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

0470/12 Paper 1 maximum raw mark 60

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

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

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

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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 revolutionary events in Milan in March 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.'

Level 2 Describes events [2–5]

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

e.g. 'On March 18 the citizens of Milan rose up against their Austrian rulers. After 5 days of fierce fighting they expelled the garrison of 12,000 troops from the city.'
'On 20 March a war council was appointed to lead the insurrection.'
'On 22 March a successful assault on Porta Tosa ended the siege of the city by General Radetzky whose troops had surrounded the walls and bastions of the city. The Austrians retreated.'

(b) Why did the Hungarian Revolution of 1848 take place?

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 were unhappy.'

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

(One mark for each point)

e.g. 'Magyar nationalists wanted political freedom from Austria.'
'Kossuth was responsible.'
'The March Laws had not been implemented.'

Level 3 Explains reasons [4–7]

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

e.g. 'Kossuth was responsible. He was a great speaker and he made use of the revolutionary fervour in Europe. He demanded independence for Hungary within the Austro-Hungarian empire and the immediate implementation of the 1847 reforms which had already been agreed by the Diet.'

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(c) 'The revolutions of 1848 all failed for the same reasons.' 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 revolutionaries could not agree.'

Level 2 Identifies AND/OR describes reasons [2]

e.g. 'Revolutions were often regional.'
'Popular enthusiasm was short lived.'
'Support was mainly from the working class.'
'The Austrian armed forces were too powerful.'
'Demands were initially agreed to and then power regained.'
'The revolutionaries were not united.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Austrian armed forces were too powerful and suppressed revolutions in both Italy and Germany. In Italy the liberals and nationalists wanted the Austrians to leave Italy for good. Charles Albert was defeated twice by the Austrians and decided to abdicate. The Austrians remained in Italy.'

OR

e.g. 'In Hungary the revolutionaries were not united. The Magyar nationalists fought the Croat nationalists instead of joining together to gain their independence from Austria. As a result the revolution led by Kossuth was brutally suppressed.'
In Germany revolution was spreading, and liberals and nationalists met to draft a new constitution but failed. Prussian attempts to become leader of a united Germany were quashed by Austria.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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2 (a) What were the main points of the compromise reached over Missouri in 1820?

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 reached an agreement.'

Level 2 Describes main points [2–5]

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

e.g. 'Missouri was admitted to the Union as a slave state in 1821. This balanced the free state of Maine, which had been admitted in 1820.'
'In the future slavery would not be allowed in any new state north of the line of latitude 36 degrees 30 minutes North.'

(b) Why had the Missouri Compromise broken down by 1850?

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 situation had changed.'

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

(One mark for each point)

e.g. 'In 1848 the acquisition of the Mexican territories caused a new problem.'
'Utah and New Mexico had been ceded after the 1846–48 war.'
'California had enough inhabitants to qualify as a state.'

Level 3 Explains reasons [4–7]

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

e.g. 'The California gold rush had given California the inhabitants it needed to qualify as a state. This would clearly be a free state. The South wanted to balance this with a slave-owning state.'

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(c) 'The election of Lincoln as President 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. 'The North and the South disagreed.'

Level 2 Identifies AND/OR describes causes [2]

e.g. 'The Dred Scott decision contributed.'
'Tariffs affected the South.'
'There were disagreements about slavery.'
'Lincoln was against slavery.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In 1860 Abraham Lincoln of the Republican Party was elected president. This alarmed the South because Lincoln was a staunch opponent of slavery and he had also promised to raise tariffs. Many Southerners felt he was unsympathetic to their views and would not treat them fairly.'

OR

e.g. 'There were economic differences between the North and the South. The northern manufacturers wanted high tariffs on imported manufactured goods to protect their industries. The southern plantation owners wanted free trade because the cotton growers thrived on exports.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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3 (a) What is meant by the term 'constitutional monarchy' in relation to Japan before 1914?

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 monarch.'

Level 2 Describes term [2–5]

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

e.g. 'There was a privy council.'
'Supreme power lay in the "sacred and inviolable" hands of the Emperor.'
'The Diet consisted of the House of Peers and the House of Representatives.'
'The Emperor alone appointed the Prime Minister.'
'The Emperor called or dismissed the Diet.'
'The Emperor was the supreme commander of the armed forces.'

(b) Why were many Japanese reluctant to become westernised?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Their ways were different.'

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

(One mark for each point)

e.g. 'They wanted to protect their traditional way of life.'
'They thought that foreign influence could have a negative effect on Japan.'
'They thought westernisation could threaten Japanese power.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Japanese wanted to protect their traditional way of life. They were afraid of the effects westernisation would have on their heritage, culture and language and thought their traditional way of life could be under threat.'

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(c) 'It was the war of 1894–5 that made Japan a great power.' 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. 'Japan won the war of 1894–5.'

Level 2 Identifies agreement AND/OR disagreement [2]

e.g. 'Japan was strengthened as a Far Eastern power.'
'It was the Russo-Japanese War.'
'The military was developed into a modern fighting force.'
'Old customs related to feudalism were removed.'
'Developments in education were important.'

Level 3 Explains agreement OR disagreement

e.g. 'Japan's position as a Far Eastern power was strengthened; Japan gained Formosa and the Pescadores and was granted most 'favoured nation' status and treaty rights in four Chinese ports.'

OR

e.g. 'As a result of the Russo-Japanese War, Japan became the dominant power in eastern Asia and checked the aggression and expansion of Russia.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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4 (a) In what ways did the Kaiser increase rivalry between the Great Powers before 1914?

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 upset other countries.'

Level 2 Describes ways [2–5]

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

e.g. 'He upset the British by deciding to build up the German navy.'
'The Kaiser was determined to expand the German Empire and gain a "place in the sun".'
'He tried to break up the Entente Cordiale.'
'A war plan was devised by General von Schlieffen.'

(b) Why was the Alliance System a threat to peace?

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 meant there were two sides.'

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

(One mark for each point)

e.g. 'It created two armed camps in Europe.'
'It gave countries confidence they would be supported.'
'Each member of the Triple Alliance promised to help the others if there was an attack.'
'The Alliance System reduced flexibility of responses in the event of a crisis.'
'Major political disputes were certain to lead to a large scale conflict.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Alliance System created two armed camps in Europe – the Triple Alliance against the Triple Entente. In the event of a dispute the members of each alliance would feel obliged to support each other and this would give countries the confidence to go to war knowing that they would be fighting with the help and support of their fellow alliance members. Countries were more likely to go to war knowing they would be supported.'

