UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2011 question paper for the guidance of teachers

0470 HISTORY

0470/11 Paper 1, maximum raw mark 60

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

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

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UNIVERSITY of CAMBRIDGE
International Examinations

1 Use of the Mark Scheme

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

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

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

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

1.5 Indicate that all answers have been seen.

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

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

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

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

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

2 Marking

2.1 All marking should be in red.

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

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

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

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

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

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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1 (a) Describe what happened in France in February 1848.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was fighting.'
'The monarch abdicated.'

Level 2 Describes events [2–5]

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

e.g. 'On 22 February there was a protest march through Paris and barricades went up on the streets.'
'On 23 February, Louis Philippe dismissed Guizot.'
'Mole and Thiers were offered the leadership, but both refused. Odilon Barrot assumed 'control'.'
'Louis Philippe abdicated in favour of his grandson, but almost immediately Lamartine proclaimed the 2nd Republic on 26 February.'

(b) Why was there a revolution in France in 1848?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The government had done nothing to help.'

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

(One mark for each point)

e.g. 'People feared a return to 1789.'
'There had been high food prices.'
'There was much unemployment.'
'The rich seemed to get richer and the poor poorer.'

Level 3 Explains reasons [4–7]

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

e.g. 'Many were unhappy with the government as they had done nothing about the economic depression that brought unemployment.'
'There had been a series of poor harvests and food prices were high. With poor employment prospects, many struggled to afford the high prices.'
'The King, the government and businessmen seemed to be becoming richer, while most were in poverty. The government did not seem to be doing anything to spread the wealth.'
'Some wanted the republic they did not get in 1830.'

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(c) How successful were the revolutions of 1848? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They achieved nothing because they failed.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The revolutions provided lessons for the governments and their opponents.'
'The clash of aims made success impossible.'
'Demands were initially agreed to and then power regained.'
'Popular enthusiasm was short-lived.'

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

e.g. 'In France, the monarchy fell. Louis Napoleon became President and then Emperor. He set about improving Paris by clearing slums, building sewers and providing piped water. He improved education, the railways and farming. The revolution in France was, therefore, a success.'
'In Hungary, the brief rule of the Magyars was not in vain. By 1867, Magyar was the official language of Hungary, the Diet had regained much of its old importance and the March Laws were accepted.'

OR

e.g. 'Revolutions spread across Germany. Liberals and nationalists met to draft a new constitution but failed. Prussian attempts to become leader of a united Germany were quashed by Austria.'
'The liberals and nationalists wanted Austrians out of Italy for good. Charles Albert did not get the expected support and, as a result, he was heavily defeated.'

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

Both sides of level 3.

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

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2 (a) How did the Southern states justify slavery?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They employed large numbers.'

Level 2 Describes justification [2–5]

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

e.g. 'It was claimed it was impossible to run cotton or tobacco plantations economically without slaves.'
'Pro-slavery supporters used biblical references to support slavery, such as God had decreed their station in life.'
'They claimed they looked after the slaves' health and welfare with food and clothing.'
'Releasing slaves would lead to uprisings and bloodshed like the mob rule of the French Revolution.'

(b) Why was the Missouri Compromise of 1820 important?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It set criteria for slave states.'

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

(One mark for each point)

e.g. 'It brought a solution to the changing attitudes to slavery.'
'It allowed Missouri to become a state of the Union.'
'It brought equality among the states.'
'A northerly limit was fixed for slavery.'

Level 3 Explains reasons [4–7]

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

e.g. 'Missouri applied to be admitted as a state to the Union. At the time there was an equal balance of free and slave states. There was opposition to accepting Missouri as a slave state because it would give the slave owning states a majority.'
'Maine was accepted into the Union and, therefore, Missouri was accepted as a slave state to bring balance.'
'Attitudes to slavery were changing, especially in the northern states. The line of latitude was fixed above which slavery was not allowed. This was the Mason-Dixon Line.'

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(c) 'Slavery was the most important cause of the Civil War.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It must have been slavery as it was abolished.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The northern and southern states differed in their view of government control.'
'The election of Lincoln provoked the South.'
'The South threatening to leave the Union.'
'The South feared the political strength of the North.'
'The North did not understand the need of the South for slavery.'

Level 3 Explanation of slavery as the main cause OR other reasons explained [3–5]

e.g. 'The South needed to keep slavery so that it could run its plantations with a profit. Southerners thought slaves were ideal for picking cotton and tobacco. The North did not understand this.'
'The South feared that slavery would be abolished because of the political strength of the North.'

OR

e.g. 'The election Abraham Lincoln as President provoked the South. Lincoln was known for his anti-slavery views and they feared he would act.'
'It was the threat of seceding from the Union which caused the North to come to blows with the South. Lincoln had no intention of allowing the South to leave the Union.'

Level 4 Explanation of slavery as the main cause AND other reasons explained [5–7]

Both sides of level 3.

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

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3 (a) What opposition was there to the abolition of the Japanese feudal system?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Samurai and the peasants.'

Level 2 Describes opposition [2–5]

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

e.g. 'The Samurai objected most because they were no longer a privileged class.'
'The Samurai were not allowed to wear their swords, which were status symbols, and, with the creation of a conscripted army, they lost their privilege of being warriors.'
'There was an uprising in 1877 called the Satsuma Rebellion, which was unsuccessful.'
'Many peasants objected to the loss of feudalism because they now had to pay taxes in money, which often meant going to the moneylenders, and they also made up the conscripted army.'

(b) Why did the Meiji Restoration occur?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To compete.'
'To influence ideas.'

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

(One mark for each point)

e.g. 'There was increasing western influence being asserted on Japan.'
'To modernise Japan.'
'To introduce natural justice.'
'To change from military rule.'

Level 3 Explains reasons [4–7]

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

e.g. 'There was an increasing realisation that Japan had to extend its contacts with the western world and learn from the western world.'
'Many Japanese began to demand the restoration of the Emperor as the source of power.'
'To remove the military rule of the Shoguns, which had lasted for 268 years.'
'To ensure that the highest offices of state were open to all, not just the privileged classes.'

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(c) 'Japan was fully westernised by the late nineteenth century.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Fully because it had become very powerful.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'They had abolished feudalism.'
'They had become more democratic.'
'Their armed forces were now very well trained.'
'Western clothing was adopted.'
'Education was seen as important.'
'There was still much poverty.'
'The Emperor retained much power.'

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

e.g. 'Feudalism was abolished and this resulted in the loss of privileges of the Samurai. It allowed the formation of one army rather than individual ones and one strong government based in Tokyo.'
'The Japanese bought British warships and had their officers trained by the Royal Navy.'

OR

e.g. 'The Emperor continued to hold significant power over the appointment of ministers.'
'Some western ideas were adopted in farming but there was still much poverty in the countryside.'

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

Both sides of level 3.

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

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4 (a) Describe the first Moroccan Crisis, 1905–6.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'European countries were falling out.'

Level 2 Describes events [2–5]

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

e.g. 'The Kaiser wanted to test the strength of the Entente.'
'France wanted Morocco to complete her empire in North Africa. Under the Entente Cordiale, France had a free hand in Morocco. The Kaiser decided he would interfere.'
'The Kaiser wanted to test the strength of the Entente and believed he could split the agreement. He did not believe Britain would stand by France over Morocco, but they did.'
'In 1905, the Kaiser visited Tangiers making a speech which declared Morocco should remain independent of France as he did not want France extending her North African Empire. France, backed by Britain, refused to back down and a crisis was sparked off.'
'The Kaiser suffered an embarrassing defeat at the Algeciras Conference with only Austria-Hungary supporting him.'

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(b) Why was the Bosnian Crisis (1908–9) important in the period leading up to the First World War?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Serbs and Austrians were upset with each other.'

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

(One mark for each point)

e.g. 'The Austrians took Bosnia.'
'The Serbs wanted a larger Serbia.'
'Russia and Germany are pulled into the Crisis.'
'Serbia wanted revenge.'
'The major powers are involved.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Austrians took advantage of a revolution in Turkey to annex the Turkish province of Bosnia. The Serbs were furious because they hoped to make Bosnia part of a greater Serbian state.'
'Serbia appealed to Russia for help and the Russians called for an international conference to discuss Austria's actions. Austria refused to attend and was backed by Germany. Major powers were now involved in the Crisis.'
'Germany demanded that Russia accept the Austrian seizure of Bosnia-Herzegovina. Russia had little choice but to back down. Russia did not intend letting this happen again if another incident arose.'
'Serbia was furious with Austria and wanted revenge and the return of Bosnia. Serbia would wait for the ideal opportunity to settle the score.'

