA supported the French against the Vietminh. After 1954 they continued to send aid, equipment and military advisers with the number of advisers steadily increasing to support Diem.'
'South Vietnamese commandos helped by the US warship Maddox attacked North Vietnamese radar stations. The Maddox was then attacked by three North Vietnamese torpedo boats. There were no losses. The captain of the Maddox then reported he had been attacked. As an election was imminent. Johnson wanted to get tough on communism. Johnson ordered American planes to bomb North Vietnam naval bases.'
'In August 1964, Johnson told Congress that an attack had taken place and Congress gave him power to do 'any thing necessary' to defend freedom in South East Asia.'
'In February 1965 the Vietcong attacked American air bases. Johnson ordered 'Operation Rolling Thunder' and in March sent American soldiers to protect American air bases.'

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(c) 'The USA lost the Vietnam War because its military strategy and tactics were wrong.' 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. 'The war was extremely costly.'
'American tactics were wrong for the jungle.'
'Change of government policy, e.g. vietnamisation.'
'It was the use of guerrilla warfare.'

(Allow description of Tet Offensive here.)

Level 3 Explains agreement OR disagreement [3–5]

e.g. '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 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 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.'
'Public opinion was changing. The war was very costly in terms of military supplies and yet the Vietcong could still attack Saigon.'
'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 Soviet response to events in Hungary in 1956.

Level 1 General answer [1–2]

e.g. 'They used force.'
'They used the military.'

Level 2 Describes events [2–5]

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

e.g. 'Khrushchev sent in tanks but they were withdrawn after a week. On 4th November 200 000 Soviet troops and 2,500 tanks arrived in Budapest.'
'After two weeks of bitter street fighting it is thought that 27 000 Hungarians had died and Soviet control was restored. Modern-day estimates suggest around 4000 Hungarians were killed.'
'Hard-line Soviet control was re-established under Kádár and Nagy was captured and hanged (1958).'
'It prevented Hungary leaving the Warsaw Pact.'
'The Soviet Union was not prepared to let go of countries within its sphere of influence.'

(b) Why was the Soviet Union worried by developments in Czechoslovakia in 1968?

Level 1 General answer [1]

e.g. 'It was threatened.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'Reforms were threatening Soviet control.'
'If freedom granted for one, others would follow.'
'Actions were against the Brezhnev Doctrine.'

Level 3 Explains why [4–7]

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

e.g. 'Brezhnev was the new Soviet leader and he was just as determined as previous leaders to maintain Soviet control of Eastern Europe and he felt this control was being threatened.'
'Dubcek was appointed to lead the country. He wanted to modernise communism, talking about 'socialism with a human face'. These reforms were known as the 'Prague Spring'. The Soviets saw them as a threat.'
'Dubcek assured Brezhnev that he did not want to leave the Warsaw Pact but Brezhnev knew that if control was lessened in one country others would follow.'

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(c) 'The inspiration provided by Solidarity was more important in bringing about the collapse of Communism in Eastern Europe than the policies of Gorbachev.' How far do you agree with this statement? 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.'
'Gorbachev introduced reforms.'
'He made links with the West.'
'Communist satellites were no longer dominated.'
'He introduced 'perestroika' and 'glasnost'.'
'Solidarity was responsible more than Gorbachev.'

Level 3 Explains the inspiration of Solidarity OR the policies of Gorbachev [3–5]

e.g. '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. '
'The Solidarity movement was important because it highlighted the failure of Communism to provide good living standards and this undermined Communism's claim to be a system which benefited ordinary people. It highlighted inefficiency and corruption and showed that a Communist government could be resisted.'

OR

'Gorbachev proposed many changes that the hard-line communists 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.'
'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. These proposals were introduced too quickly.'
'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.'

Level 4 Explains the inspiration of Solidarity AND the policies of Gorbachev [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 methods did the Nazis use to gain support in elections before 1933?

Level 1 General answer [1–2]

e.g. 'They did not give detail.'

Level 2 Describes methods [2–5]

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

e.g. 'They promised employment.'
'They promised to deal with those responsible for Germany's problems.'
'One leader – traditional values.'
'They issued posters and pamphlets.'
'The SA and SS gave the impression of discipline and order.'
'They organised soup kitchens and hostels for the unemployed.'

(b) Why was Hitler able to become Chancellor in 1933?

Level 1 General answer [1]

e.g. 'Because he gained support.'

Level 2 Identifies why [2–4]

(One mark for each.)

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

Level 3 Explains why [4–7]

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

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

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(c) 'The Reichstag Fire was more important than the Night of the Long Knives in enabling Hitler to establish control over Germany.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They were both equally important.'

Level 2 Identifies reasons [2–3]

e.g. 'After the Reichstag fire Hitler gained an emergency decree.'
'Communists were accused of plotting.'
'It helped Hitler in the elections.'
'The Night of the Long Knives removed opposition.'
'The Night of the Long knives ensured a loyal army.'

Level 3 Explains impact of one [3–5]

e.g. 'Hitler and the Nazis hated the Communists and the arrest of Van der Lubbe gave Hitler evidence that the Communists were plotting against his government. On the night of the fire, 4000 leading Communists were arrested and imprisoned to remove the threat.'
'To increase Nazi control, the next day Hitler persuaded the President to pass an emergency decree suspending all articles in the constitution which had been introduced by the Weimar and which guaranteed personal liberty including freedom of speech. It gave the police powers to search houses, confiscate property and detain people without trial. He used these powers to intimidate voters.'
'The Nazis hated the Reichstag as it was seen as a symbol of the Weimar Republic. Its burning down removed this symbol.'
'The fire occurred just before the March 1933 election. Hitler turned this to his advantage and blamed the Communists, stating it was the beginning of an uprising. He demanded, and was given, special powers to deal with the situation. In the election, the Nazis won their largest ever share of the votes.'
'Hitler did not have an overall majority of seats in the election and so he used the emergency powers to prevent the Communists from taking up the 81 seats they had won.'

