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

0470/13 Paper 1, maximum raw mark 60

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

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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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 the revolutionary events in 1848–9 in Hungary.

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 April Laws were adopted.'

Level 2 Describes events [2–5]

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

e.g. 'Austrian control of Hungary was temporarily taken over by the Hungarian Diet in Budapest.'
'It passed laws which abolished serfdom, introduced religious freedom and abolished press censorship.'
'Kossuth could see no room in the new Hungary for Croat or Slovak nationalism. The Croats reacted angrily and invaded Magyar territory.'
'Kossuth declared Hungary an independent republic, but the Austrians persuaded the Russians to bring about surrender. The Austrians then resumed overall control of Hungary after their own problems were overcome.'

(b) Why did the revolutions fail in Austria?

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 lack of co-ordination.'

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

(One mark for each point)

e.g. 'The ability of Austrian military commanders.'
'The abdication of the Emperor.'
'The involvement of the Russians.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Emperor Ferdinand left Vienna on two occasions so as not to make concessions, but wisely, in December 1848, decided to abdicate in favour of his nephew, Franz Joseph. This pleased many of those who objected to Ferdinand's style of ruling.'
'The Austrians had a number of outstanding military commanders, such as Windischgratz and Radetsky. In June 1848, Windischgratz subdued Prague and set up a military dictatorship, while Radetsky defeated Piedmont at Custozza in July 1848.'
'The involvement of the Russians was crucial in defeating Kossuth and the Hungarian rebellion in August 1849, allowing the Emperor to finally fully re-establish control over the whole of his Empire.'

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(c) 'Liberalism was the most important cause of the revolutions in 1848.' 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 wanted more freedom.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'There was a demand for more say in how the country was governed.'
'There was unrest with the existing methods of government.'
'Economic and social problems were significant.'
'Nationalism existed in different guises.'

Level 3 Explanation of liberalism OR other reasons [3–5]

e.g. 'Large numbers of the middle and upper classes were discontent with royal absolutism or near absolutism.'
'Many wanted the freedom to vote, worship and own land. They wanted freedom of speech and freedom of the press. People wanted a say in how their country was governed.'

OR

e.g. 'Nationalism was significant but in different ways. In Hungary the national groups were seeking independence from an empire, whilst in Germany and Italy national groups wished to unite with other states to form a larger nation.'
'A series of economic downturns and crop failures, particularly those in 1846, produced starvation among peasants and the working urban poor and this led to discontent about the type of government.'

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

Both sides of Level 3.

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

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2 (a) What problems did the Kansas-Nebraska issue cause before the Civil 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. 'There was a minor civil war.'

Level 2 Describes impact [2–5]

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

e.g. 'A principle of self-determination had been used in 1850 and this was allowed to apply in the case of Kansas.'
'Was it to be a free or a slave state? There was a minor civil war between the supporters of slavery and the abolitionists.'
'Politicians vied for power in order to control the legislature and therefore influence the decision.'
'There was a split in the main political parties. The Republican Party was formed with the aim of resisting the spread of slavery.'

(b) Why did the Southern States leave the Union in 1861?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Lincoln opposed slavery.'

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

(One mark for each point)

e.g. 'Because of the election of Lincoln.'
'Slavery would be completely abolished.'
'Lincoln was a Republican.'
'Lincoln was going to raise taxes.'

Level 3 Explains reasons [4–7]

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

e.g. 'There was a move to extend slavery into the western territories and Lincoln was a staunch opponent of this.'
'Lincoln was a member of the Republican Party that had come about in 1856 after a split in the main political parties. The Republicans opposed slavery.'
'There were economic differences between the slave and non-slave states and Lincoln promised to raise taxes which would hit the slave states.'
'The South was now in a permanent minority and it was only a matter of time before slavery would be completely abolished.'

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(c) How beneficial to the South was Reconstruction? 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. 'Problems were not overcome.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Initial representation did not happen.'
'Governments were elected by universal suffrage.'
'Carpetbaggers took advantage.'
'Southerners took the law into their own hands.'

Level 3 Explanation of benefits OR limitations [3–5]

e.g. 'Johnson's policy was one of reconciliation. The Southern states were allowed to elect legislatures and send senators and representatives to Washington.'
'The Basic Reconstruction Act of 1867 allowed military governors to form governments elected by universal suffrage.'

OR

e.g. 'Confederate leaders were disqualified from voting and old Confederate politicians could not stand for office.'
'Carpet-baggers and scalawags were able to take control of the state governments in the Deep South and impose their wishes which were often corrupt and spendthrift.'
'By 1877 the treatment of blacks had not improved and the old prosperity had gone and many plantation holders were bankrupt.'

Level 4 Explanation of benefits AND limitations [5–7]

Both sides of Level 3.

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

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3 (a) What military reforms did Japan introduce in the second 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. 'The Japanese military was updated.'