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(c) How far was Germany responsible for causing the First World War? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was responsible because it was aggressive.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Germany increased its navy.'
'Alliances caused suspicion.'
'There was intense rivalry in the Balkans.'
'Germany had a strong army.'
'The Kaiser seemed war-like.'

Level 3 Explanation of Germany's responsibility OR other reasons [3–5]

e.g. 'Germany began to increase the strength of its navy with powerful ships and Britain felt threatened. An Anglo-German naval race developed with Germany building up the strength of its navy with the Dreadnought programme.'
'Germany had drawn up the Schlieffen Plan to avoid war on two fronts and this resulted in other nations being concerned.'
'In August 1914, Germany, with over one million men, marched into Belgium and, as Britain had promised to protect Belgium's neutrality, Britain declared war.'

OR

e.g. 'The major powers were deeply suspicious of each other and the Triple Entente and the Triple Alliance did nothing to allay these fears.'
'France was responsible as it wanted revenge for their losses in the Franco-Prussian War and sought Russia and Britain as allies. This alliance was a worry to Germany.'
'When Franz Ferdinand was assassinated, Austria was furious and blamed the Serbs. Austria invaded Serbia, having got German support.'

Level 4 Explanation of Germany's responsibility AND other reasons [5–7]

Both sides of level 3.

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

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5 (a) What were the roles of (i) the Assembly and (ii) the Mandates Commission in the League of Nations?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Assembly was the parliament of the League.'

Level 2 Describes roles [2–5]

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

e.g. 'The Assembly could recommend action to the Council.'
'It could vote on admitting new members.'
'It could vote on appointing temporary members of the Council.'
'It voted on the budget.'
'It discussed other ideas put forward by the Council.'
'The Mandates Commission supervised the mandates set up to look after Germany's former colonies.'
'It made sure countries, like France and Britain, acted in the interests of the people of the mandated territory, not in their own interests.'

(b) Why did the League of Nations have some successes in the first ten years of its existence?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Because countries took notice of it.'

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

(One mark for each point)

e.g. 'Because its decisions were accepted.'
'Disputes were often between smaller countries.'
Note: Candidates may describe the successes without any indication of why it was a success. This may include the Aaland Islands, Greek-Bulgarian War and Upper Silesia.

Level 3 Explains reasons [4–7]

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

e.g. 'Early successes of the League gave nations confidence that the organisation would be able to keep the peace and settle disputes.'
'Countries wanted it to work as war had just ended and countries did not want more hostility.'
'Most of the disputes in this period involved smaller nations, who accepted the authority of the League, and countries such as Germany and Japan were not yet powerful.'
'Countries were willing to accept the League's decision. This happened in the Finland and Sweden dispute over the Aaland Islands and in the Greek-Bulgarian border dispute.'

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(c) 'The League of Nations failed because of Britain and France.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Britain and France did not always agree when to act.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The USA was not a member.'
'It had no standing army.'
'Britain and France were reluctant to use military action.'
'The Depression brought extreme political parties to power.'
'The League was slow to act.'

Level 3 Explanation of Britain and France's contribution OR other reasons [3–5]

e.g. 'Britain and France were reluctant to send troops to deal with far away problems, such as in Manchuria.'
'Britain and France tried desperately to find a solution to the Abyssinian Crisis. This involved the Hoare-Laval Pact, which was leaked to the press, and showed that they were not willing to take tough action.'
'The League was dominated by France and Britain and, therefore, they must take responsibility for the League's inability to solve the problems.'

OR

e.g. 'Not all nations were members, including the USA. If armed force or meaningful sanctions were to be imposed, the USA was needed.'
'The Depression brought increased unemployment and many turned to extreme political parties. They did not believe in democracy and cared only for themselves. They ignored the authority of the League.'
'The League was slow to take action. All decisions in the Assembly and the Council had to be unanimous.'

Level 4 Explanation of Britain and France's contribution AND other reasons [5–7]

Both sides of level 3.

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

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6 (a) Describe what was agreed about the Saar in the Treaty of Versailles, and what happened in 1935 as a result.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The people got their wishes.'

Level 2 Describes terms / events [2–5]

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

e.g. 'Under the Treaty, the Saar was made the responsibility of the League. The League gave control of the Saar to France for 15 years.'
'The League had responsibility for the area for 15 years.'
'It was agreed that a plebiscite would take place after the 15 years to see whether the population wanted to stay with the French or return to Germany.'
'In the vote, 90% indicated a return to German rule.'
'The rich coal-mining area came back under German control and was a tremendous propaganda success for Hitler.'

(b) Why did Britain and France fail to resist the Anschluss?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Germany and Austria had been close friends.'

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

(One mark for each point)

e.g. 'Britain and France were weak-willed.'
'It was thought essential to avoid war.'
'They were not armed sufficiently to take action.'
'They genuinely thought they should be allowed to unite.'
'Britain and France could not agree on action.'
'They needed Hitler's help against Communist Russia.'

Level 3 Explains reasons [4–7]

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

e.g. 'Britain and France had suffered heavily in the First world War and wanted to avoid war at all costs. This did not seem to be a strong enough reason to take military action.'
'Britain and France were not ready for war. They were unsure they would defeat Hitler if it came to war.'
'Although Britain did not want to take action, the French were more interested as they had suffered more from German aggression. The two powers could not agree and France would not take action without Britain.'
'There were those who thought the Treaty of Versailles was too harsh on Germany and that there should be the Anschluss.'

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(c) How far was the outbreak of war in 1939 Hitler's fault? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Treaty of Versailles was to blame for the outbreak of war.'
'The weakness of the Allies was to blame.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Hitler's aim was to destroy the Treaty of Versailles, which inevitably meant war.'
'The League of Nations proved to be a failure.'
'The isolationist policy of the USA helped Hitler.'
'Britain and France failed to act over Hitler's aggressive foreign policy.'
'The Depression gave rise to aggressive dictators like Hitler.'

Level 3 Explanation of Hitler's impact OR other reasons [3–5]

e.g. 'Hitler left the League, began re-arming, re-occupied the Rhineland and united with Austria. This showed his determination to increase his power in Europe and avenge the Treaty of Versailles, which meant war.'
'Hitler went too far with his aggressive foreign policy. He could not justify the occupation of Czechoslovakia or Poland. Britain had guaranteed to preserve the independence of Poland. Hitler had pushed them to war.'

OR

e.g. 'The British felt that Germany had been harshly treated at Versailles and began to make concessions. Desperate to avoid war, Britain and France responded to Hitler's demands with a policy of appeasement.'
'The League of Nations' main weapon was sanctions. It was unwilling to impose meaningful ones against powerful countries such as Italy. The failure of the League to act against Japan and Italy led to its demise and Hitler noted this. Britain and France stopped working through the League.'

Level 4 Explanation of Hitler's impact AND other reasons [5–7]

Both sides of level 3.

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

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7 (a) What was decided at the Potsdam Conference?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'What to do about Germany.'
'To have war trials.'

Level 2 Describes what was agreed [2–5]

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

e.g. 'Germany would be divided as agreed at Yalta.'
'Industrial equipment could be taken from own zone in Germany as reparations.'
'Poland's eastern border would be moved west to the rivers Oder and Neisse.'
'The Nazi Party was banned and its leaders were to be tried as war criminals.'
'Germans living in Poland, Hungary and Czechoslovakia would be sent back to Germany.'

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(b) Why did the wartime unity of the Allies break down between 1945 and 1947?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was the start of the Cold War.'
'The common enemy was defeated.'

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

(One mark for each point)

e.g. 'The USA and the USSR did not trust each other.'
'It was capitalism versus communism.'
'Disagreement over Poland.'
'It changed with the death of Roosevelt.'
'The successful testing of an atomic bomb by the USA worried Stalin.'
'The 'Iron Curtain' descending across Europe.'
'The Truman Doctrine and Marshall Aid annoyed Stalin.'