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4 (c) Was the role of Serbia, from 1908, the most important factor in causing war in 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. 'There were a number of disagreements between countries.'

Level 2 Identifies AND/OR describes factors [2]

e.g. 'Serbia was furious about Austria-Hungary's annexation of Bosnia in 1908.'
'Serbia emerged from the Balkan Wars of 1910–11 as the most powerful country in the Balkans.'
'Serbia was determined to unite with the Serbs in the Austrian Empire.'
The Archduke Franz Ferdinand was assassinated at Sarajevo.'
'Europe was divided into rival alliances.'
'There was a naval race between Britain and Germany.'

Level 3 Explains the role of Serbia OR other factors [3–5]

e.g. 'After the Balkan Wars Serbia became almost twice as large as previously. Serbia was now even more determined to unite with the Serbs in the Austrian Empire. Austria was determined to prevent this from happening and more determined than ever to crush Serbia. Conflict between Serbia and Austria would almost certainly involve other nations as well.'

OR

e.g. 'Britain felt her naval superiority was being threatened by Germany. Britain's navy was spread all over the world protecting the British Empire. They could not see the need for Germany to have a large navy and were worried that Germany was going to use this naval power to try to gain more colonies.'

Level 4 Explains the role of Serbia AND other factors [5–7]

Both sides of level 3.

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

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5 (a) Describe events in Corfu in 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. 'People were killed.'

Level 2 Describes events [2–5]

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

e.g. 'In August five Italian surveyors who were working for the League of Nations in mapping the border between Greece and Albania were killed on the Greek side of the border.'
'Mussolini demanded compensation from the Greek government.'
'Mussolini bombarded and occupied Corfu because the Greeks refused to pay compensation.'

(b) Why was the League of Nations weak from the start?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'People could not agree.'

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

(One mark for each point)

e.g. 'The USA was not a member.'
'The League had no army.'
'Defeated nations, such as Germany, were not invited to join.'
'Decisions had to be unanimous.'
'Britain and France, the main members, rarely worked together.'
'The USSR was not allowed to join.'

Level 3 Explains reasons [4–7]

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

e.g. 'The USA did not join the League. The Americans were really the only nation with the resources or the influence to make the League work. The League's trade sanctions would be useless if countries could still trade with the USA.'

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(c) 'The League of Nations was a failure.' 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 a success early on.'

Level 2 Identifies AND/OR describes agreement /disagreement [2]

e.g. 'It failed over Corfu.'
'It failed over Abyssinia.'
'It failed over Vilna.'
'It had success over the Aaland Islands.'
'The Health Committee was successful.'
'The Drugs Committee was successful.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The League failed over Vilna. It was quite clear that Poland was the aggressor because they took control of Vilna, the capital of the new state of Lithuania. The French did not want to upset Poland because they were a potential ally against Germany and Britain was not prepared to act alone. The Poles kept Vilna because the League did nothing.'

OR

e.g. 'The League's Health Committee was successful. They worked to defeat the dreaded disease leprosy and began a global campaign to exterminate mosquitoes, thus greatly reducing cases of malaria and yellow fever.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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6 (a) What was the policy of appeasement, followed by Britain in the 1930s?

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 gave in.'
'It was a policy associated most closely with Neville Chamberlain.'

Level 2 Describes policy [2–5]

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

e.g. 'A policy used by Britain to avoid war.'
'Britain made concessions to Hitler in the hope that he would be satisfied.'
'A policy to reach agreement with Germany to settle its grievances once and for all.'

(b) Why did Britain go to war over Poland?

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 thought it was the right time.'

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

(One mark for each point)

e.g. 'Britain had guaranteed to preserve the independence of Poland.'
'Britain no longer trusted Hitler.'
'Hitler ignored Britain's ultimatum.'
'Hitler invaded Poland.'

Level 3 Explains reasons [4–7]

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

e.g. 'Britain had no choice but to go to war over Poland. Britain had guaranteed they would preserve the independence of Poland and so when German armies invaded Poland and Hitler then gave no reply to the British ultimatum, Britain was obliged to intervene and support Poland.'

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(c) How far had Hitler achieved his foreign policy aims by the end of 1939?

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 had achieved some of his aims about land.'

Level 2 Identifies AND/OR describes achievement/lack of achievement [2]

e.g. 'Hitler had overturned parts of the Treaty of Versailles.'
'He had gained some Lebensraum in the East.'
'He had remilitarised the Rhineland.'
'He had achieved Anschluss with Austria.'
'He had not destroyed communism in the Soviet Union.'
'He had not gained as much Lebensraum in Eastern Europe as he had hoped.'

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

e.g. 'One of Hitler's aims was to overturn the Treaty of Versailles. In March 1933 he announced that the German peacetime army was to be increased to 300,000. This was in direct defiance of the Treaty which had limited Germany's army to 100,000 men. Two years later he reintroduced conscription, again defying the treaty.'

OR

e.g. 'Hitler wanted to gain Lebensraum in Eastern Europe. At the same time he thought he could defeat communism in the Soviet Union. By 1939 he had not achieved this. In order to take over Poland he had needed to sign the Nazi-Soviet Pact; he was still a long way from taking over the Soviet Union and destroying communism.'

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

Both sides of level 3.

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

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7 (a) What were the main problems facing the Allied leaders when they met at Potsdam?

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 USSR and the west had different views.'

Level 2 Describes problems [2–5]

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

e.g. 'Roosevelt had died and Truman was much more anti-communist.'
'There were disagreements about the future of Germany. Stalin wanted to cripple Germany completely but Truman did not agree. He thought this would just repeat the mistakes made at Versailles.'
'They disagreed about reparations. Stalin wanted compensation from Germany but Truman resisted this demand.'
'They disagreed over Soviet policy in Eastern Europe. Truman was suspicious of Stalin's intentions and thought he was trying to dominate all of Eastern Europe.'

(b) Why was the Marshall Plan 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. 'People needed help.'