OR

'A significant threat to Hitler came from within the Nazi party. The SA had become a major problem. Röhm, leader of the SA, had left-wing views which would offend the businessmen that Hitler now wanted to work with. Röhm also wanted to merge the SA into the German army and for him to have control, but Hitler feared this would lose him the army's support.'
'On 30 June 1934 Hitler ordered the SS to arrest and murder the leaders of the SA. Hundreds were killed including Röhm and von Schleicher. Hitler used the excuse that Röhm was planning a revolution to justify his actions in removing a potential threat to his overall control. He was praised by the president for his actions.'

Level 4 Explains impact of both [5–7]

Both sides of Level 3.

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

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10 (a) What was the Hitler Youth?

Level 1 General answer [1–2]

e.g. 'A leisure activity organisation.'

Level 2 Describes the Hitler Youth [2–5]

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

e.g. 'An organisation which offered a variety of leisure pursuits.'
'An organisation which aimed to control young people.'
'An opportunity for boys and girls to enjoy weekend trips, camps, walking and sports.'
'An organisation which indoctrinated young people into accepting Nazi ideas with loyalty and obedience to Hitler.'
'A training ground for the army with physical activity and military drill.
'A training ground for young women in home-making.'

(b) Why did Hitler persecute minority groups in Germany?

Level 1 General answer [1]

e.g. 'Because of their beliefs.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'Because the Nazis believed they were superior.'
'They thought other races were not worthy of respect.'
'Because they had caused Germany to lose the war.'
'Because they were not Aryans.'
'Their race was the master race.'
'To maintain the German race.'
'To remove opposition.'

Level 3 Explains why [4–7]

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

e.g. 'Nazis believed they were the master race (Aryan) and that other races were inferior. The Nazis persecuted other groups including homosexuals and the mentally disabled as they did not match up to the master race.'
'Nazi propaganda blamed the Jews for the defeat in the First World War and the Communists were accused of undermining Germany's efforts in the First World War.'
'Homosexuality was despised by the Nazis as it was not in keeping with their ideal of Aryan masculinity. Disabled people were also considered as not part of the master race.'
'People of Eastern European descent also received harsh treatment at the hands of the Nazis, who considered them racially inferior. They also lost their citizenship.'

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(c) How successful were the Nazis in winning the support of young people? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They were not successful as they were often put under pressure to give support.'

Level 2 Identifies aspects of winning / opposition [2–3]

e.g. 'Many joined the Hitler Youth.'
'Those who opposed joined the Edelweiss Pirates.'
'There was much indoctrination.'

Level 3 Explains winning support OR opposition [3–5]

e.g. 'The Hitler Youth was founded in 1926. By 1939 it had over seven million members, the vast majority of young Germans. It was used to prepare boys and girls for their roles in life. Many were happy to join as other associations were banned and this offered many activities.'
'The League of German Maidens offered domestic skills and preparation for motherhood. Many were happy to join as there were few other organisations for them. Many enjoyed the activities such as camping and the sports.'

OR

'The Nazis must have thought they were not winning support as they thought it necessary to change the school curriculum so as to indoctrinate young people.'
'In 1936 membership of the Hitler Youth was made compulsory although some young people were reluctant to join. About one million failed to join. Many joined the Catholic Youth organisation rather than the Hitler Youth.'
'In schools, through the curriculum, children were indoctrinated into Nazi ideals and racial beliefs.'
'In the late 1930s gangs began to appear on street corners. They had their own music and looked for Hitler Youth members to beat them up.'
'Some gangs considered themselves part of a wider group called the Edelweiss Pirates. They were anti-authority and anti-Nazi. During the war they helped deserters and escaped prisoners.'
'The "Swing" movement was mainly middle-class teenagers. They listened to American and English music, preferring jazz to regimentation. They accepted Jews at their clubs.'

Level 4 Explains winning support AND opposition [5–7]

Both sides of Level 3.

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

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11 (a) On his return to Russia in April 1917, what immediate actions did Lenin take to weaken the Provisional Government?

Level 1 General answer [1–2]

e.g. 'He weakened the position of the Provisional Government.'

Level 2 Describes actions [2–5]

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

e.g. 'He set out the Bolshevik programme in his April Theses.'
'He urged people to support the Bolsheviks in a second revolution.'
'He promised 'Peace, Land and Bread' and 'All power to the Soviets'.'
'He tried to get people to believe the war should end immediately.'

(b) Why, in the second half of 1917, did the authority of the Provisional Government steadily collapse?

Level 1 General answer [1]

e.g. 'They lost support.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g 'Lenin changed the power base in the Petrograd Soviet.'
'The Bolsheviks increased their power.'
'Unrest in the countryside increased.'
'The failing war effort increased problems.'
'They faced the threat of Kornilov.'

Level 3 Explains why [4–7]

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

e.g. 'Lenin worked to persuade the Bolsheviks to overthrow the Provisional Government by stopping the close co-operation of the Petrograd Soviet and the government by ensuring more Bolsheviks became members.'
'He began to organise the Bolsheviks. He used money from Germany to do this. The Bolsheviks ran several newspapers to spread their views, local committees were set up and the Red Guard introduced.'
'The war effort was failing. Soldiers were deserting in their thousands from the army. Kerensky rallied the army for a great 'June Offensive'. It was a disaster. Riots followed.'
'The returning deserters ignored the orders of the government and began taking control of the countryside. They did not want to miss their turn when land was shared out.'
'In July (the 'July Days'), Bolshevik-led protests turned into rebellion demanding government by the Soviets. Although Kerensky put the rebellion down, the real power had gone from the upper and middle classes to the Petrograd Soviet.'
'In August General Kornilov tried to seize power. Kerensky had to turn to the Bolsheviks, the only group who could save him. Kornilov failed but the Bolsheviks emerged with great credit, increased popularity and a majority in the Petrograd and Moscow Soviets.'