Level 3 Explains reasons [4–7]

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

e.g. 'The USA and the USSR did not trust each other because of their different ideologies, capitalism and communism. Common enemies, Germany and Japan, had brought the two powers together, but once defeated the mistrust returned.'
'With the death of Roosevelt, a hardening of the US attitude towards the USSR was shown by President Truman, especially at Potsdam.'
'Truman felt that Stalin had gone beyond the agreement at Yalta, especially over Poland. Stalin wanted Poland to be governed by the Lublin Poles, whereas the West wanted the anti-communist London Poles.'
'It was felt that Stalin was making sure that the USSR was surrounded by communist governments. This was expressed by Churchill in his "Iron Curtain" speech.'
'When Truman made it known that the USA had successfully tested an atomic bomb, this increased the mistrust. Stalin ordered his scientists to develop a Soviet atomic bomb. This then worried the USA.'

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(c) The Truman doctrine was more responsible for increasing Cold War tension than the Berlin Blockade.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were equally important.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Truman Doctrine was aimed directly at communism.'
'Stalin forbade communist states from accepting Marshall Aid.'
'Stalin saw the Doctrine and Aid as enslaving Europe.'
'The West saw the Blockade as a test case.'
'It cost the West vast sums to resist the Blockade.'
'It led to West Germany and NATO.'

Level 3 Explanation of the Truman Doctrine OR the Berlin Blockade [3–5]

e.g. 'The USA interpreted the Soviet takeover of Eastern Europe as the start of spreading communism around the world and responded with the Truman Doctrine and Marshall Plan which was to help the vulnerable European economy suffering from the after effects of war. The USSR saw this as a threat.'
'Truman's offer of aid enabled countries to prosper but it was of benefit to the USA's trade. Stalin prevented Eastern European countries from being involved, accusing the US of fostering self-interest.'

OR

e.g. 'The Soviets introduced a blockade but the West defeated this by flying in supplies, resulting in Stalin backing down. Stalin responded by turning their zone into the GDR. Germany was divided even more firmly and relations between East and West worsened.'
'A direct result of the Berlin Blockade was the formation of NATO and this was a serious challenge to Stalin.'

Level 4 Explanation of the Truman Doctrine AND the Berlin Blockade [5–7]

Both sides of level 3.

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

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8 (a) What actions did the USA take against Cuba before the Bay of Pigs invasion?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was tense/hostile/frosty.'
'There was no direct confrontation.'

Level 2 Describes actions [2–5]

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

e.g. 'Relations were tense as the USA had supported Batista, but he had been overthrown by Castro who it was feared would be Communist. The USA continued to support exiled Cubans.'
'The USA was unwilling to get directly involved even though they were concerned as Castro took over US owned companies and land.'
'The USA refused to buy Cuban sugar from July 1960 and in October 1960 ended all trade with Cuba.'
'In January 1961, the USA broke off diplomatic relations as it was unable to tolerate Soviet influence so close to the USA.'

(b) Why was the Bay of Pigs invasion a failure?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was poorly organised.'

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

(One mark for each point)

e.g. 'Kennedy did not organise a direct invasion.'
'Kennedy misjudged Castro's defences and support.'
'The Cuban exiles invading were not soldiers.'
'Kennedy inherited the plan to invade.'

Level 3 Explains reasons [4–7]

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

e.g. 'Kennedy inherited the plan to invade Cuba from Eisenhower. It was prepared by the CIA and Kennedy may not have scrutinised the plan thoroughly enough.'
'Rather than a direct invasion, Kennedy supplied arms, equipment and transport for 1400 anti-Castro exiles to invade Cuba and overthrow him.'
'The exiles were not professional soldiers. They had taken advice from the CIA, but, if success was to be guaranteed, US troops were needed with aerial assistance.'
'It was thought that there would be little resistance and that the Cuban population would flock to support the exile invasion. The exiles were met by 20,000 Cuban troops and the population gave no support to the exiles.'

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(c) 'The main reason Khrushchev put missiles on Cuba was for defensive purposes.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He was protecting Cuba.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Cuba had been threatened by the USA.'
'It was close to the USA.'
'It was a base for communist expansion.'
'Khrushchev was testing Kennedy.'
'It helped the USSR's nuclear missile strategy.'

Level 3 Explanation of defensive purposes OR other reasons [3–5]

e.g. 'Khrushchev was anxious to defend Cuba. It was the only Communist state in the Western hemisphere and it had become Communist willingly, not as a result of force by the Red Army.'
'Cuba was in "Uncle Sam's backyard" and the USA was so concerned that it carried out a practice invasion of Cuba involving 40,000 marines. The USSR wanted to defend it against possible attack.'

OR

e.g. 'Khrushchev was aware the USA had far more long range nuclear missiles than the USSR. The USA had missiles in Turkey. The USSR had more medium range missiles which could reach most of the USA from Cuba.'
'Khrushchev probably hoped to strengthen his own position in the USSR by forcing Kennedy to allow the missiles or at least get Kennedy to give some concessions.'

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

Both sides of level 3.

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

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9 (a) Describe conditions in Germany at the end of the First World War.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Although not invaded in the War, Germany was in a terrible state.'

Level 2 Describes impact [2–5]

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

e.g. 'The people were surviving on turnips and bread.'
'Flour was mixed with sawdust to make it go further.'
'A flu epidemic swept across the country killing thousands.'
'The War left 600,000 widows and 2 million children without fathers.'
'The country was virtually bankrupt.'

(b) Why was the new Weimar government unstable up to 1923?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was a lot of opposition and ill-feeling towards the government.'

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

(One mark for each point)

e.g. 'The people were not used to this democratic style of government.'
'There were threats from the Communists.'
'There were threats from the Right.'
'The new government was associated with the Treaty of Versailles.'
'There was an economic disaster and hyperinflation.'

Level 3 Explains reasons [4–7]

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

e.g. 'The success of the new government depended on the German people accepting an almost instant change from the traditional, autocratic German system of government to this new democratic system.'
'There was a serious threat from the Communist Spartacists, who launched their bid for power in 1919. Fortunately, they were defeated by the Freikorps, but there were other Communist outbreaks in the Ruhr and Bavaria.'
'When the terms of the Treaty of Versailles were announced in May 1919, Ebert and the Weimar Republic were blamed for its harsh terms.'
'The Republic faced a serious attack from the Right with Dr.Kapp's Putsch. Ebert was fortunate that the workers went on a general strike to defeat the putsch.'
'The Republic faced huge economic problems and could not pay the reparations. French and Belgian troops entered the Ruhr. To pay for a general strike, the Government printed money and caused hyperinflation.'

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(c) How far did the Weimar Republic recover after 1923? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It recovered well as it became known as the "golden age".'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Hyperinflation was ended.'
'Germany was accepted back into the international community.'
'The economy recovered.'
'Some did not approve of the changes in the arts.'
'German farmers continued to suffer.'
'The recovery was based on US loans.'

Level 3 Explanation the recovery OR lack of recovery [3–5]

e.g. 'Stresemann ended hyperinflation and confidence returned with the introduction of a new currency, the Rentenmark, and a reduction in government spending.
'Stresemann was able to raise loans from the USA through the Dawes Plan to finance industry. Reparation payments were made and French and Belgian troops left the Ruhr in 1925.'
'Germany's international position was improved. By the Locarno Pact, Germany's borders were confirmed and Germany was admitted to the League in 1926.'

OR

e.g. 'Farming suffered from depression throughout the 1920s due to the fall in food prices. Many farmers went into serious debt.'
'Germany's recovery after 1923 was an illusion. The economic recovery depended on loans from the USA which could be recalled at any time.'
'Some argued that the new ideas of culture and art were unpatriotic and they wanted to celebrate traditional values. They argued this new phase meant that Germany was going into moral decline.'

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

Both sides of level 3.

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

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10 (a) Describe Nazi policies towards women.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Women had a clear role.'
'The Nazis held traditional views about women.'

Level 2 Describes policies [2–5]

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

e.g. 'The Nazis preferred women to adopt a traditional role of wife and mother (Three Ks).'
'Women were encouraged to have large families and were rewarded if they did. The birth rate had been falling.'
'Unemployment was high and Hitler wanted to get men into employment and so women were encouraged not to go out to work.'
'Those women who did work, found senior jobs closed to them.'
'By 1939, large numbers of women were required to work in the factories on the war effort.'