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

(One mark for each point)

e.g. 'Governments in Europe were struggling to cope with the damage caused by the war.'
'To help Europe recover from the war.'
'To prevent the spread of communism.'
'Communism spread when people faced poverty and hardship.'
'Rationing and shortages were still prevalent in many European countries.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Marshall Plan was introduced to try to prevent the spread of communism. Truman believed that communism succeeded when people faced hardship and poverty. In the aftermath of the war, European countries were still rationing bread. Truman wanted to rebuild Europe's prosperity to prevent communism taking hold in suffering countries.'

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(c) 'The USSR was responsible for starting the Cold 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. 'The USSR and the USA were both responsible.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'Stalin wanted to spread communism.'
'Stalin set up Cominform and Comecon.'
'The USSR blockaded Berlin.'
'The Truman Doctrine was responsible.'
'The USA developed the atomic bomb.'
The USA introduced the Marshall Plan.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Having freed much of Eastern Europe from Nazi control, the Red Army remained in occupation and rather than allowing free elections, the USSR started to impose communist rule on these countries. This was seen by the USA as the beginning of a Soviet attempt to spread communism around the world.'

OR

e.g. 'In July 1945 the Americans had successfully tested an atomic bomb. Truman had not told Stalin about this before using the bomb and the USA refused to share the secret of how to make atomic bombs. Stalin interpreted this secrecy to mean that the USA would use the atomic bomb to win worldwide power.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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8 (a) Describe the USA's response to Castro's takeover of Cuba.

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 unhappy.'

Level 2 Describes response [2–5]

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

e.g. 'They refused to buy Cuban sugar.'
'In October 1960 they ended all trade with Cuba.'
'In January 1961 they stopped diplomatic relations with Cuba.'
'The USA were worried that Cuba, only 150km from the southern coast of America, had become communist.'
'The CIA were authorised to investigate ways of overthrowing Castro.'
'Kennedy supported Cuban exiles who tried to overthrow Castro at the Bay of Pigs.'

(b) Why was Cuba important to the USA?

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 near the USA.'

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

(One mark for each point)

e.g. 'The USA had built a huge naval base at Guantanamo.'
'American companies had invested heavily in Cuba, especially in mining and agriculture.'
'The USA had helped Batista to take power.'
'Cuba was only 150 km away from the USA's southern coast.'

Level 3 Explains reasons [4–7]

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

e.g. 'Cuba was very important to the USA because it was located only 150 kilometres away from the southern coast of the USA. When Castro, a communist, took over Cuba, the USA was increasingly worried that his communist ideas might spread to other countries in the region. This could threaten America's security.'

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(c) How far could the USSR be blamed for the Cuban Missile Crisis? 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 USA and the USSR were to blame.'

Level 2 Identifies AND/OR describes role of USSR/ other reasons [2]

e.g. 'The USSR supplied Cuba with arms.'
'Khrushchev placed nuclear missiles on Cuba.'
'Khrushchev was determined to defend Cuba against possible American attack.'
'It was the USA's fault because they organised the Bay of Pigs operation.'
'In March 1962 the USA undertook Operation Quick Kick.'

Level 3 Explains role of USSR OR other reasons [3–5]

e.g. 'The USSR was to blame because they placed nuclear missiles on Cuba. Medium range missiles could reach most of the USA from Cuba and the USA felt threatened by this. The nuclear missiles were too close for comfort.'

OR

e.g. 'The USA was to blame for the crisis. At the Bay of Pigs, the Americans had tried to overthrow Castro's regime and failed. Castro feared that America may try to attack Cuba again and he asked the USSR to provide arms to protect his country.'

Level 4 Explains role of USSR 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 events in the Ruhr in 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. 'Some men were killed.'

Level 2 Describes events [2–5]

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

e.g. 'French and Belgian troops marched into the Ruhr.'
'The government ordered passive resistance.'
German workers in the Ruhr went on strike.'
'Some strikers sabotaged the pumps in some of the mines so that they flooded and could not be worked.'
'Over 100 workers were killed.'
'The French expelled over 100 000 protestors from the region.'

(b) Why did Germany suffer from hyper-inflation in 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. 'It was the government's fault.'

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

(One mark for each point)

e.g. 'The government printed worthless money.'
'There was nothing with which to trade.'
'Reparations affected the German economy.'
'The occupation of the Ruhr caused it.'
'Passive resistance halted industrial production.'

Level 3 Explains reasons [4–7]

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

e.g. 'The occupation of the Ruhr had disastrous effects. The German government had to print money to pay the wages of the striking workers. This made the existing inflation even worse.'

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(c) How successful was the Weimar Republic in dealing with Germany's economic problems? 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. 'Economic problems were partly solved.'

Level 2 Identifies AND/OR describes success/ lack of success [2]

e.g. 'A new currency, the Rentenmark, was introduced.'
'Hyperinflation ended.'
'Stresemann renegotiated the reparations payments.'
'The German economy depended on American loans.'
'Unemployment was still a serious problem.'
'Prices for farm produce were falling.'

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

e.g. 'In 1924 Stresemann negotiated the Dawes Plan. In addition to reducing the annual reparations payments and giving Germany longer to pay, the USA agreed to loan Germany 800 million gold marks. The Germans could use this to build new factories which would produce goods and give jobs to German people. By 1928 Germany had achieved the same levels of production as before the war.'

OR

e.g. 'There was an illusion that Germany's economic problems had been solved. Economic prosperity depended largely on American loans and if these were ever withdrawn there would be acute difficulties, especially as the agricultural sector was already in serious trouble and growth in industry had begun to slow in 1927.'

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

Both sides of level 3.

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

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10 (a) How did Nazi rule affect 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. 'They had no choice.'

Level 2 Describes effects [2–5]

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

e.g. 'Women doctors, civil servants and teachers were forced to leave their jobs.'
'The role of women was to stay at home and look after their families.'
'Women were encouraged to have large families.'
'Women were discouraged from wearing trousers and make-up.'

(b) Why did some young people oppose the Nazis?

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 wanted a choice.'

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

(One mark for each point)

e.g. 'They were anti-authority.'
'They objected to the lack of freedom'
'They rejected the ideas of the Nazis.'
'They did not want regimentation in their lives.'
'They did not want to be trained for the army or for motherhood.'

Level 3 Explains reasons [4–7]

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

e.g. 'Some young people objected to the lack of freedom imposed by the Hitler Youth Movement and the Nazi education system. Rather than attending the Hitler Youth groups and being trained for a future in the army or as mothers, they joined groups such as the Navajo and the Edelweiss Pirates to show they could make their own choices.'