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(c) 'The Whites lost the Civil War because they failed to agree their aims.' 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 Whites lack of clarity of aims OR other reasons [3–5]

e.g. 'The Whites were not united. They were made up of many different groups, all with different aims. An aim for one group was to bring about the return of the Tsar and the landlords. This was unpopular with the peasants. Britain and France sent troops because they were concerned about the rise of Communism.'
'The only aim the Whites had in common was the defeat of the Bolsheviks. They could agree on little else. Some wanted the Tsar back, some a military dictator. Others wanted constitutional government, others revolutionary change. The Bolsheviks only had one aim – to stay in power so that they could build a new Socialist society.'

OR

'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.
'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 Whites lack of clarity of aims 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) (i) Who were the kulaks?
(ii) What was a kolkhoz?

Level 1 General answer [1–2]

e.g. 'A group of people.'
'A farm.'

Level 2 Describes features [2–5]

(One mark for relevant point; additional mark for supporting detail.)
Note: Maximum of four marks for one.

e.g. **(i)** 'A kulak was a rich peasant who owned his own land and animals.'
'A group who emerged from the reforms of Stolypin.'
'A group hated and removed by Stalin.'

(ii) 'A kolkhoz was a collective farm.'
'A large farm, made up by joining together smaller farms, under collectivisation.'
'A large farm created to introduce more efficient farming methods.'

(b) Why did Stalin want to modernise the USSR?

Level 1 General answer [1]

e.g. 'To gain greater control.'
'To make improvements.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'Farming methods were outdated and not producing enough food.'
'Collectivisation fitted in with common ownership.'
'To deal with the kulaks.'
'To transform the Soviet Union.'
'To survive against a capitalist attack.'
'To spread communism.'

Level 3 Explains why [4–7]

(Award one mark for 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.'
'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 the kulaks, whom he disliked.'
'Stalin believed that the Five Year plans were the only way to transform the Soviet Union into an industrial power in a short space of time. He feared an attack from surrounding capitalist countries at any time. Only a strong industrial economy could produce wealth and modern weapons to survive if an attack happened.'

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'Stalin thought that if he turned the peasants into industrial workers, he would be able to broaden the support for communism among the people of the Soviet Union. He wanted to reduce the power of the peasants, whom he deeply distrusted, whilst at the same time increasing wealth and providing luxury consumer goods.'
'He felt that the success of the Soviet economy would impress workers around the world and increase the appeal of communism in other countries.'

(c) How far was Stalin's policy of collective farming successful? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'There was chaos in the countryside.'

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

e.g. 'There was limited food for the peasants.'
'The kulaks were wiped out.'
'There was a famine.'
'Food was sold abroad.'

Level 3 Explains success OR failure [3–5]

e.g. 'Stalin had difficulty convincing the peasants about collectivisation. They were being asked to grow crops such as flax for Russia's industry rather than grain to feed themselves.'
'The peasants were suspicious of the government and disliked the idea that the farms were under the control of the local Communist leader. They were concerned about the speed of introduction.'
'The struggle with the kulaks became grim and bitter. The government had to use propaganda against the kulaks and this soon turned to violence. Requisition parties took the food required by the government. Many kulaks were arrested and sent to labour camps.'
'Not surprisingly, food production fell and there was a famine in 1932–3. Millions died in Kazakhstan and the Ukraine, Russia's richest agricultural region.'

OR

'One of the aims was to raise money for his industrial programme by selling food abroad. This did happen.'
'Larger farms enabled the introduction of new methods and machinery such as fertilisers and tractors to aid increased production.'
'By 1941 almost all land was organised under the collective system. Stalin had achieved his aim of collectivisation.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3.

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

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13 (a) What were the main problems facing American agriculture in the 1920s?

Level 1 General answer [1–2]

e.g. 'They lost markets.'

Level 2 Describes problems [2–5]

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

e.g. 'The demand from Europe fell.'
'Canada was more efficient.'
'There was over-production.'
'Improved machinery such as the combine harvester made US agriculture too efficient.'
'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.'

(b) Why did some US industries not benefit from the economic prosperity of the 1920s?

Level 1 General answer [1]

e.g. 'Because they had traditional approaches.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'The traditional industries lost markets.'
'People spent their money on cheaper products.'
'Cleaner fuels were used.'
'World trade declined.'

Level 3 Explains why [4–7]

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

e.g. 'In the long-established traditional industries consumer demand did not grow as fast. The markets for these goods were long established and the products were not new and exciting.'
'Some traditional industries faced competition from the newer industries such as cotton vs man-made fibres and oil, as people switched to electricity.'
'Coal lost ground to oil, gas and electricity, and mines closed.'
'Shipbuilding suffered because of a decline in world trade.'
'New production methods made newer goods cheaper to produce.'

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(c) 'Republican policies were the most important factor in causing the boom in America in the 1920s.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes, because they offered protection.'

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. '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 than 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 keep working hours long.'

OR

'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.'
'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.'

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) Describe the human consequences of the Wall Street Crash.

Level 1 General answer [1–2]

e.g. 'People were desperate.'

Level 2 Describes the human consequences [2–5]

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

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

(b) Why was the Wall Street Crash so sudden?

Level 1 General answer [1]

e.g. 'Because of speculation.'

Level 2 Identifies why [2–4]

(One mark for each.)

e.g. 'The economy was over producing.'
'Sales were falling.'
'Investors started to panic.'