Level 2 Describes changes [2–5]

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

e.g. 'British warships were introduced to the fleet and young officers were trained by the Royal Navy.'
'The army was modelled on the French system and later was influenced by the Germans.'
'The Choshu and Satsuma armies were combined to form a new Imperial Army in 1872.'
'Conscription was introduced in 1873.'
'By 1894, the Japanese army was efficient, equipped with modern arms and well led.'

(b) Why was there rivalry between Japan and 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. 'Because of Russian activity.'

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

(One mark for each point)

e.g. 'Russia's designs on the Far East worried the leaders of Japan.'
'Russia was building the Trans-Siberian railway.'
'Russia threatened Japan's aim of increasing their raw materials.'
'Russia threatened Japan's imperialist ambitions.'
'Russia threatened Japan's links with Korea.'

Level 3 Explains reasons [4–7]

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

e.g. 'Russia was building the Trans-Siberian railway. Japan was concerned about the ulterior motive for this project.'
'By getting permission to build part of the railway across Chinese territory, the Russians gained access to warm water ports which were ice-free in winter.'
'Russia's interests in Manchuria conflicted with Japan's interests in this area. Manchuria had coal and iron ore that Japan wanted to exploit.'
'Russia had imperialist ambitions in the Far East, having claimed the Ryukyu Islands and Formosa from China.'
'Russia had gained influence in Korea which was the key to Japanese expansion in Asia.'

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(c) 'Japan's victory over Russia in 1904–5 was gained at sea.' 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 victories were partly on land and partly at sea.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The military reforms were important.'
'The industrial development helped the Japanese military machine.'
'The Russian fleet was totally annihilated.'
'There was series of land victories.'

Level 3 Explanation of victory at sea OR other reasons [3–5]

e.g. 'The military reforms of the late-nineteenth century were significant. Methods of fighting were learned from the European states, especially from Britain for the navy. These came to fruition in the Russo-Japanese War.'
'A significant factor in winning the war was the tenacity of the Japanese army. They had a series of hard fought victories at Port Arthur, Mukden and Shenyang.'

OR

e.g. 'The Japanese used torpedo boats in a daring night attack on the Russian fleet in Port Arthur. This allowed the army to get a foothold in Korea.'
'The battle of the Tsushima Straits resulted in Togo's annihilation of the Russian fleet and, as a result, brought the war to a conclusion.'

Level 4 Explanation of victory at sea AND other reasons [5–7]

Both sides of Level 3.

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

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4 (a) What preparations had Britain made for war by 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. 'It strengthened its navy.'

Level 2 Describes events [2–5]

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

e.g. 'Britain began to co-operate more with France and signed an agreement with it in 1904 and signed another agreement with Russia in 1907.'
'Britain reacted to the build up of the German navy by building Dreadnoughts from 1906. By 1914, Britain had 29 Dreadnoughts to Germany's 17.'
'Britain set up the British Expeditionary Force consisting of 150,000 highly trained and well-equipped professional soldiers. The BEF could go to France and fight alongside the French at short notice.'
'It had a General Staff to co-ordinate planning.'

(b) Why was the role of Russia important in international affairs 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. 'It was a big and important country.'

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

(One mark for each point)

e.g. 'It was part of the alliance system.'
'It was concerned over Germany's power and influence.'
'It was a rival to Austria-Hungary.'
'It had the largest army.'

Level 3 Explains reasons [4–7]

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

e.g. 'Russia was by far the largest of the six powers in the alliances. It had formed alliances with France and Britain to become the Triple Entente. It was important because it helped to 'encircle' Germany with potential enemies.'
'Russia had become increasingly worried by the growth, power and influence of Germany. It was particularly worried over the influence Germany had over Austria-Hungary.'
'Russia had a long history of rivalry with Austria-Hungary. This was one reason why Russia was so friendly with Serbia. Another reason was that both Russians and Serbs were Slavs. Many other Slavs lived in Austria-Hungary's empire. Russia felt it should have influence over them.'
'Russia had the largest army of the six nations in the alliances, but it had lost the Russo-Japanese war in 1905 and Nicholas felt he could not afford to lose in any other conflict. He, therefore, built up a huge army of 3,400,000 men.'

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(c) What was the most important reason for war breaking out in 1914? Explain your answer with reference to more than one reason.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'War was caused by the arms race.' **[1]**

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Colonial rivalry was a cause of war.'
'The Balkans crises were the main cause of the war.'
'Germany's aggressive attitude was responsible for war.'
'The growth of Serbia was responsible.'
'The alliance system was the cause.'
'The assassination of Archduke Franz Ferdinand brought war.
'The invasion of Belgium by Germany was a cause of war.'

Level 3 Explanation of a reason OR other reasons [3–5]

e.g. 'The Alliance system was a major cause of war as it created two armed camps, the Triple Alliance and the Triple Entente. A dispute between one of the members of each camp could well involve other members. After the assassination, Germany supported Austria against the Serbs, while Russia supported the Serbs.'