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(b) Why were the Nazis able to reduce unemployment?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was a huge programme of work creation.'

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

(One mark for each point)

e.g. 'The Nazis spent a lot of public funds.'
'The Nazis created public works projects and conservation programmes.'
'There were housing programmes.'
'The Nazis increased the armed forces.'
'Women were encouraged to give up their jobs.'
'Minority groups lost their jobs.'

Level 3 Explains reasons [4–7]

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

e.g. 'Dr.Schacht organised Germany's finances to fund a huge programme of work creation. Government expenditure went from 5 billion Reichsmarks in 1933 to 30 billion in 1938.'
'The Nazis created the National Labour Service for men to work on public works projects such as building a network of autobahns and railways.'
'There were housing projects and grandiose new public building projects such as the Reich Chancellery in Berlin.'
'Hitler reintroduced conscription in 1935 and therefore reduced unemployment. Jobs were created in the coal mines, steel works and textile mills, with the need for weapons, equipment and uniforms.'
'Women, Jews, and minority groups were all 'encouraged' to give up their jobs so that Aryan men could occupy them. They did not count as unemployed.'

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(c) How successful were Nazi policies towards women and the family? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Very successful as many women supported Nazi policies.'

Level 2 Identifies AND/OR describes impact [2]

(One mark for each point)

e.g. 'The policy to increase the birth rate was successful.'
'Male unemployment reduced.'
'Many women received awards or cash funding for their work.'
'Hitler Youth and League of Maidens had millions of members.'
'The policy of non-employment for women was partially successful.'

Level 3 Explanation of successes of policies OR failure of policies [3–5]

e.g. 'The Nazis believed that the place for women was in the home and this was emphasised through propaganda posters. Their role was to produce children. The birth rate had fallen and women were encouraged to have large families. This was successful as the birth rate by 1939 had increased by 45%.'
'The Nazis wanted full employment of males and to achieve this they encouraged women not to work. This was successful as unemployment almost disappeared by 1939.'

OR

e.g. 'There were 1.2 million more women working after six years of Nazi rule than there had been in 1933. This was as a result of the war economy.'
'Many women objected to their role as second class citizens and some joined opposition parties like the Communists. Others objected to giving up work, especially those in professions where years of training had taken place.'

Level 4 Explanation of successes of policies AND failure of policies [5–7]

Both sides of level 3.

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

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11 (a) What political opposition to the rule of the Tsar existed in Russia at the beginning of the twentieth century?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There were peaceful and violent groups.'

Level 2 Describes opposition [2–5]

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

e.g. 'The Cadets wanted to make the Tsar a constitutional monarch.'
'The Octobrists were non-violent and wanted modest reform.'
'The Social Revolutionaries wanted to seize power by revolution and advocated assassinating ministers.'
'The Social Democratic Party split into the Bolsheviks, who wanted a small group of professional revolutionaries obedient to Lenin, and the Mensheviks, who wanted a party with a broad membership. Both groups believed in seizing power by revolution and got support from the proletariat.'

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(b) Why did 'Bloody Sunday' (1905) occur?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Because of the poor conditions.'
'People were fed up.'
'There was a growth in general discontent.'

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

(One mark for each point)

e.g. 'It was a protest over poor working conditions.'
'People wanted improved wages.'
'Workers wanted trade unions.'
'People wanted improved living conditions.'
'Because of the defeat in the war against Japan.'
'There was a demand for reform.'
'Control by the Tsar was repressive.'
'There was a feeling that the government was corrupt.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Russians were expected to win the war against Japan but suffered a disastrous defeat. This was humiliating.'
'Conditions for working people became worse because of increased prices and food shortages.'
'Towns were overcrowded and many workers slept on the factory floor. Others lived in overcrowded shared accommodation.'
'The Tsar was unpopular and his government weak and incompetent. Many of the middle classes demanded political reform such as a parliament with a constitutional monarchy.'
'The use of the Okhrana, with its methods of repression, was hated by the Russian people.'

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(c) How well did the Tsarist regime deal with the difficulties of ruling Russia up to 1914? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Not very well as the Tsar did not learn the lesson of 1905.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Tsar issued the October Manifesto.'
'There was an elected parliament.'
'The Duma achieved very little.'
'The peasants' conditions improved.'
'There was repression.'
'Nicholas relied on Rasputin.'

Level 3 Explanation of successes in dealing with difficulties OR failures [3–5]

e.g. 'The Tsar realised he had to make concessions after the problems of 1905. He issued the October Manifesto which promised a constitutional monarchy and elected parliament.'
'Stolypin, the Tsar's chief minister from 1906–11, introduced land reforms. He helped peasants buy land and set up farms. This improved food supplies to the towns.'

OR

e.g. 'When the first two Duma met and demanded more concessions, Nicholas dismissed the Duma.'
'People who were strikers, revolutionaries or protesters were harshly dealt with under Stolypin. Over 20,000 were exiled and over 1,000 hanged ('Stolypin's necktie').'
'After Stolypin's assassination in 1911, the Tsar relied on his own judgement and came under the influence of Rasputin. Many thought this showed that Nicholas was unfit to rule as difficulties were not addressed.'

Level 4 Explanation of successes in dealing with difficulties AND failures [5–7]

Both sides of level 3.

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

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12 (a) What were the results of the Purges for Stalin and Russia?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Millions lost their lives.'

Level 2 Describes results [2–5]

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

e.g. 'Many of the leading opponents to Stalin in the Communist Party were removed.'
'Kirov, Kamenev, Bukharin, Zinoviev and Trotsky were all put to death or imprisoned.'
'The removal of 25,000 army officers was nearly fatal to the USSR because the country lacked good quality officers when Hitler invaded.'
'Among the 18 million in labour camps were university lecturers, teachers, miners, engineers and factory managers. This loss of professionals seriously weakened the Soviet Union.'
'The result of the purges was to destroy any sense of independent thinking and to create a fear of terror, and distrust.'

(b) Why did Stalin create a 'cult of personality'?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To gain popularity.'

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

(One mark for each point)

e.g. 'Stalin wanted to be worshipped as a great leader.'
'He wanted his image everywhere.'
'It would take away some of the horrors of his rule.'
'The state could tell people what to think.'
'To show him as a hero of the Revolution.'

Level 3 Explains reasons [4–7]

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

e.g. 'Stalin wanted to create the 'cult of Stalin' so that he would be worshipped as a leader. This was achieved by having pictures and statues of him everywhere and places were named after him.'
'The history of the USSR was re-written so that Lenin and Stalin were the only real heroes of the Revolution.'
'Soviet artists developed a style known as Socialist Realism. Its aim was to praise Stalin's rule and achievements.'
'The hiding of the truth made many Soviet citizens believe the propaganda. They were told Stalin was a great genius who would look after them, resulting in one of the world's most evil tyrants being loved by many of the people he ruled.'

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(c) How successful was Stalin's rule over the Soviet Union by 1941? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He was successful as things got better.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Spectacular advances were achieved in industrial output.'
'The use of farm machinery increased.'
'Greater use was made of Russia's natural resources.'
'Communications improved.'
'Millions lost their lives.'
'He brought terror.'

Level 3 Explanation of Stalin's successes OR his failures [3–5]

e.g. 'Although not all of the targets were met, every Soviet industry made spectacular advances. By 1940, the USSR was the world's second largest industrial power.'
'New cities were built from nothing with huge steel mills in the Urals and central Siberia. New dams and hydro-electric power were used to meet industry's energy requirements.'
'There were huge advances in education and medicine. Enormous numbers learned to read and write.'

OR

e.g. 'Stalin caused the deaths of millions of people during collectivisation and the purges.'
'He was responsible for 30 years of terror and fear, turning Russia into a totalitarian state.'
'Living standards changed very little. Housing remained poor.'

Level 4 Explanation of Stalin's successes AND his failures [5–7]

Both sides of level 3.

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

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13 (a) Describe intolerance in US society in the 1920s.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Black people were discriminated against in the South.'
'Many did not like immigrants.'