Level 3 Explains why [4–7]

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

e.g. 'By 1929 sectors of the economy were showing signs of strain after the boom years of the 1920s. The boom was based on increased sales of consumer goods. American industry was producing more than they could sell as most middle class families had brought what they needed.'
'Normally, surplus goods would be exported but people in Europe could not afford American goods and Europe had introduced tariffs in response to America's.'
'By the summer of 1929 these weaknesses were beginning to show and industrial output showed a fall for the first time in four years. Speculators on the stock market became nervous about the value of their shares and began to sell. Soon panic set in with investors trying to sell their shares. The banks were not prepared to support the price of shares and so speculators began selling at a loss.'

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(c) 'Hoover's policies were the most important factor in Roosevelt's Presidential election success in 1932.' 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) What were the features of Chinese Communism?

Level 1 General answer [1–2]

e.g. 'It was to be equitable.'

Level 2 Describes the main features [2–5]

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

e.g. 'The peasants were the basis of true communism.'
'Industry was to develop but in small units scattered throughout the countryside.'
'Wages were to be equal between all classes, with the peasants sharing in the greater wealth.'
'There was to be no middle class of specialist workers or managers.'
'Manual labour was the way forward in increasing China's agricultural and industrial production.'
'People should be converted to communism by persuasion and the Party should listen to criticism.'

(b) Why did the western powers support Chiang Kai-shek as the ruler of China after 1945?

Level 1 General answer [1]

e.g. 'They did not like Communism.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The powers did not want a Communist state in China.'
'They had been partners during the Second World War.'
'The western powers feared further Communist expansion.'

Level 3 Explains why [4–7]

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

e.g. 'The USA was hostile to Communism in China. If Mao was successful in China, the USA would see this as part of the worldwide advance of Communism.'
'If Chiang fell and Communism took over in China, this could be the launch pad for further Communist expansion in the Far East such as Korea and Vietnam.'
'Chiang had helped the western allies during the Second World War fight the Japanese. He had been supplied by air and the famous 'Burma Road'.'
'Despite the corruption of Chiang's regime, the western powers had known Chiang for a long time and knew how to work with him for their own advantage.'

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(c) 'The People's Liberation Army was the main reason for the success of the Communists in the Civil War.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was Mao's leadership.'
'The Nationalists lost support.'

Level 2 Identifies reasons [2–3]

e.g. 'The People's Liberation Army used different tactics.'
'Mao had the support of the peasants.'
'The Nationalists treated the people harshly.'
'Mao was seen as looking after China's interests.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Red Army used guerrilla tactics against the more conventional modern equipped KMT.'
'The Communist army fought hard against the Japanese and gained support for their cause compared to the lack lustre efforts of the KMT.'
'The People's Liberation Army was well commanded compared to the corrupt leadership of the KMT. The KMT leaders treated the areas they went into badly, unlike the Red Army.'
'It was Mao's leadership which was the main reason for winning the Civil War. He was a popular leader as a result of the Long March. He also fought hard against the Japanese and he was recognised for defending China's interests.'
'Mao ensured the Communists were popular. They cared for the peasants and did not take their businesses. They treated people fairly, keeping firm law and order.'
'Chiang became more and more of a dictator. Inflation was high and aid from the USA went into the pockets of Chiang, his family and friends.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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16 (a) What was a 'people's court'?

Level 1 General answer [1–2]

e.g. 'A court set up by the Communists.'
'A court set up by the villagers.'

Level 2 Describes features [2–5]

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

e.g. 'People's courts were set up in the early years of the Chinese Communist state.'
'The courts were often formed by villagers with help from local Communist officials.'
'The court was set up to deal with landlords, who often were executed because they had been an 'evil' to the Chinese people.'
'In 1951 alone, these courts executed over 250,000 landowners and capitalists.'

(b) Why did the Communists reform agriculture in the years up to 1965?

Level 1 General answer [1]

e.g. 'To change farming.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To satisfy the peasants.'
'To remove the landlords.'
'To increase production.'
'To re-allocate land.'
'To promote communist ideas.'

Level 3 Explains why [4–7]

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

e.g. 'To change the system of landowners by removing ownership from the rich and transferring it to the poor peasants.'
'To increase the share of food for the poor peasants.'
'To re-educate the landlords in the ways of communism or give them death sentences to destroy the threat of the landowning class to communism.'
'To increase grain production by using modern methods.'

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(c) How effective were Mao's efforts to introduce social changes in the first fifteen years of Communism? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'He improved life as he introduced change.'

Level 2 Identifies impact [2–3]

e.g. 'Land reform was introduced.'
'The status of women was improved.'
'Transport was improved.'
'Health and health care improved.'
'The Great Leap Forward and Cultural Revolution were disasters.'
'People starved to death.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In 1950, Mao introduced Land Reform where land in the villages was shared out among the peasants and landlords were punished.'
'In 1953, the Five Year Plans were introduced with a focus on improving transport systems. This was achieved.'
'By the mid 1960s, over 90% of the population had a basic grasp of reading and writing.'
'The cities were cleaned up to improve health and health care became free.'
'The rights of women were improved. Mao banned arranged marriages and allowed women to divorce.'
'Under the 'let a hundred flowers bloom', there was an opportunity to voice their opinions.'
'The number of partially trained doctors in villages increased.'

OR

'There was a food shortage and in 1953 co-operatives were encouraged to increase agricultural production.'
'Society was closely controlled as he did not want independent thought. China was flooded with propaganda. The media was controlled. There was a fear of being labelled anti-communist.'
'After the government was bombarded with criticism, the 'hundred flowers' ended abruptly. The Great Leap Forward abolished private land and property and introduced communes.'
'The Great Leap Forward was a disaster. At least 30 million Chinese starved to death between 1958 and 1962. There was a slump in production of manufactured goods and agricultural produce.'
'The Cultural Revolution plunged China into deep crisis as the Red Guards ran riot. Over a million died.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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17 (a) In what ways were the Uitlanders treated badly in the Transvaal?