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(c) How far did Nazi economic policies between 1933 and 1939 benefit German male workers?

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 of them benefitted.'

Level 2 Identifies AND/OR describes benefit/ lack of benefit [2]

e.g. 'Unemployment was reduced.'
'There was a shortage of consumer goods.'
'The cost of living increased during the 1930s.'
'Goering's Four Year Plan benefitted male workers.'
'Schacht's policies funded a programme of work creation.'
'Wages remained comparatively low.'

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

e.g. 'Schacht organised Germany's finances to fund a huge programme of job creation on public works projects. A network of motorways was built, the railways were extended and there were major house building programmes. All this helped to reduce unemployment dramatically.'

OR

e.g. 'More jobs were created, but there was no improvement in the standard of living. People's working week increased and yet wages were lower in 1935 than they had been in 1928. Also, all basic groceries, except fish, cost more in 1939 than in 1933.'

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

Both sides of level 3.

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

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11 (a) What was the October Manifesto?

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 made promises.'

Level 2 Describes manifesto [2–5]

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

e.g. 'It promised freedom of speech.'
'It promised the right to form political parties.'
'It promised an elected Duma.'
'The Tsar promised that new laws would only be made with the Duma's approval.'

(b) Why did many Russians feel bitterness towards Tsar Nicholas II after the 1905 Revolution?

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 not much change.'

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

(One mark for each point)

e.g. 'The Tsar continued to rule without taking any real notice of the Duma.'
'The Tsar appointed Stolypin.'
'Opposition to the regime was still dealt with harshly.'
'It was due to the Fundamental Laws of May 1906.'
'The voting system for the Duma was rigged.'

Level 3 Explains reasons [4–7]

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

e.g. 'In the October Manifesto Nicholas had agreed to set up a Duma elected by the people. It quickly became clear that the Duma had no real power. The Duma could not appoint ministers, could not pass laws and the Tsar could dissolve it whenever he wished. The Russian people felt they had been deceived.'

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(c) 'Hatred of Rasputin was the main reason for revolution in March 1917.' 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. 'There was a lot of unrest.'

Level 2 Identifies AND/OR describes agreement/ disagreement [2]

e.g. 'Rasputin was giving the Tsar and Tsarina advice on how to run the country.'
'Rasputin had a reputation as a drinker and a womaniser.'
'There were food shortages.'
'The Tsar took command of the army in the First World War.'
'The Tsar had not learned from the mistakes of 1905.'
'The Duma had not been allowed any real power.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Russians were horrified that the Tsar and Tsarina were closely associated with Rasputin, a man with a reputation as a drinker and a womaniser. Rasputin gave the Tsar advice about appointments to the government. He was seen as a sign of the Tsar's weakness and lack of ability to rule Russia.'

OR

e.g. 'The war was not going well and the Tsar put himself in personal command of the army in August 1915. As commander he was then considered to be directly responsible for military defeats and the deaths of millions of Russians.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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12 (a) What was Lenin's opinion of Stalin?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Lenin didn't like Stalin.'

Level 2 Describes opinion [2–5]

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

e.g. 'Lenin believed that Stalin was rude because he had insulted Lenin's wife on the telephone.'
'He was not sure that Stalin could be trusted to use his authority wisely.'
'He thought that Stalin had abused his power by bullying the Communists who were governing Georgia.'

(b) Why were Stalin's ideas more popular among Communist Party officials than those of Trotsky?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Trotsky's ideas were thought extreme.'

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

(One mark for each point)

e.g. 'Stalin promoted "socialism in one country".'
'Stalin believed they should concentrate on establishing communism at home.'
'Stalin praised Lenin's policies, especially the NEP.'
'Trotsky believed in a permanent, or world revolution.'
'Trotsky believed it was the USSR's duty to help revolutionary groups in other countries.'
'Trotsky's ideas could involve the USSR in new international conflicts.'

Level 3 Explains reasons [4–7]

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

e.g. 'Stalin's ideas seemed more realistic than Trotsky's. Communist Party leaders were worried by Trotsky's radicalism and his belief in permanent revolution which meant that the USSR would be obliged to help communist groups in other countries. Stalin believed in socialism in one country, which would allow the USSR to concentrate on establishing communism at home first.'

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(c) 'Stalin's use of propaganda was the main reason he was able to establish a 'personal dictatorship'.' 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. 'Propaganda showed Stalin in a good light.'

Level 2 Identifies AND/OR describes agreement /disagreement [2]

e.g. 'Propaganda created a cult of personality.'
'Propaganda showed Stalin as a caring, friendly leader.'
'The secret police were important.'
'Stalin removed important rivals to his power.'
'Censorship helped Stalin.'
'Education taught children that Stalin was the "Great Leader".'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Propaganda was used to create the cult of personality where Stalin was worshipped as the infallible leader. Pictures and statues of him were everywhere and places were named after him. Posters depicting Stalin with happy Russians reinforced the view of Stalin as a great leader.'

OR

e.g. 'Stalin increased the size of the secret police and used it to destroy his political opponents and terrorise ordinary people into obedience. People often denounced others to avoid being arrested themselves. If found guilty of disobedience people were sentenced to exile, hard labour or death.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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13 (a) Describe the lives of black Americans in the southern states of the USA 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. 'Life was very tough for black Americans.'

Level 2 Describes lives [2–5]

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

e.g. 'There was segregation.'
'They had the worst jobs and houses.'
'They had to attend separate schools from white people.'
'The Jim Crow Laws affected them.'
'They were persecuted by the Ku Klux Klan.'
'Few black people could vote.'

(b) Why did the Ku Klux Klan become powerful?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'People were scared of it.'

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

(One mark for each point)

e.g. 'It was due to the film, *The Birth of a Nation*.'
'The Klan was seen as the defender of true American values.'
'White Americans believed WASPs were superior.'
'Some policemen, judges and politicians were members.'
'The Klan had a reputation for violence.'

Level 3 Explains reasons [4–7]

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

e.g. 'Amongst the members of the Ku Klux Klan were policemen, politicians and judges. This meant that Klansmen were often not punished for their violent activities as they were protected by those policemen and judges who were also members.'

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(c) 'Violence was the main feature of life in the USA in the 1920s.' 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. 'Some people enjoyed life in 1920s America.'