Level 2 Describes intolerance [2–5]

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

e.g. 'The First World War created anti-foreigner feeling. Many Americans worried about the number of immigrants. The Johnson-Reid Act of 1924 put a limit of 150,000 p.a. and stopped Asian immigration entirely.'
'The government feared socialist ideas and began to deport agitators. This led to anti-communist hysteria known as the 'Red Scare'.'
'The Sacco and Vanzetti case resulted. They were immigrants and anarchists. They were found guilty of murder and executed despite the evidence pointing to their innocence.'
'In the South, black people suffered under the 'Jim Crow' laws which kept them segregated from white people.'
'The revival of the Ku Klux Klan brought hatred towards black people, Catholics, Jews and homosexuals.'

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(b) Why was Prohibition introduced?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To encourage people to stop drinking alcohol.'

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

(One mark for each point)

e.g. 'Because of the strength of the temperance movement.'
'Some state governments had already introduced it.'
'Leading industrialists had backed the movement.'
'The drinks industry was considered unpatriotic.'

Level 3 Explains reasons [4–7]

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

e.g. 'There was a strong temperance movement, especially in the rural areas. Two organisations, the Anti-Saloon League and the Women's Christian Temperance Union, had tremendous influence.'
'Many rural states had strong temperance influence and persuaded the state governments to bring in prohibition. By 1916, 21 states had banned saloons.'
'Some powerful supporters were many leading industrialists, who believed that workers would be more reliable if they did not drink.'
'The USA's entry into the First World War in 1917 boosted the "dries". Most of the big breweries were run by German immigrants who were portrayed as the enemy.'

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(c) 'Prohibition failed because of gangsterism.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Many people changed their minds about prohibition.'
'It did not work.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The American people carried on going to illegal speakeasies.'
'Many of the law enforcers were corrupt and ignored the law breakers.'
'The bootleggers continued supplying and selling alcohol.'
'The gangsters controlled the trade through violence.'

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

e.g. 'Gangs fought viciously with each other to control the liquor trade and also the prostitution, gambling and protection rackets that were centred on the speakeasies.'
'In Chicago alone, there were 130 gangland murders in 1926 and 1927, and not one arrest.'
'It is estimated that organised gangs made about $2 billion out of the sale of illegal alcohol and they would do anything to maintain the flow of alcohol and their funds.'

OR

e.g. 'The biggest problem was that millions of Americans, especially in urban areas, were simply not prepared to obey this law. By 1925 there were more speakeasies in American cities than there had been saloons in 1919.'
'The speakeasies were well supplied by bootleggers. About two-thirds of the illegal alcohol came from Canada. The vast border between the USA and Canada was virtually impossible to patrol.'
'Many of the law enforcement officers were involved in the liquor trade. Big breweries stayed in business throughout prohibition by bribing government officials, agents and the police. Often, judges were in the pay of the criminals and, therefore, getting a conviction was difficult.'

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

Both sides of level 3.

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

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14 (a) Describe the work of the Tennessee Valley Authority (TVA).

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It worked to improve the area.'
'It provided jobs.'

Level 2 Describes the work [2–5]

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

e.g. 'It built a series of dams on the Tennessee river to irrigate dried out land and control flooding.'
'It provided electricity.'
'It created thousands of jobs in an area badly hit by the Depression.'
'It irrigated land to improve farming.'
'It brought leisure on the lakes.'
'The Tennessee river became easily navigable and this helped increase commerce.'

(b) Why did Roosevelt and his government face opposition to the New Deal policies?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Some thought money was being wasted on worthless jobs.'

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

(One mark for each point)

e.g. 'The government was interfering too much.'
'It did not do enough to help the poor.'
'What was being introduced was unconstitutional.'
'The Republicans opposed the Democrats' measures.'

Level 3 Explains reasons [4–7]

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

e.g. 'The rich and businessmen resented the government's interference in the economy. They thought it was a form of socialism and was un-American.'
'A majority of judges disapproved and declared New Deal laws, such as the National Industrial Recovery Act, unconstitutional.'
'Radical leaders, such as Father Coughlin, complained that the New Deal did not go far enough in helping the USA's poor. They complained Roosevelt was more interested in preserving society rather than changing it.'
'Republicans still believed in 'rugged individualism' and the New Deal was doing too much to help. They thought 'prosperity was just around the corner'.'

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(c) How successful was the New Deal? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was an improvement in the USA's economic state.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'It gave hope to Americans that they could recover.'
'It created jobs and reduced unemployment.'
'Faith in the banks improved.'
'The lives of many farmers improved.'
'It did not solve unemployment.'
'It brought the USA out of the Depression.'

Level 3 Explanation of the successes of the New Deal OR its shortcomings [3–5]

e.g. 'The New Deal gave hope back to the USA. There was a sense that the whole nation was united in facing its problems.'
'It was successful in that the USA was put back to work, industry was moving again and the country was dragged out of depression.'
'A series of measures restored faith in the banks. These measures ensured that the economy was supported by a healthy banking system.'

OR

e.g. 'Although the New Deal provided employment for millions, employment was not solved by the New Deal. It was the Second World War that actually reduced the numbers of unemployed.'
'The New Deal did little to improve the position of the black Americans who were denied full rights as Roosevelt depended on the support of the Democrats in the South.'
'In 1937, Roosevelt cut back government spending under the mistaken impression that the economy was recovering. The economy immediately slumped and unemployment rose again.'

Level 4 Explanation of the successes of the New Deal AND its shortcomings [5–7]

Both sides of level 3.

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

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15 (a) What did Mao hope to achieve when he visited Stalin in 1949?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He wanted friendship.'

Level 2 Describes his hopes [2–5]

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

e.g. 'Mao hoped that he could move China and the USSR into a period of strong friendship. There had been some disagreements about the Chinese Communist Revolution.'
'Mao wanted parity for China with the Soviet Union. He did not want the USSR dominating the Chinese Revolution and considering itself the senior partner.'
'Mao hoped for loans and some technical help to carry out the reforms which were needed in China.'

(b) Why did communist China have a hostile relationship with Taiwan?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It had an alternative Chinese government.'

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

(One mark for each point)

e.g. 'It was home to Chiang and the Nationalists.'
'The Nationalists were supported by the USA.'
'Chiang was keeping Communist China out of the UN.'
'There was shelling between the two.'
'The Nationalists still hoped to gain control of mainland China.'

Level 3 Explains reasons [4–7]

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

e.g. 'Taiwan had become a republic in 1949 when many nationalists fled there. Chiang Kai-Shek considered his government the legitimate Chinese government.'
'The Nationalists in Taiwan were supported by the USA, who considered them the true Chinese government. This was resented by Communist China.'
'In 1971, China joined the UN and replaced the influence of Taiwan at the UN. Even then, the USA still sold arms to Taiwan and even suggested "Two Chinas". This annoyed the Communists.'
'It was hoped by the Nationalists that one day they would resume ruling the whole of China. It was hoped that western help would be given. Again, this caused ill-feeling with Communist China and led to regular shelling of Taiwan waters.'

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(c) How far did the death of Stalin change relations between China and the Soviet Union? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Mao disapproved of what Khrushchev was doing.'
'After Khrushchev came to power, relations cooled.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Khrushchev was friendlier to the West.'
'The USSR would not help China militarily.'
'There were armed clashes between Soviet and Chinese troops.'
'Economic aid continued for 7 years after Stalin's death.'
'Both countries followed communism in their own way.'

Level 3 Explanation of changing relations OR continuity of relations [3–5]

e.g. 'Relations soured as Mao did not like Khrushchev, as he thought he was betraying Marx and Lenin. Mao thought his form of Communism based on the peasants was what Marx and Lenin had preached.'
'Khrushchev developed more friendly relations with the West and was suggesting that Russia and the Capitalist West could follow peaceful co-existence. Mao strongly disagreed.'
'There were disputes over border territory in 1969 and the strength of Soviet troops on the Chinese border.'

OR

e.g. 'Economic aid continued to flow into China from Russia until 1960. This helped with Chinese economic reforms.'
'After his appointment, Gorbachev, the leader of the USSR, brought hostility between China and the USSR to an end.'
'Once Mao and Khrushchev had left the scene, relations improved.'

Level 4 Explanation of changing relations AND continuity of relations [5–7]

Both sides of level 3.

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

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16 (a) What objections did Mao have to the ideas and policies of other Chinese Communist leaders in the years 1962–6?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Mao thought they didn't want true communism.'