Level 1 General answer [1–2]

e.g. 'The Boers did not like the Uitlanders.'

Level 2 Describes treatment [2–5]

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

e.g. 'The Boers called immigrants 'Uitlander', which meant 'foreigner' in Afrikaan.'
'They were treated as second class citizens with no vote and no rights.'
'They had no constitutional means of airing grievances.'
'Kruger's government imposed very high taxes on the Uitlanders.'
'Kruger feared the Uitlanders as they were mainly British. He thought that these would spread British influence even more in the Transvaal. Therefore, to gain the vote you had to be resident for 14 years and be over 40 years old.'

(b) Why did the Jameson Raid (1895–6) fail?

Level 1 General answer [1]

e.g. 'It was not properly organised.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'There was no rising in Transvaal to support it.'
'Politicians took action.'
'Jameson was defeated.'

Level 3 Explains why [4–7]

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

e.g. 'It was supposed to be a secret but was not well kept in Johannesburg and the Boers realised trouble was brewing. The police prepared for action.'
'The politicians began to make concessions by agreeing to reduce some import duties, increase subsidies for English-speaking schools and to reconsider the whole issue of voting rights.'
'Jameson continued without support and was defeated.'
'The Uitlanders failed to revolt.'

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(c) 'Neither side gained from the Anglo-Boer War of 1899–1902.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'This is not true as the Boers lost.'

Level 2 Identifies impact [2–3]

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

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The scorched earth policy of Kitchener destroyed many farms and Britain paid £3 million towards restocking the devastated farms.'
'Around 22,000 troops lost their lives and the cost to the taxpayer was £220 million.'
'There was considerable media coverage of the brutality of war. The use of concentration camps was a disaster for the British, their poor sanitation causing the deaths from disease of 28,000 Boer women and children and many thousands of Black people.'

OR

'The Boers felt they were the victims of a monstrous British injustice as the two republics, with the gold fields, became part of the British Empire. For many Afrikaner leaders the early twentieth century was the time to right these wrongs.'
'The extensive international opposition to Britain's methods created a mood of change as the British became less enthusiastic about their Empire.'
'In 1906–7, the Liberal Government tried to wipe out some of the bitterness by restoring the independence of Transvaal and Orange Free State.'
'In 1910, the four independent South African states became a self governing dominion, the Union of South Africa.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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18 (a) Describe the growing unrest and militancy amongst black South Africans between 1944 and 1948.

Level 1 General answer [1–2]

e.g. 'There were strikes and protests.'

Level 2 Describes events [2–5]

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

e.g. 'The ANC was campaigning for the abolition of the Pass Laws.'
'Blacks demanded better living conditions.'
'Because of poor conditions there was a dramatic increase in strikes.'
'Protests took place because a wave of migration to the towns created a shortage of housing.'

(b) Why did the Nationalist government of 1948 introduce a policy of apartheid?

Level 1 General answer [1]

e.g. 'It wanted to keep racial groups separate.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It was the policy of the Nationalists.'
'It favoured the white minority.'
'It won the election standing for apartheid.'
'It had won over white voters.'

Level 3 Explains why [4–7]

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

e.g. 'The National Government won the 1948 election standing for the policy of apartheid. This was to separate the different peoples living in South Africa so that they can develop their lives separately.'
'The Nationalists had won over the Transvaal farmers and white workers in the industrial heart of South Africa.'
'The National Government represented the white minority and apartheid gave particular privileges to those of European origin.'

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(c) How successful were the ANC and other opposition groups between 1948 and 1960? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'At times they were able to achieve notice and support.'

Level 2 Identifies impact [2–3]

e.g. 'The ANC held a campaign of defiance in 1952.'
'The Charter Congress was held.'
'Civil disobedience was encouraged.'
'Women played a prominent role.'

Level 3 Explains success/lack of impact of ANC OR other groups [3–5]

e.g. The ANC planned a campaign of defiance in 1952 led by Mandela with ANC supporters all over South Africa defying apartheid regulations. They were arrested in their thousands. Their actions gained publicity in newspapers abroad and within the United Nations. Membership increased and the ANC was becoming the voice of Black resistance.'
'The ANC held a Charter Congress in 1955 at which delegates could put forward their demands. These were incorporated into a Freedom Charter, a manifesto for the ANC and a basis for future campaigning.'
'The ANC adopted 'stay-at-home' days as part of civil disobedience.

OR

'The extension of the Pass Laws to women resulted in peaceful demonstrations in many parts of South Africa. In 1956, a group of women were refused permission to meet with the government minister responsible.'
'Many liberal women founded the Black Sash Movement and worked to help black women through advice centres.'

Level 4 Explains success/lack of impact of ANC AND other groups [5–7]

Both sides of Level 3.

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

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19 (a) Describe how the Germans established a protectorate over Namibia in the 1880s.

Level 1 General answer [1–2]

e.g. 'The Germans wanted to protect Namibia.'

Level 2 Describes events [2–5]

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

e.g. 'The German flag was raised in Namibia in 1884.'
'The Germans tried to make protection treaties with Namibian leaders.'
'Buttner was given the job of arranging the treaties.'
'In 1885 the Germans made a treaty with Chief Maharero.'

(b) Why were the 'Protection Treaties' of 1885 significant?

Level 1 General answer [1]

e.g. 'To change Namibian rule.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To strengthen Germany's claim to Namibia.'
'To split the tribes.'
'To satisfy German claims.'

Level 3 Explains why [4–7]

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

e.g. 'It was an opportunity for the Germans to put protection into practice. These treaties were to make the German claim to Namibia legal according to international law of the imperialist states.'
'The treaties were to be with different leaders. In this way, they could divide the Namibian communities and prevent a united Namibian opposition. If they were divided, the Germans would find it easier to control the people and the country.'
'The chiefs promised to protect the life and property of the Germans and to allow them to trade.'