Level 2 Identifies AND/OR describes agreement / disagreement [2]

e.g. 'Violence was a feature of organised crime.'
The Ku Klux Klan used violence against black Americans.'
'There was intolerance towards immigrants.'
'The flappers enjoyed increased freedom.'
'Many people had more money and more leisure time.'
'Farmers faced many problems.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Organised crime fuelled violence in the 1920s. Prohibition meant that rival gangs in the cities fought for control of each other's territory as there were huge profits to be made from illegal alcohol. Al Capone is believed to have ordered the murders of 227 rival gangsters in four years with the violence reaching its peak with the St Valentine's Day massacre in 1929.'

OR

e.g. 'Violence was not the main feature of life for everyone. The young middle class women known as flappers gained greater independence and freedom of choice. They chose to cut their hair short, smoke, dress in the latest fashions and stay out late unaccompanied by chaperones. They chose to cast aside the usual social restraints facing women.'

Level 4 Explains agreement AND disagreement [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 National Recovery Administration (NRA).

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 tried to improve relations in the workplace.'

Level 2 Describes work of NRA [2–5]

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

e.g. 'It drew up codes for each industry which owners and businessmen were encouraged to sign.'
'The codes fixed prices for goods, limited workers' hours, set minimum wages and forbade child labour.'
'Workers were given the right to join trade unions.'
'Brutal strike breaking practices were outlawed.'
'It aimed to increase workers' wages so that they would have more money to spend on goods.'

(b) Why were Roosevelt's 'fireside chats' 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. 'The Americans could listen to him.'

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

(One mark for each point)

e.g. 'They helped gain the trust of the American people.'
'It gave the Americans confidence in their president.'
'Roosevelt was able to explain his actions.'
'They helped people to believe that their problems would be resolved.'
'They made people feel that the whole nation was united in facing the nation's problems.'
'They kept American people informed about the actions of the government.'

Level 3 Explains reasons [4–7]

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

e.g. 'Roosevelt's fireside chats were extremely important for keeping American people informed about the actions of the government. After the Wall Street Crash people had lost confidence in President Hoover and Roosevelt's chats helped to regain their trust in the government. His calm and reassuring voice created a belief that Roosevelt really cared and would help to solve the problems America faced.'

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(c) How far had the USA emerged from the Depression by 1940? 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 were improvements, but not for everyone.'

Level 2 Identifies AND/OR describes emergence/ lack of emergence from Depression [2]

e.g. 'Total farm income rose from 1932–1935.'
'The Alphabet Agencies provided work for millions of people.'
'The banking system was stabilised.'
'Unemployment was reduced, but not ended.'
'The economy did not fully recover until the USA entered the Second World War.'
'In 1939 business was still 25% less than in early 1929.'

Level 3 Explains emergence from the Depression OR lack of emergence from the Depression [3–5]

e.g. 'The Emergency Banking Act stabilised the banking system and restored confidence in the banks. This was essential to recovery from the Depression as people began to invest in the banks again and this helped to kick start the economy. After 1934 there were no significant bank failures and far fewer businesses went bankrupt.'

OR

e.g. 'The USA did not fully emerge from the Depression until 1942. Unemployment fell to almost zero, thanks to the employment of some 12 million men in the armed forces and the enormous expansion of industries for the rearmament programme.'

Level 4 Explains emergence from the Depression AND lack of emergence from the Depression [5–7]

Both sides of level 3.

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

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15 (a) In what ways were China's relations with the USA hostile in the years 1953–69?

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 constantly undermined each other.'

Level 2 Describes ways [2–5]

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

e.g. 'The USA tried to subvert Chinese control of Tibet.'
'China aided North Vietnam against the USA-backed South Vietnam.'
'The Americans refused to recognise the People's Republic of China.'
'The USA used its influence to exclude China from the UN.'
'A trade embargo was imposed on China.'
'CIA agents reputedly encouraged a rising in Tibet in 1959 against Chinese control.'

(b) Why were China's relations with Tibet and India bad in the period 1950–62?

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 fighting.'

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

(One mark for each point)

e.g. 'China invaded Tibet in 1950.'
'Tibet was made into a province of China.'
'The Dalai Lama, the Tibetan spiritual leader, fled to India.'
'The PLA established military positions on Indian soil.'
'In 1962 China and India fought along the Himalayan border.'
'Nehru's government granted sanctuary to the Dalai Lama.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Chinese invaded Tibet in 1950 and by 1951 they were in control of Tibet and had turned it into a province of China. The Chinese then began a prolonged campaign to destroy the Tibetan identity by undermining the local culture, religions and traditions. The area was deliberately flooded with Han settlers in order to outnumber the indigenous community.'

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(c) How far has economic liberalisation since 1976 changed China's relations with the rest of the world? 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. 'China's relations with the rest of the world improved.'

Level 2 Identifies AND/OR describes change/lack of change [2]

e.g. 'American and Western companies set up businesses in China.'
'Foreign investment in China was encouraged.'
'Deng Xiaoping adopted an open door policy.'
'It became easier for foreigners to visit China.'
'Gorbachev brought hostility between the USSR and China to an end.'
'Events in Tiananmen Square shocked the international community.'

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

e.g. 'Deng Xiaoping adopted an open door policy towards the west and so many American and western companies set up businesses in China. China also started to purchase military and industrial equipment from abroad.'

OR

e.g. 'There have still been problems in relations with the rest of the world. The international community was shocked by the events in Tiananmen Square in 1989. China faced overwhelming international criticism for its human rights policies. This event was an important factor in the rejection of Beijing as the venue for the Olympic Games in 2000.

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

Both sides of level 3.

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

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16 (a) What was Mao hoping to achieve through the Cultural Revolution?

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 wanted change.'

Level 2 Describes hopes [2–5]

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

e.g. 'He wanted to remould Chinese culture.'
'He wanted to make Mao Zedong Thought the guiding principle of the Chinese people.'
'He wanted to build a truly communist society in China.'
'He wanted to stop the move towards capitalism.'
'He wanted to rid China of the Four Olds.'
'He wanted Deng Xiaoping and Liu Shaoqi removed.'

(b) Why did Mao use the Red Guards to carry out the Cultural Revolution?

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 young.'

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

(One mark for each point)

e.g. 'They had not grown up in the old China.'
'They were loyal to Mao.'
'They idolised Mao.'
'He believed young people needed direct personal experience of revolutionary struggle.'