Level 2 Describes objections [2–5]

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

e.g. 'Right-wing members of the Party believed that incentives were necessary if communes were to function efficiently. This was unacceptable to Mao. He likened it to the Russians whom he dismissed as 'revisionists' taking the 'capitalist road'.'
'Right-wingers wanted an expert managerial class to push forward with industrialisation on the Russian model. Mao wanted a classless society.'
'The rightists included Liu Shao-qui and Deng Xiaoping and Mao had to launch a desperate campaign to 'save the revolution' through his Red Guards and the Cultural Revolution.'

(b) Why did Mao introduce the 'Hundred Flowers' campaign in 1956?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'A chance to express views.'
'Mao wanted praise for progress made.'

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

(One mark for each point)

e.g. 'An opportunity for free discussion and criticism of the government.'
'To find out what the educated classes thought.'
'To assess the work of the Party cadres.'
'To heal the rift between the Party cadres and the technical experts.'

Level 3 Explains reasons [4–7]

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

e.g. 'Mao felt that, under his leadership, China had recovered from the ravages of wars, improved communications, brought inflation under control and established a more healthy economy. Mao hoped for some praise and re-assurance that the people supported his measures.'
'With the development of industrialisation, a vast new class of technicians and experts had grown. The Party cadres wondered whether these experts threatened their authority. Mao wanted to know what the educated classes thought about this rivalry.'
'With open criticism of the government, it was hoped that an assessment could be made of the work of the Party cadres. It was hoped that there would only be praise.'

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(c) How far did the death of Mao lead to improvements in the lives of Chinese people by 1990? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Many things changed for the better.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'There was less state control in industry and agriculture.'
'The cost of living remained high.'
'Foreign visitors and investment were encouraged.'
'Education was seen as important.'
'Birth control policies were introduced.'
'There was little movement towards democracy.'

Level 3 Explanation of improvements OR lack of improvements / continuity [3–5]

e.g. 'Deng saw that China needed to increase production and modernise industry to support its huge population. New incentives were introduced including profit-sharing. Peasants were allowed to grow more cash crops and sell their surplus at market value.'
'People were free to own their own businesses and record numbers of consumer goods were produced.'
'Deng reversed the educational reforms of the Cultural Revolution, introducing tougher examinations and making academic success essential.'

OR

e.g. 'China did not move closer to democracy and tight control was exercised. In 1986, unrest spread to students in universities. Deng was determined to crush all opposition, resulting in the Tiananmen Square massacre (1989).'
'Despite increased trade, the cost of living remained high and wages low. Unemployment in 1983 was 12% and, with modernisation, came Western-style problems of increasing crime and football hooliganism.'

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

Both sides of level 3.

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

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17 (a) What were the main details of the constitution of the Union of South Africa?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Union of South Africa remained under the British Crown.'

Level 2 Describes terms [2–5]

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

e.g. 'The Union was under the British Crown as a self-governing dominion of the British Empire.'
'The Monarch was represented by a Governor-General, but effective rule was in the hands of the Prime Minister.'
'The Union was a unitary state, not a federation.'
'Each colony had a provincial council.'
'Parliament consisted of a House of Assembly and the Senate.'
'The administrative capital was in Pretoria and the seat of Parliament was in Cape Town.'
'Parliament was elected from the white minority.'

(b) Why was the Natives Land Act of 1913 disliked by black Africans?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They disliked it because it penalised black people.'

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

(One mark for each point)

e.g. 'Black people were prevented from owning land, except in the native reserves.'
'Black people were not allowed to be share-croppers.'
'Black people had to seek work on White-owned farms.'
'Black people were turned into labourers for White farmers.'
'Black people were historically farmers. This was destroyed.'

Level 3 Explains reasons [4–7]

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

e.g. 'Black people did not like the Act because it deprived them of owning the productive land within the Union. Despite being over 80% of the population, Black people were only allowed to live in the native reserves. The reserves were only 7 % of the Union's area.'
'Black people could only live outside the reserves if they were employed by White people. This, in effect, made Black people the labourers of White farmers.'
'Many Black people considered the Act the original political sin which was the road to full apartheid.'
'The Black peoples of South Africa had been agrarian communities dependent on the land. It was thought that the Act was akin to national destruction for Black people.'

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(c) 'There was great economic and social progress in South Africa in the thirty years after Union.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The economy fluctuated.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'There was a period of prosperity during the First World War.'
'There were hard times for the farmers in the 1920s.'
'The World Depression hit in the early 1930s.'
'The economy grew after 1934.'
'Black people were turned into landless labourers.'

Level 3 Explanation of the progress OR lack of progress [3–5]

e.g. 'The economy did well during the First World War when South Africa fought alongside Britain. A rising gold price helped both the gold mines and local industry to prosper.'
'From 1934, the economy began to grow again fast, a period of growth which lasted forty years. This was fuelled by another international rise in the gold price, which helped manufacturing industry. The additional income was used to help white farmers.'

OR

e.g. 'Hard times came in the 1920s when Afrikaner farmers were hit by drought and disease. Many left the land to look for work in the cities. A response to the 'poor Whites' was the creating of jobs mainly on the railways, at the expense of the Black people.'
'In the early 1930s, the Depression hit, leading to a political crisis. Trade slumped with the world economic crisis.'
'Black people suffered, not only from the economic problems of the country, but also from socially divisive policies of the White government.'

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

Both sides of level 3.

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

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18 (a) Describe ways in which apartheid made daily life difficult for black South Africans.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were restricted in where they could go.'

Level 2 Describes impact [2–5]

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

e.g. 'Black people had to travel on separate buses, coaches and trains from Whites.'
'Black people had to use separate cafes, toilets, park benches, hospitals and beaches.'
'Black people had to send their children to "Black only" schools.'
'A Black person could only live in a town if he had a pass showing that he was working for a White-owned business. A Black African could not leave the farm where he worked without a pass from his employer.'
'There was overcrowding in the Bantustans where 8 million people lived in only 13% of the land area.'
'In the gold-mining industry, Black Africans had to live in single-sex compounds with often as many as 90 men sharing a dormitory.'

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(b) Why was the Bantu Education Act (1953) opposed by black South Africans?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was part of the apartheid system.'

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

(One mark for each point)

e.g. 'It meant separate schools for Blacks and Whites.'
'It produced poor quality education for Black people.'
'Black education was not free.'
'The Whites had better schools and more money spent on them.'
'It gave the government control of all educational institutions.'

Level 3 Explains reasons [4–7]

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

e.g. 'Black South Africans opposed the Act because it reinforced apartheid. There were separate schools for Black Africans and Whites. They wanted a single public school system for all South Africans.'
'Schools for Black children were poor physically. 30% had no electricity and 25% no running water. They had few textbooks and only one third of the teachers were trained.'
'In comparison, White education was well funded with high quality facilities, materials and teachers. It was free for Whites.'
'Black pupils had to pay for their education. The state spent one tenth per capita on a Black child, compared to a White child.'
'Black pupils were taught only 3 hours per day in large, overcrowded classrooms. The teaching ratio was 56:1.'
'The Act was opposed because it clearly designed the education of Black South Africans so that they were mainly suitable for unskilled labour.'

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(c) 'The Pass Laws (1952) had a greater impact than did the Separate Amenities Act (1953).' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Both were part of apartheid.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The pass laws limited the movements of Black people.'
'Employers could record behaviour.'
'Permission could be cancelled by any government employee.'
'The best facilities were for Whites only.'

Level 3 Explanation of the Pass Laws OR the Separate Amenities Act [3–5]

e.g. 'The Pass Laws were hated because they segregated the population and limited the movements of the non-Whites.'
'The passbooks gave permission to be outside the compounds and were disliked because they carried fingerprints, a photograph and an employer's record of the worker's conduct.'
'It was considered the most despised symbol of apartheid.'

OR

e.g. 'The Act legalised the racial segregation of public amenities and premises. It was hated by non-Whites because the best area and facilities were reserved for Whites.'
'The Act meant toilets, parks, beaches, benches, medical facilities and public transport were separate for White and Black people. It often meant long queues for Black people for public transport and long waiting times in medical facilities.'

Level 4 Explanation of the Pass Laws AND the Separate Amenities Act [5–7]

Both sides of level 3.