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(c) 'The loss of land to German settlers was the main cause of the War of National Resistance (1904–8).' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Brutal colonial oppression was responsible.'

Level 2 Identifies reasons [2–3]

e.g. 'Land robbery.'
'The building of the railway.'
'Robbery of cattle.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Large areas of land had been taken away from the Namibian communities in the centre and the south and given to the increasing numbers of German settlers.'
'In 1898 a German decree ordered the setting up of reserves for Namibians. The Namibians were being treated like foreigners in their own country.'
'In 1903, the construction of the railway to Otavi began and went right through the heartland of the Hereros. No notice was taken of Namibian settlements. People had to move without compensation.'

OR

'German rule was oppressive and cruel. The colonial authorities crushed any attempt at opposition, but did not stop the violations of Namibian communities. Murders, rapes and beatings were common.'
'Cattle were a necessity of life for Namibians. Without their land and cattle they could hardly survive. The authorities took their cattle; so did the traders. Cattle were taken to pay a debt for goods bought from traders.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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20 (a) What did Israel do with territories occupied during the Six Day War?

Level 1 General answer [1–2]

e.g. 'Israel decided to keep the territory.'

Level 2 Describes gains [2–5]

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

e.g. 'The Israelis increased their lands. They captured Sinai, the Gaza Strip, the West Bank and the Golan Heights.'
'They had control of the Old City of Jerusalem.'
'Israel decided to ignore a UN order to return the captured territory.'
'The Israelis thought this territory would act as a series of buffer zones between Israel and the Arab states and this meant that it would be much easier to defend Israel.'

(b) Why were the Superpowers concerned by the Yom Kippur War?

Level 1 General answer [1]

e.g. 'They were concerned about the outcome.'
Both superpowers were already heavily involved elsewhere in the world.

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The USA feared Sadat's motives.'
'The USA was busy with the Vietnam War.'
'The USSR was distracted over Poland and China.'
'The USA was concerned over oil supplies.'

Level 3 Explains why [4–7]

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

e.g. 'Both superpowers were concerned over the outcome of the Yom Kippur War. The USA had supported Israel with funds and arms, while Egypt had been equipped with Russian arms and their army had been trained by Russian experts. Both superpowers had a lot to lose in prestige.'
'The USA feared Sadat's motives. Was it to remove Israel or to gain back land lost by the Arab states? Was either desirable to Washington? The USSR supported Sadat but also wanted the recognition of Israel to exist in the eyes of the Arabs. Likewise, the USA supported Israel but also wanted the Palestinians helped.'
'Both the USA and USSR were heavily involved in foreign affairs already. The USA was trying to end the war in Vietnam, while the USSR was distracted by problems in Poland and a continuing disagreement with China.'
'During the War, the Arab oil-producing states tried to put pressure on the USA by reducing oil supplies. This caused inflation and an energy crisis in the world's industrial nations.'

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(c) 'The Camp David Accords (1978) were more important than the Oslo Accords for the Middle East.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Both were equally important.'
'Both were trying to achieve lasting peace.'

Level 2 Identifies impact [2–3]

e.g. 'At Camp David, concessions were made to the Palestinians.'
'At Camp David, Egypt and Israel made peace.'
'At Oslo, Israel recognised the PLO.'
'At Oslo, the PLO recognised the right of Israel to exist.'

Level 3 Explains success/ failure of Camp David OR Oslo [3–5]

e.g. 'It was agreed at Camp David that Israel would gradually leave Sinai and go back to the borders of 1948.'
'Israel agreed to allow Palestinians in the West Bank some rights of self government within five years.'
'Egypt agreed to allow ships going to and from Israel to use the Suez Canal.'
'After thirty years of conflict, Egypt and Israel were at peace with each other.'
'The treaty signed at Camp David was condemned by the PLO and most other Arab states and there was clearly a long way to go before similar treaties could be signed by Israel with Syria and Jordan.'
'Begin stated that Israel would never return the Golan Heights to Syria and the West Bank would never be part of an independent Palestinian state.'

OR

'In the Oslo Accords, Israel formally recognised the PLO and the PLO recognised the right for Israel to exist and promised to give up terrorism.'
'The Palestinians were to be given limited self-rule in Jericho and in part of the Gaza Strip, areas occupied by Israel since the 1967 war. Israeli troops would be withdrawn from these areas.'
'Extremists opposed the agreement. The Popular Front for the Liberation of Palestine still wanted a completely independent Palestinian state. Israeli settlers on the West Bank were against all concessions to the PLO.'
'This treaty led to other steps such as in 1995 Israel agreeing to withdraw troops from most of the West Bank in stages and all Palestinian prisoners held by Israel would be released in phases.'

Level 4 Explains success/failure of Camp David AND Oslo [5–7]

Both sides of Level 3.

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

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21 (a) Describe Jewish immigration into Palestine between 1945 and 1950.

Level 1 General answer [1–2]

e.g. 'There was movement into Palestine after the Second World War.'

Level 2 Describes events [2–5]

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

e.g. 'There had been considerable movement by Jewish immigrants into Palestine during the late 1930s and early 1940s because of persecution in Europe.'
'After the Second World War, many Jews wanted to live in their ancient homeland of Palestine. The USA encouraged this movement and suggested 100,000 a year.'
'The British wanted a limit of 10,000 Jewish immigrants so as not to offend the Arabs.'
'The limit led to terrorist campaigns against the Arabs and British, including the blowing up of the King David Hotel in Jerusalem.'
'The British turned back ships bringing Jewish immigrants to Palestine, such as the Exodus. The Arabs thought the British were allowing in too many, while the Jews thought too few.'