Level 3 Explains reasons [4–7]

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

e.g. 'Mao used the Red Guards because of their youth. In Mao's eyes the youth of China would be untainted by the thoughts, habits and customs of the old China. Therefore they could be mobilised in a campaign to eradicate the Four Olds from Chinese culture.'

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(c) How successful was the Cultural Revolution? 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 a failure as it ruined millions of lives.'

Level 2 Identifies AND/OR describes success/lack of success [2]

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

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

e.g. 'For Mao personally, the Cultural Revolution can be viewed as a success. His purge of the Party succeeded. Liu Shaoqi, Deng Xiaoping and several other leading members of the Politburo had been humiliated and removed from office. The Politburo itself had ceased to have any real power; its place had been taken by a smaller standing committee.'

OR

e.g. 'Education was seriously disrupted and this damaged the long term prospects of millions of young Chinese people. In the summer of 1966 all universities were closed and they did not reopen for two years.'

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

Both sides of level 3.

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

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17 (a) What opposition was there to the Union (1910)?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Native people opposed it.'

Level 2 Describes opposition [2–5]

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

e.g. 'There was opposition to the colour bar clauses.'
'There was a passive resistance campaign.'
'Disapproval led to the formation of the ANC in 1912.'
'There was opposition because only whites could gain election to parliament.'
'There was opposition because constitutional discussions were attended by whites only.'
'There was opposition because only the Cape allowed blacks and coloured people to vote (provided they owned property).'

(b) Why did the South African economy prosper in the late 1930s and the 1940s?

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 period of growth.'

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

(One mark for each point)

e.g. 'The price of gold began to rise.'
'The government had abandoned the gold standard in 1932.'
'Foreign investment increased.'
'Large international companies set up branches in South Africa.'
'South Africa had to produce goods for herself during World War Two.'

Level 3 Explains reasons [4–7]

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

e.g. 'The government ordered large amounts of war supplies from local factories. As demand for goods increased production was stepped up and profits grew. These profits created more money for investment which led to further growth in the economy. Many private investors were eager to put their money into the new war industry and to profit from its growth.'

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(c) 'The most important reason for segregation policies in the years before 1948 was to protect the jobs of white workers.' 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. 'Policies were against black workers.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'Segregation policies stressed white supremacy.'
'Segregation protected white workers against competition.'
'Segregation created jobs for poor white people.'
'Segregation controlled black people.'
'Segregation freed land for white farmers.'
'Segregation helped to control the workforce.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Segregation policies kept black people in an inferior position, enabling employers to pay them low wages. Coupled with this, segregation laws increased the colour bar so that the more skilled and better paid jobs were reserved for white people.'

OR

e.g. 'Many people believed that the white race was superior to all others. Segregation policies protected white supremacy by placing controls on the movement of black people into towns and encouraging the building of black townships well away from city centres.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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18 (a) In what ways did the Bantu Education Act of 1953 reinforce apartheid?

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 children were separate.'

Level 2 Describes ways [2–5]

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

e.g. 'Black schools had to provide different courses to white schools.'
'Black schools had to teach in their ethnic language, not in English.'
'Black pupils were to be prepared for life in the homelands, not the white cities.'
'Many mission schools were closed down.'

(b) Why did the Pan-Africanist Congress (PAC) begin a campaign against the Pass Laws?

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 Pass Laws controlled black people.'

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

(One mark for each point)

e.g. 'Black people could not move freely in South Africa.'
'Black people could only live in towns if they had passes.'
'Black people had to have passes to leave the farms where they worked.'
'Black people had to have a pass to get a new job.'
'Pass Laws ensured workers had to stay in difficult working conditions.'
'The ANC announced they were planning an anti-pass campaign.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Pass Laws strictly controlled the movement of black people and the PAC wanted this to change. They believed it was unfair that black people could only get new jobs if their previous employer had signed them out officially; this led to many black workers being forced to stay in primitive working and living conditions, sometimes living in single-sex compounds with as many as 90 men sharing a dormitory.'

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(c) To what extent did events at Sharpeville weaken the position of the National government? 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 caused more violence.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'Mandela formed the Spear of the People (MK).'
'The PAC set up a terrorist arm, Poqo.'
'There was international condemnation.'
'People were detained without trial.'
'The Nationalist government increased banning orders.'
'The press were censored and harassed.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Events at Sharpeville weakened the position of the Nationalist government because black leaders decided that enough was enough – the time for peaceful protest had passed. Mandela went underground to form Umkhonto we Sizwe (the Spear of the People or MK) and a campaign of sabotage was organised. Its chief targets were power stations and government offices.'

OR

e.g. 'The Nationalists continued in power after Sharpeville because they created a strong security police force and allowed it to treat opponents of the Nationalist government very harshly. People suspected of terrorism could be held without trial for up to 30 days in the first instance and longer if the Minister of Justice gave his approval.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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19 (a) Describe the strike of Ovambo contract workers in 1971.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'People didn't work.'

Level 2 Describes events [2–5]

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

e.g. 'The strike lasted from 13 December 1971 to 20 January 1972.'
'About 6000 workers stayed in their hostels in the Katutura township and refused to go to work.'
'Workers in Walvis Bay joined the strike.'
'About 25% of all migrant workers participated, bringing 11 mines and 23 other workplaces to a standstill.'
'Workers boycotted the SWANLA offices and refused to take up new contracts.'
'After a week of striking most of the strikers went home to Ovamboland.'

(b) Why did the strike of the Ovambo contract workers in 1971 take place?

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 caused by bad conditions.'

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

(One mark for each point)

e.g. 'Workers had to live in single sex hostels.'
'They had grievances against the contract labour system.'
'They wanted the right to live with their families.'
'They wanted to choose their own employment without police interference.'

Level 3 Explains reasons [4–7]

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

e.g. 'The strike was a reaction to the appalling conditions the migrant workers faced. They were examined and classified by SWANLA and then sent to employers on farms, in the mines and the fishing industry on a contract basis. They had very little freedom, as breaking contract was considered a criminal offence. They were not allowed to bring their families with them.'

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(c) Which was more important in achieving independence for Namibia – the Namibian people or the United Nations? 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 both very important.'