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

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19 (a) What was SWANU and what were its aims?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a political party in Namibia.'

Level 2 Describes SWANU [2–5]

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

e.g. 'SWANU is the South West Africa National Union.'
'It is the oldest political party in Namibia and was formed in 1959.'
'It draws its support from the Herero people but it has had poor results in elections, such as 1999 and 2004.'
'It is a radical and nationalist party and wants land reform by state intervention.'

(b) Why did the Transitional Government of National Unity (1985–9) achieve so little?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was not recognised by the International community.'

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

(One mark for each point)

e.g. 'It was a puppet government.'
'It was not recognised by the UN.'
'It consisted of un-elected political parties.'
'It did not include SWAPO.'

Level 3 Explains reasons [4–7]

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

e.g. 'Although the Transitional Government sought moderate reform, it was a puppet government of apartheid South Africa.'
'The United Nations did not recognise the Transitional Government because of its lack of SWAPO membership and that it was taking instructions from the South African government.'
'The Transitional Government consisted of six political parties, all of which were un-elected.'
'SWAPO was not part of the government and yet they represented the majority of Namibians. South Africa attacked SWAPO bases, leading to hundreds of deaths even in 1988. This was unacceptable to the International community.'

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(c) 'The work of SWAPO was the most important reason why Namibia was able to achieve independence.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was the people themselves that gained independence.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The UN worked through its International Court.'
'The UN supervised an election.'
'SWAPO was recognised by the UN.'
'Namibian workers went on strike.'

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

e.g. 'SWAPO was recognised as the "nation in a state of becoming" and was recognised by the International community as representing the majority of Namibians.'
'It was made clear in 1977 by the Western Five that the independence was unacceptable without the participation of SWAPO.'

OR

e.g. 'The UN General Assembly passed a resolution ending the mandate in 1966 and established a committee to take over.'
'South Africa was requested by the UN to withdraw but refused and the UN requested member states to introduce sanctions against South Africa.'
'A UN supervised election was accepted by South Africa in 1989.'

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

Both sides of level 3.

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

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20 (a) What methods did Jewish nationalists use against the British in Palestine, 1946–8?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Violent methods were used including murder, kidnapping and explosions.'

Level 2 Describes methods [2–5]

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

e.g. 'The Irgun launched a series of attacks against the British. In June 1946, 5 British officers were kidnapped.'
'In July 1946, an explosion at the Headquarters of the Government Secretariat and Army Command killed 41 and injured 53.'
'There was a series of bomb attacks on immigration offices, police stations and tax offices.'
'In July 1946 the King David Hotel was blown up, killing 91.'
'In 1947, the Goldsmith Officers Club was blown up in Jerusalem, killing 13.'
'In July 1947, two British NCOs, Martin and Paice, were hung and their bodies booby-trapped.'

(b) Why were the United Nations' proposals for Palestine opposed?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It linked Jews and Arabs.'

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

(One mark for each point)

e.g. 'Palestinians were against partition.'
'The Jewish state would have more land.'
'The Arab state would be divided.'
'Fertile land would be lost.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Palestinians did not want partition. The Peel Plan of the 1930s had been rejected and had caused over 3000 Palestinians to be killed.'
'The proposed Jewish state would be larger than the Arab state, even though Jews were only one third of the population and owned less than one tenth of the land.'
'The Arab state would be divided into three, with no direct access to the sea. Jaffa, the main Arab port, would be cut off from the rest.'
'Much of the proposed Palestinian land was difficult to farm. Most of the fertile land on the coast would be part of the Jewish state.'

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(c) 'The war of 1948–9 had more significance for Israel than it did for her Arab neighbours.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It had huge consequences for Jew and Arab alike.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'A Jewish state was established.'
'There were large numbers of migrants.'
'Most Arab Palestinians fled.'
'The UN had failed.'
'Arab governments were humiliated.'

Level 3 Explanation of the significance to Israel OR the Arab neighbours [3–5]

e.g. 'A Jewish state was established within the territory controlled by the Jewish forces.'
'Large numbers of Jewish migrants moved to the new state of Israel.'
'The Gaza Strip, East Jerusalem and the West Bank were the only areas outside Israeli control.'

OR

e.g. 'The majority of Arab Palestinians fled from Israel and became refugees. Only a minority remained in the Jewish controlled state.'
'The Arab nations were defeated. Their pride was hurt and their hatred of Israel increased. This could mean future war.'
'Feeling reprisals, most Arab Palestinians left the Jewish areas and fled to the West Bank and the Gaza Strip.'

Level 4 Explanation of the significance to Israel AND the Arab neighbours [5–7]

Both sides of level 3.

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

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21 (a) What were conditions like in Palestinian refugee camps?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was overcrowded.'
'There was a lack of basic facilities.'
'Life was difficult.'

Level 2 Describes conditions [2–5]

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

e.g. 'An overcrowded area of tents.'
'Areas without water, electricity and sewers.'
'Death from malnutrition and disease was common.'
'Limited rations and welfare services provided by the UN.'
'It was difficult to find employment.'
'Possibility of epidemics.'
'A run down area of town.'

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(b) Why were the Fedayeen a problem for Israel between 1949 and 1955?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Israel suffered attacks from the Fedayeen.'
'They were border raiders.'

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

(One mark for each point)

e.g. 'They were Palestinian commandos.'
'They were based in neighbouring countries.'
'Arab neighbours encouraged their activities.'
'They caused many deaths and damage to property.'
'Israel had to attack their bases in foreign countries.'

Level 3 Explains reasons [4–7]

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

e.g. 'Many Palestinian Arab refugees went to camps in Gaza and the West Bank. Gaza was controlled by Egypt and the West Bank by Jordan. From these camps raids took place into Israeli territory.'
'At first, there were one night raids, but the Egyptian military started training these 'commandos' and from 1951 attacks on civilians became a problem for the Israeli government.'
'Between 1951 and 1956, over 400 Israelis were killed and over 900 injured. Israel felt it had to take out the bases in Egypt, Jordan and Lebanon where most of these 'suicide fighters' were based.'
'The Israeli government was concerned at the acts of sabotage including blowing up pipelines and power stations, mining roads and machine gunning buses.'
'The Israelis were concerned that Cairo radio even encouraged the raids into Israeli territory.'

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(c) Did the Palestinians gain more by the use of terror or by peaceful means between 1964 and 1978? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The use of violence was effective in the eyes of some.'
'There were few peaceful methods attempted.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Terror gained massive publicity.'
'The PLO became recognised as the voice of Palestinians.'
'Arafat was able to address the UN.'
'The violence meant the major powers felt action was needed.'

Level 3 Explanation of the significance of terror OR the use of peaceful means [3–5]

e.g. 'In 1970 the PLO gained publicity for the Palestinian cause by hijacking and destroying three airliners in Jordan.'
'In 1972, massive publicity was gained for the death of 11 Israeli athletes at the Munich Olympics.'
'The major powers and the UN felt action was needed because of the increased violence, such as the hijacking of a French plane to Entebbe in 1976.'

OR

e.g. 'In 1974 the PLO became the sole legitimate representative of the Palestinian people and it became recognised by the major powers.'
'In 1974, Yasser Arafat was invited to the United Nations to put over the Palestinian case.'
'There were relatively few peaceful actions during this period, although there were talks 'behind the scenes'.'

Level 4 Explanation of the significance of terror AND the use of peaceful means [5–7]

Both sides of level 3.

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

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22 (a) For what purposes was iron used in the first half of the nineteenth century?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'All aspects of the Industrial Revolution.'

Level 2 Describes uses [2–5]

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

e.g. 'For guns, cannons and wheel axles in warfare.'
'In industry, for textile machines, coal mining winding gear, rails, steam pumps and engines.'
'In agriculture, for machinery for the Rotherham Plough.'
'In transport, for railways, bridges and Brunel's iron ships.'
'For domestic items, such as pots, pans and bedsteads.'

(b) Why did Parliament pass the Mines Act (1842)?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They came under pressure from liberals and the press.'

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

(One mark for each point)

e.g. 'The press campaign followed on from factory reforms.'
'Humanitarians and liberals thought conditions were inhuman.'
'The Church and Christian groups thought there was a moral problem.'
'The MPs saw sketches of life underground.'
'Evidence from the Royal Commission.'