(b) Why have Israeli settlements on the West Bank been such a controversial issue?

Level 1 General answer [1]

e.g. 'They prevented peace.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Expansion of these settlements created tension.'
'They continued to grow.'
'They caused uprisings against Israeli rule.'
'It led to the 'Intifada.'

Level 3 Explains why [4–7]

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

e.g. 'After the 1967 War, the Labour government established a small number of settlements in the West Bank for defensive reasons. Likud wanted more, with some members wanting to annex the whole territory. When Likud came to power in 1977, the number of settlements went from less than 4000 to well over 100,000.'
'Again in 1996, when Likud returned to power, the government's first act was to expand Jewish settlements.'
'Tension was acute in the large West Bank town of Hebron. Here there is a large Jewish settlement and the settlers are protected by armed Israeli soldiers.'
'In 1987, the Palestinians of the West Bank began an uprising against Israeli settlements and rule. For over five years young Palestinians confronted Israeli troops with stones and petrol bombs. This became known as the 'Intifada'.'

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(c) How far have the Jewish people of Israel been united in how to deal with Arab neighbours? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'There was open hostility when the Israeli state was first formed.'

Level 2 Identifies impact [2–3]

e.g. 'In 1948, Israel had to defend itself against all Arab states.'
'Israelis have been hostile to Syria's aggression.'
'Jordan removed the PLO and Israelis became friendly.'
'Israeli-Iraq relations have always been cool.'
'Lebanese-Israeli relations have been hostile for long periods.'
'Some Israelis want a Palestinian state but most have been against.'
'Despite three serious wars, Israeli-Egyptian relations have been amicable.'

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

e.g. 'When the state of Israel was formed in 1948, all neighbouring Arab nations were hostile towards Israel and, therefore, Israelis were united in fighting for their existence.'
'Relations with Syria have been hostile throughout because of four wars in 1948, 1967, 1973 and 1982. The Golan Heights have been seized by Israel and they have not returned them for defensive reasons. All Israeli parties agree.'
'Most Israelis see the hand of Syria in Lebanon, encouraging attacks from there on Israel. When the PLO was expelled from Jordan, it made its headquarters in Lebanon and then made raids on Israel. Most Israelis agreed with the invasion of Lebanon in 1982.'
'Many Israelis including Likud, do not want a Palestinian state. This has led to continuing problems such as the Intifada.'
'Most Israelis agreed with the attack on Iraq in 1981 to remove nuclear facilities, which it was felt would be used against Israel. Relations have remained frosty, such as in the first Gulf War when missiles were launched at Israel.'
'Most Israelis have been pleased with the peaceful agreement made with Jordan in 1994.'
'Despite wars with Egypt in 1956, 1967 and 1973, there has been relative peace in the last thirty years. Following the Camp David Accords, when Sinai was returned to Egypt, there have been good relations between Egypt, Likud and the Labour Party.'

OR

'There are members of the Israeli Labour Party who feel that Palestine should be a state and that Israeli settlements on occupied land should not be settled. In 1993 Israel and the PLO recognised each other when signing the Oslo Accords.'

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

Both sides of Level 3.

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

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22 (a) What dangers were faced by coal miners in the nineteenth century?

Level 1 General answer [1–2]

e.g. 'They faced injury and even death.'

Level 2 Describes dangers [2–5]

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

e.g. 'The collapsing of the roof caused huge numbers of severe injuries and deaths in many coal mines.'
'Gas was a constant problem, such as carbon dioxide and methane. Methane could explode, causing roof collapses. Naked lights, such as candles, often ignited the gas.'
'Flooding was a problem, especially when digging through to expose an underground lake. This could cause a great loss of life.'
'The enclosed area and lack of ventilation meant coal dust caused lung problems.'

(b) Why was child labour widely used in mines and factories in the first half of the nineteenth century?

Level 1 General answer [1]

e.g. 'There was a plentiful supply.'
'Many children did not go to school.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'There were no laws against employing children.'
'Children were a cheap source of labour.'
'The parents could discipline the children at work.'
'A whole family could be employed.'
'There were suitable jobs for children.'

Level 3 Explains why [4–7]

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

e.g. 'Until the 1833 Factory Act and the 1842 Mines Act, there had been no successful legislation to restrict the use of children in the factories and mines. Even this legislation was not easily enforced.'
'Child labour was considerably cheaper than adult labour. Mine owners and factory owners said they would not make a profit if they could not employ children.'
'The owners liked to employ families. This meant the parents could ensure their children got to work on time and behaved themselves otherwise the whole family could lose their jobs.'
'There were many jobs 'suitable' for children. In the mines a trapper needed to be small. In the factory a child could crawl under machines to remove the fluff and dirt without having to turn them off.'

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(c) How successful was legislation in the nineteenth century in protecting child workers? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It stopped work for the very young children.'

Level 2 Identifies impact [2–3]

e.g. 'The Factory Acts reduced hours.'
'The Factory Acts and Mines Act could not be enforced.'
'Night work stopped.'
'Some did not mind the conditions and were unhappy when they changed.'

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

e.g. 'Employers like Robert Owen refused to employ under 10s. He was not the norm.'
'The Acts of 1802 and 1819 reduced the hours of orphan apprentices and said no child under 9 was to work. Older children could work no more than 12 hours and not a night.'
'The 1833 Act stopped children under nine working and reduced the hours of older children. No-one under 18 years was to work nights. Four inspectors were appointed.'
'The Mines Act of 1842 stopped children under ten from working underground.'

OR

'There were no inspectors to enforce the early acts and later four inspects were inadequate for the whole country.'
'Proving the ages of the children was difficult as the registration of births only began in 1836. Parents often gave false ages because they wanted the children to work to earn the family money.'
'If factory owners were taken to court, the fines were low as some factory owners were magistrates.'
'Enforcement of the Mines Act was difficult as mines inspectors were not allowed underground until 1850.'