Level 2 Identifies AND/OR describes either or both reason/s [2]

e.g. 'The UN worked through its international court.'
'The UN demanded South Africa should leave Namibia.'
'The UN supervised an election.'
'A black resistance movement (SWAPO) was founded in 1960.'
'SWAPO began a guerrilla campaign against South Africa.'
'There was a general strike in 1971.'

Level 3 Explains Namibian people OR United Nations [3–5]

e.g. 'In August 1966 there were fights between insurgents and police forces near Ongulumbashe. The South African government proclaimed a state of emergency in the region and so SWAPO freedom fighters targeted police patrols and government buildings.'

OR

e.g. 'In May 1967 a UN council was established to take over until independence. It received finance and trained Namibian refugees as civil servants. It encouraged UN members to help in every way possible.'

Level 4 Explains Namibian people AND United Nations [5–7]

Both sides of level 3.

Level 5 Explains with evaluation of 'which was more important' [8]

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20 (a) Describe what happened at Deir Yassin in April 1948.

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 attacked.'

Level 2 Describes events [2–5]

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

e.g. 'A force including elements from the Irgun, Lehi and Haganah attacked Deir Yassin.'
'Over 100 men, women and children were killed.'
'Some residents were driven out of Deir Yassin.'
'Most of Deir Yassin was destroyed.'
'The remains of Deir Yassin were occupied by the Haganah.'

(b) Why did the creation of Israel result in so much violence in the years up to 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. 'Problems have existed for a long time.'

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

(One mark for each point)

e.g. 'There was a deep religious gulf between Arabs and Jews.'
'The Jews were determined to fight for their national home.'
'The British withdrew their troops from Palestine.'
'The United Nations' decision to partition Palestine was the problem.'
'Neither Jews nor Arabs could accept the idea of their homeland being divided.'

Level 3 Explains reasons [4–7]

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

e.g. 'Neither Jews nor Arabs could accept the idea of their homeland being divided. The Palestinian Arabs rejected the idea of partition because they outnumbered the Jews and were to be given less territory than the Jews. Many Jews could not accept that partition meant that Jerusalem would not be included in their area and were willing to fight for it.'

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(c) 'Israel survived the war of 1948–9 because of United Nations' intervention.' 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 Israelis were determined.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'The UN set up a truce in June 1948.'
'There was a second truce in July 1948 after intense diplomatic efforts by the UN.'
'The Israelis had foreign help.'
'Israeli morale was higher as they were fighting for survival.'
'The Israelis had superior numbers.'
'The Arabs were not well organised.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The UN declared a truce which came into effect on 11 June and lasted 28 days. This gave the Israelis time to gain supplies of vital weapons, to improve military training and to reorganise their army.'

OR

e.g. 'The Jews were well led and many of their troops had gained military experience in the British army during the Second World War. This was in complete contrast to the poorly equipped, disorganised Arabs.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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21 (a) Describe the events which led to the establishment of Fatah.

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 Palestinians wanted action.'

Level 2 Describes events [2–5]

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

e.g. 'Palestinian Arabs in exile became active in looking for political and military solutions that would result in the creation of an independent Palestinian state.'
'Political solutions adopted by the UN were being ignored.'
'Nasser of Egypt was aggressively in favour of Arab unity and independence, including the liberation of Palestine from the Jews.'
'There was support for liberation through armed struggle rather than negotiation.'

(b) Why did the PLO become more important after 1967?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Its policies changed.'

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

(One mark for each point)

e.g. 'Israel defeated the Arab countries in the Six Day War.'
'The Arab nations were now convinced they would never defeat the Israelis in battle.'
'Palestinians now believed they had to act themselves to free Palestine rather than waiting for the Arab states.'
'In 1968 the PLO forces resisted Israeli troops at Karameh.'

Level 3 Explains reasons [4–7]

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

e.g. 'The PLO became more important because Yasser Arafat became its chairman. He got the PLO to change its tactics by using guerrilla warfare against Israeli military targets and also encouraged action against civilian targets. Many more joined the PLO because they thought it meant real action to liberate Palestine.'

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(c) 'The Intifada was the most important reason for Arafat changing PLO policy in the 1980s.' 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 PLO had not found any solutions to the problems.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'President Reagan of the USA stated that the PLO must renounce the use of terrorism.'
'The PLO was marginalised, forced to operate from Tunisia.'
'Arafat recognised that he must cooperate with the USA if there were to be any positive moves.'
'The Intifada brought the Palestine question to the forefront of international attention.'
'Some of the street fighters rejected the PLO and turned to Hamas.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In 1987 the images of stone throwing Palestinians confronting heavily armed Israeli soldiers during the Intifada gained much sympathy for the Palestinian cause worldwide. Arafat needed to change policy and renounce violence to capitalise upon this sympathy.'

OR

e.g. 'Although countries around the world were beginning to sympathise with Arafat and the Palestinians, many agreed with Israel that negotiations could not begin until the PLO renounced violence. In 1985 US President Reagan stated that the PLO had to renounce the use of terrorism before the United States would recognise or negotiate with it.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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22 (a) Describe the process of cotton manufacturing in textile factories.

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 done on machines.'

Level 2 Describes process [2–5]

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

e.g. 'The cotton cord was drawn from spindles between rollers of varying speeds.'
'Cloth was produced by interlacing two sets of threads on a loom. The weft (crossways) thread was interlaced with the warp (lengthwise) thread.'
'The cotton fabric was scoured to remove impurities.'
'Bleaching improved the whiteness of the fabric.'
'Cotton fabric could be dyed.'

(b) Why did Parliament pass factory reform legislation in the early-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. 'To change conditions in the factories.'

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

(One mark for each point)

e.g. 'Royal Commissions highlighted the conditions.'
'Hours were very long.'
'There were child workers, some as young as three.'
'The machinery was dangerous as the moving parts were not covered.'
'Workers breathed in polluted air in the hot and humid conditions.'
'Discipline was extremely harsh.'

Level 3 Explains reasons [4–7]

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

e.g. 'There were great concerns about child workers in some factories. Children as young as three worked extremely long hours in hot and humid conditions. Their health suffered, with many having leg and back deformities from crawling into cramped places under the machines and also chest complaints caused by dust irritating the lungs.'