Level 3 Explains reasons [4–7]

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

e.g. 'Lord Anthony Ashley-Cooper, the Earl of Shaftesbury, persuaded Parliament to set up a Royal Commission in 1840 to look into children working in the mines.'
'The Commission reported to Parliament by issuing sketches of appalling working conditions underground and providing written evidence from interviews taken of the work of hewers, trappers, putters and drawers. This persuaded MPs that action was needed.'
'MPs were shocked to hear that men, women and children worked together, often wearing the minimum of clothing, if any.'

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(c) 'The Bessemer Converter was more important than the Basic Process to the development of the British steel industry.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Bessemer Converter was the first development and so was important.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Bessemer Converter reduced costs.'
'The Converter could produce large quantities.'
'The Basic Process could use British ores.'
'The Process could use ore containing phosphorous.'

Level 3 Explanation of the importance of the Converter OR the Process [3–5]

e.g. 'The Bessemer Converter allowed the blast of hot air required to make steel. The 'mild steel' was seven times cheaper than before, quicker and in larger quantities.'
'It could only use iron ores which did not contain phosphorous. These ores could only be found in Cumbria.'

OR

e.g. 'The Basic Process, introduced by Gilchrist and Gilchrist-Thomas in 1879, used limestone to line the Converter. This meant that iron ore containing phosphorous could be used and that steel could be made using British ores.'
'This invention also helped rivals such as the USA and Germany. Even so, the steel town of Middlesbrough grew up as the ore from the Cleveland Hills could be used.'

Level 4 Explanation of the importance of the Converter AND the Process [5–7]

Both sides of level 3.

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

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23 (a) What problems did the users of roads and rivers face around 1800 when trying to transport raw materials or finished goods?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was slow.'
'It was expensive.'

Level 2 Describes problems [2–5]

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

e.g. 'It was slow because of the turnpikes.'
'Many stretches of road were just mud tracks or rutted.'
'There was no uniform system of repairs.'
'Finished goods, such as pottery, could be damaged when travelling by road.'
'Rivers, before canals, often did not link up well with markets.'
'Rivers could be very low in dry weather and fast flowing in winter.'

(b) Why did the use of canals decline in the nineteenth century?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was a better form of transport.'

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

(One mark for each point)

e.g. 'Because of the railways.'
'Because canals were inefficient.'
'Because of canal tolls.'
'They were allowed to fall into disrepair.'

Level 3 Explains reasons [4–7]

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

e.g. 'The golden age of canals lasted until 1840, by which time railway competition was too great. Many canal companies sold out to the railways and they allowed the canals to fall into disrepair.'
'Railways were much faster and could carry more, making the transportation of goods cheaper and more efficient.'
'Locks caused long delays on canals which prevented the use of canals for perishable goods.'
'The canal system lacked organisation and planning. Some canals and locks were of different size. This, together with frozen water in winter, made canals unreliable and slow.'
'Canals were not suited to passenger traffic as they were limited in the numbers they could carry, were slow and often did not go where they were required.'

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(c) 'George Stephenson was more important than any other person to the development of the railway system.' How far do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'George and Robert Stephenson and Brunel were equally important.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'George Stephenson introduced the standard gauge.'
'Brunel introduced the broad gauge.'
'Robert helped build the 'Rocket'.'
'George was engineer of the Liverpool to Manchester Railway.'
'Brunel built Box Tunnel.'
'Robert was chief surveyor of the Liverpool to Manchester Railway.'

Level 3 Explanation of George Stephenson's importance OR other engineers [3–5]

e.g. 'George Stephenson was the engineer of the Stockton and Darlington Railway built to improve the transportation of coal.'
'George introduced the standard gauge of 4' 8 ½ inches.'
'George was chief engineer of the Liverpool to Manchester Railway and overcame many difficulties including Chat Moss Bog.'

OR

e.g. 'Robert helped design the "Rocket" and won the Rainhill Trials.'
'Robert designed the London to Birmingham Railway over very difficult ground.'
'Brunel was Chief Engineer of the Great Western Railway and built the line from Bristol to London.'
'Brunel overcame two difficult engineering problems with the Sonning Cutting in Berkshire and the Box Tunnel near Bath. The tunnel was two miles long and took six years to complete.'

Level 4 Explanation of George Stephenson's importance AND other engineers. [5–7]

Both sides of level 3.

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

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24 (a) What had been the impact of imperialism by the beginning of the nineteenth century?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'By 1800, very little compared with the next hundred years.'

Level 2 Describes impact [2–5]

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

e.g. 'By 1800 most of Africa was untouched by the imperialist powers.'
'India was in the hands of Britain, having fought off French attempts to take control in the Seven Years' War.'
'Canada and Australia was under British control.'
'The Dutch, Portuguese and Spanish had gained territory in the New World and South Africa by 1800, but their powers were in decline.'

(b) Why did Europeans often regard the people in the areas they colonised as 'heathens' and 'savages'?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

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

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

(One mark for each point)

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

Level 3 Explains reasons [4–7]

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

e.g. 'Tales came back from explorers recounting the treatment that some missionaries had to endure.'
'They used primitive weapons and dealt severely with those captured.'
'They carried out heathen rites and sacrifices.'
'They worshipped a huge range of gods, many of which were linked to nature.'

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(c) How far was competition with other nations the main motive for British nineteenth-century imperialism? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The main motive was to increase wealth.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'It was to establish trade.'
'Raw materials were needed and markets for manufactured goods.'
'It encouraged patriotism.'
'It created rivalry with other powers.'
'It was important for strategic military purposes.'
'To "civilise" colonies.'

Level 3 Explanation of competition OR other motives [3–5]

e.g. 'Britain had a large empire and had rivals in the French, Dutch, Spanish and Portuguese. It was important that areas not colonised were taken so that they did not fall into the hands of the rivals.'
'Britain was competing – especially with France, and wanted the economic wealth and prestige at the expense of their rivals.'

OR

e.g. 'Britain wanted an overseas empire to contribute raw materials and food products, many of which were unobtainable in the home country. These might be bananas, palm oil, rubber, cocoa and tea.'
'The colonies provided a link to wider areas by providing a base for re-coaling boats.'
'Britain wanted to spread Christianity and stamp out many "evils" such as slavery, barbaric punishments, sacrifices and "heathen" rites.'

Level 4 Explanation of competition AND other motives [5–7]

Both sides of level 3.

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

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25 (a) Describe Belgium's acquisition of the Congo.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Leopold had a love of wealth and power.'
'He did not use force.'

Level 2 Describes the acquisition [2–5]

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

e.g. 'In 1879, Leopold took Stanley into his service and over the next four years established road and river communications.'
'Leopold was aiming to attract all the trade of the Congo basin into his own forms of transport.'
'In the 1880s, he sought treaties granting sovereign rights in the Lower Congo area.'
'He made a secret promise to the French in return for their support and gained the support of Bismarck.'
'In 1884, a Congo Free State was established. It was the personal property of King Leopold.'

(b) Why did Germany enter the 'Scramble for Africa'?

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To increase status.'

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

(One mark for each point)

e.g. 'Because of a change in policy.'
'To avoid losing status.'
'The influence of the Kaiser.'

Level 3 Explains reasons [4–7]

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

e.g. 'Germany had only been unified in 1871 and Bismarck was against the acquisition of colonies. He was put under pressure and he changed his mind.'
'There was a fear that other countries would become more powerful and they wanted to ensure that they were not left behind.'
'An overseas empire needed a navy and this was an opportunity to build up the navy.'
'When Wilhelm II became Kaiser in 1888, he made it clear he wanted "a place in the sun" and that he wanted an empire like Britain and France.'

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(c) To what extent was the nature of British imperialism in Africa different from that of other countries? Explain your answer.

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were different because they wanted different things.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

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

Level 3 Explanation of similarities OR differences [3–5]

e.g. 'Britain wanted the advantages of control without offending local people and so devised a system of indirect rule.'
'Britain expected to use the raw materials and provide manufactured goods. This would benefit both the British and the local population.'

OR

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.'
'The Belgian method was one of harsh repression meted out by officials which allowed King Leopold II to amass a massive fortune.'

Level 4 Explanation of similarities AND differences [5–7]

Both sides of level 3.

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

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