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

Both sides of Level 3.

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

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23 (a) What were the disadvantages of back-to-back houses built for industrial workers?

Level 1 General answer [1–2]

e.g. 'They were unhealthy.'
'Housing was poor quality.'

Level 2 Describes conditions [2–5]

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

e.g. 'Most houses did not have running water.'
'There was inadequate drainage and sewerage systems.'
'Privies were shared.'
'Houses were damp and overcrowded.'
'Epidemics spread quickly.'

(b) Why were there many epidemics in the nineteenth-century towns?

Level 1 General answer [1]

e.g. 'The towns could not cope with the large numbers.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The government did not interfere.'
'There was no planning.'
'Little attention was given to sewers and running water.'
'There was overcrowding.'
'There was a lack of medical knowledge.'

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 a lack of 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 than one family in a house with one room or cellar.'
'Medical science had not yet discovered that dirt caused disease and, as a result, diseases spread rapidly in the overcrowded homes. Treatments rarely worked.'

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(c) How successful were attempts to improve public health between 1842 and 1900? Explain your answer.

Level 1 Unsupported assertions [1]

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

Level 2 Identifies attempts [2–3]

e.g. 'Chadwick produced reports.'
'The Act of 1848 was ineffective in many areas.'
'The 1875 Act was compulsory.'

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

e.g. 'Edwin Chadwick prepared the ground for reform by producing a series of reports on public health.'
'The 1848 Public Health Act set up a Central Board of Health to monitor conditions and to set up local boards of health where there was unusually high mortality.'
'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.'

OR

'Improvements were often linked to epidemics rather than necessity and particularly in relation to water supply where little improvement took place until the end of the century.'
'The Public Health Act of 1848 made little difference because Boards did not have the powers to force towns to improve conditions.'
'Chadwick's reports were only reports. It took thirty years before any compulsion significantly improved public health.'

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

Both sides of Level 3.

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

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24 (a) What did missionaries try to achieve?

Level 1 General answer [1–2]

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

Level 2 Describes aims [2–5]

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

e.g. 'To draw attention to the opportunities presented by hitherto unexplored territories.'
'Missionaries kept careful records of what they saw, charting their progress through unmapped territory.'
'They aimed to stamp out many of the evils they encountered such as slavery, barbaric punishments, sacrifices and heathen rites.'
'To impose what they considered to be right on other people.'

(b) Why were there differences in the ways European powers treated their colonies?

Level 1 General answer [1]

e.g. 'Because they wanted different things.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The French wanted equals.'
'Britain wanted control.'
'Belgium wanted the assets.'

Level 3 Explains why [4–7]

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

e.g. 'The French were prepared to treat the peoples of their territories as equals. They prided themselves on the way they tried to assimilate each of their territories into the French way of life.'
'Britain wanted the advantages of control without offending local people and so devised a system of indirect rule.'
'The Belgium method was one of harsh repression by officials which allowed King Leopold ll to amass a massive fortune.'

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(c) 'Trade was the main reason for Western imperialism in the nineteenth century.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes because it created power.'
'It created wealth.'

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.'
'Technological developments in weaponry helped.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Trade 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.'

OR

'Explorers and missionaries drew attention to the opportunities presented by unexplored territories.'
'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 steam, it was necessary to establish coaling stations and this was vital for a powerful navy.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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25 (a) Describe events of May 1857 which began the Indian Mutiny.

Level 1 General answer [1–2]

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

Level 2 Describes events [2–5]

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

e.g. 'There was opposition and unrest brought about by the reforms Lord Dalhousie was trying to introduce.'
'The reforms were not only being introduced too quickly, but they ignored many Eastern customs and religious practices.'
'The Mutiny broke out among the 'sepoys' in the Bengal army of the East India Company who believed they were issued with bullets greased with cow or pig fat. This offended Hindu and Muslim religions.'
'They feared that they would be forcibly converted to Christianity.'
'The sepoys rose in revolt at Meerut and slaughtered the Europeans in the town. The rising spread to Delhi. At Cawnpore, the Indians massacred all the British by starving them into submission.'

(b) Why did the 'Mutiny' fail?

Level 1 General answer [1]

e.g. 'The British were too strong.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It was unplanned.'
'The British had greater strength.'
'India could not afford the cost.'
'In some areas control was lost for a time.'

Level 3 Explains why [4–7]

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

e.g. 'The rebellion was not a planned orchestrated rebellion. It was far more a series of localised responses to separate fears of changing patterns of authority.'
'The British government spent £36 million restoring order. This was a full year's worth of Indian revenue. It resulted in the passing of the India Act transferring the power of the East India Company to the British Crown.'
'It proved that because of its power, Britain was able to maintain law and order and overthrow such happenings. Britain could call on its armed forces from Britain to support those stationed in India.'

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(c) 'The Indian Mutiny benefited India rather than harmed it.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'In the long term, it brought benefits.'

Level 2 Identifies impact [2–3]

e.g. 'Severe revenge inflicted by British soldiers.'
'Poverty still existed.'
'British rule was handed to the Crown.'
'Infrastructure improved.'
'More sensitivity towards religion.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In the short term, British soldiers crushed the Mutiny and inflicted unbelievable cruelty on the sepoys and their supporters.'
'Despite improvements brought in by the authorities, extreme poverty still existed in large areas of India and there were frequent famines. 5 million died from famine in 1887.'

OR

'As a result of the Mutiny, there was a change of authority. British rule moved to the Crown from the East India Company. A Secretary of State and a Viceroy were appointed. These were more sensitive to religious differences and the culture of the population.'
'Considerable investment and organisation went into the country from Britain. Improved communications resulted with better roads and railways being built. An education system was introduced and hospitals and universities opened.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

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