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(c) 'Individuals were more important than legislation in improving working conditions in mines and factories in the 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. 'Both helped to improve conditions.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'The 1833 Factory Act dealt with working hours.'
'The 1842 Mines Act allowed inspectors to visit pits.'
'The 1853 Factory Act fixed the length of the working day.'
'Robert Owen improved conditions at New Lanark.'
'The Earl of Shaftesbury campaigned for factory reform.'
'Sadler's report in 1832 highlighted the appalling conditions.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Robert Owen improved conditions for his workers in his New Lanark cotton mill. He paid good wages, cut the working day to ten and a half hours, gave sick pay and refused to employ anyone under the age of 10. He also provided housing and education for his workers.'

OR

e.g. 'Legislation was very important. Successive acts cut working hours – the 1833 Factory Act reduced the hours of children and young people, the 1844 Factory Act reduced the hours of children aged 8 to 13 to no more than 7 hours per day and also restricted the working week of young people aged between 14 and 18 and women aged 18–21 to 69 hours. In 1853 the Factory Act fixed the length of the working day at ten and a half hours.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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23 (a) What problems were faced in developing a railway network?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Builders faced problems.'

Level 2 Describes problems [2–5]

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

e.g. 'Land was expensive to buy.'
'Expensive tunnels, cuttings and viaducts had to be built to avoid steep gradients.'
'The various railway companies often used different gauges of track, making through travel between areas difficult.'
'Landowners and farmers objected to the noise and the smell of the trains.'
'There were often natural obstacles such as rivers in the way of proposed railway lines.'

(b) Why did some businesses continue to use canals for transporting goods 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. 'They trusted them more.'

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

(One mark for each point)

e.g. 'The canals were a convenient way to supply local markets.'
'The Manchester Ship Canal allowed access for ships.'
'Some factories were sited next to canals.'
'There were concerns about delicate goods being damaged on railways.'
'Canals remained cheaper than railways for goods traffic.'

Level 3 Explains reasons [4–7]

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

e.g. 'Some canals had originally been built to transport coal. The location of canals in industrial areas meant they could continue to provide a useful service by transporting coal to the factories and mills of the big towns.'

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c) 'The greatest impact of the railways in the nineteenth century was on the working class.' 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 improved life for the working classes.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'Railways gave jobs to the working classes.'
'The diet of the working classes improved.'
'Working class people could afford cheap travel on the railways.'
'Perishable goods could be moved more quickly.'
'People could live in the suburbs.'
'Excursion trips became available.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The working classes had far greater job opportunities as a result of the railways. The iron and coal industries prospered as a result of the railways and therefore needed more workers. The railways themselves created jobs such as signalmen, guards and firemen.'

OR

e.g. 'Before the railways most people had to live within walking distance of their jobs. With the advent of railways, better off people moved further away from their place of work to live and travelled into the towns and their employment by train. They could live away from the unhealthy towns.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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24 (a) What benefits did Britain gain from its colonies 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. 'They gained power.'

Level 2 Describes benefits [2–5]

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

e.g. 'They provided raw materials and foodstuffs.'
'They provided markets for home produced manufactured goods without restrictive import tariff duties.'
'They were important for strategic military purposes.'
'They provided coaling stations vital to the operation of a powerful navy.'

(b) Why did Germany want a colonial empire?

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 jealous of other countries.'

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

(One mark for each point)

e.g. 'They felt Germany should be a world power.'
'It would rally patriotic support.'
'The German Colonial Union had been founded.'
'There were concerns about the consequences of protectionist policies.'
'It would benefit the German economy.'

Level 3 Explains reasons [4–7]

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

e.g. 'There were concerns about the consequences of protectionist policies. German trading companies were complaining that they were being squeezed out of parts of Africa by foreign rivals. They hoped colonies would benefit them by providing new markets and raw materials.'

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(c) 'The social impact of imperialism on the colonies was greater than the economic impact.' 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 had an impact on the colonies.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'Hospitals and clinics were opened.'
'Schools were built.'
'Transport was improved.'
'Mines were opened.'
'Plantations were opened.'
'Communities were divided.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Europeans imposed their customs, religion and sophisticated way of life on the colonies. Colonies already had their own languages, religions, laws, government and traditions long before the Europeans arrived. It was wrong of the Europeans to assume that theirs was a superior civilisation and it should replace the existing ones.'

OR

e.g. 'Tropical plantations were opened. These produced cocoa, groundnuts, palm oil, rubber and other valuable cash crops which benefited the African farmers.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of level 3.

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

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25 (a) How did either Britain or France try to provide stable government in their African colonies?

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/France imposed their own ideas of government.'

Level 2 Describes how [2–5]

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

e.g. 'Britain allowed the establishment of private companies that were granted large territories to administrate in Africa. One of these was the British East Africa Company.'
'Britain used indirect rule. They used indigenous African rulers within the colonial administration.'
'France used direct rule.'
'The French had centralised administrations, usually in urban centres.'
'The French stressed policies of assimilation – 'civilising' African societies so that they would be more like European society.'
'The French removed traditional political authorities such as chiefs from power.'

(b) Why did several European countries set up colonies in 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 wealth.'

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

(One mark for each point)

e.g. 'It encouraged patriotism.'
'To develop trade.'
'To find new markets.'
'To gain raw materials.'
'To bring Christianity to African peoples.'

Level 3 Explains reasons [4–7]

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

e.g. 'There were strong economic reasons. The colonies would be expected to provide raw materials and food products such as bananas, palm oil, cocoa and tea, many of them unobtainable in the home country. They would also provide markets for the home country's manufactured goods, free of import tariff restrictions.'

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(c) How far did European colonisation in Africa bring peace to African peoples? 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 fighting between tribes and colonisers.'

Level 2 Identifies AND/OR describes peace/lack of peace [2]

e.g. 'In March 1879 the Zulus defeated the British at Isandlwana.'
'The Italians were defeated by the Abyssinians at the Battle of Adowa in 1896.'
'Samori Ture fought the French for two decades from 1882.'
'The Ashanti in Ghana resisted the British.'
'Inter tribe fighting decreased.'
'Colonisation brought stable government.'

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

e.g. 'The Ashanti in Ghana resisted the British for half a century. It was not until 1894, after 50 years of fighting, that the British managed to defeat the Ashanti at the Battle of Amoafo.'

OR

e.g. 'Colonisation brought more stable government and with this came a less volatile situation. The British used indirect rule to provide this. By using indigenous African rulers within the colonial administration, they involved the local people in governing.'

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

Both sides of level 3.

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

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