OR

e.g. 'Germany entered the arms race building up a navy to challenge British supremacy. There was a race to see who could build the largest battleships. Germany's army was already powerful and Britain feared German world domination if it had the strongest navy.'
'Germany invaded Belgium to get to France and Britain entered the war as they had agreed to guarantee Belgium's neutrality by the Treaty of London.

Level 4 Explanation of a reason AND other reasons [5–7]

Both sides of Level 3.

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

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5 (a) Describe two successes the League of Nations had in solving disputes 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. 'It was successful with small disputes.'

Identifies a success.

Level 2 Describes successes [2–5]

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

e.g. 'It resolved the dispute in 1921 between Sweden and Finland over the Aaland Islands by deciding they were to go to Finland. Sweden accepted and war was avoided.'
'In 1921 it helped to arrange a plebiscite in Upper Silesia after both Poland and Germany had claimed the land. After the result, the League decided to partition the area. Both accepted the League's decision.'
'In 1925, the Greeks invaded Bulgaria because of a border dispute. The League condemned the Greek action and forced them to withdraw. The League fined Greece.'

(b) Why was the League unable to stop Italian aggression against 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. 'The League was weak.'

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

(One mark for each point)

e.g. 'The League feared a powerful nation.'
'Britain and France were not strong enough.'
'Mussolini used the Conference of Ambassadors.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Council of the League wanted to condemn Italy's actions but France and Britain did not want to upset Mussolini and would not permit it. This put pressure on the Greeks to accept Mussolini's demands.'
'Behind the scenes, Mussolini worked on the Conference of Ambassadors and persuaded it to change the League's ruling.'
'Italy was a great power willing to use force and, as the League did not have an army, it backed down.'
'Members of the League, especially Britain and France, feared another war and therefore did not want to use force. They allowed the dispute to be settled outside the League.'

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(c) 'The League of Nations failed because of the absence of the USA.' 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 failed because of the lack of will.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The USA was the most powerful country in the world.'
'The Depression affected relations between countries.'
'The League failed to do anything about disarmament.'
'Britain and France often disagreed.'
'The League took too long to reach decisions.'
'The League lacked a standing army.'
'There were too many absent powers.'

Level 3 Explanation of the USA's importance for the League OR other reasons [3–5]

e.g. 'It was difficult to apply economic sanctions when the USA was not a member of the League. The USA could continue trading with the offending country, making the sanctions almost meaningless.'
'The League had been suggested by President Wilson, but the USA did not join and this undermined the League. The USA was the richest and most powerful country in the world and was obviously very influential, which the League was to miss.'

OR

e.g. 'The Depression caused much of the goodwill and optimism of the late 1920s to evaporate. Britain suffered high unemployment and it was not willing to get involved, sorting out international disputes while its economy was suffering.'
'Throughout its short history, the League was lacking many of the big powers at one time or another, apart from the USA. Both Germany and the USSR were late joining and then Japan, Germany and Italy withdrew.'

Level 4 Explanation of the USA's importance for the League 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) What actions did Hitler take between 1933 and 1936 to re-arm Germany?

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 ignored the Treaty of Versailles.'

Level 2 Describes measures [2–5]

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

e.g. 'Hitler withdrew from the Disarmament Conference.'
'He began increasing the army size from 1934. It increased from 100,000 to 600,000 by 1936.'
In 1934, Hitler started building tanks and warships.'
'Hitler started using the unemployed in new armament factories.'
'Hitler reintroduced conscription in March 1935.'
'Hitler introduced his new air force, the Luftwaffe, in 1935.'
'In 1935, Hitler signed the Anglo-German Naval Treaty, which allowed Germany 35% of the size of Britain's navy.'
'In 1936, Germany re-militarised the Rhineland.'

(b) Why were Britain and France prepared to sign the Munich Agreement?

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 save Czechoslovakia.'

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

(One mark for each point)

e.g. 'A solution to avoid war.'
'It had been agreed at Bad Godesberg.'
'It guaranteed Czechoslovakia's borders.'
'It gave time to re-arm.'
'Hitler was a bulwark against Communism.'

Level 3 Explains reasons [4–7]

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

e.g. 'Britain and France wanted to avoid war at all costs. Both countries had suffered badly during the First World War and they did not want a repeat. They were, therefore, willing to sacrifice part of an ally to avoid conflict.'
'Many Conservatives thought that the communist threat from Russia was a greater danger than Hitler. It was worth giving away part of an ally so that Hitler's Germany would be a buffer against communist expansion westwards.'
'British military chiefs told Chamberlain that Britain was not strong enough to fight against Hitler and their assessment was that France was weak and divided. Chamberlain realised he needed time to speed up British rearmament.'

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(c) How far was the coming of the war in 1939 caused mainly by the Treaty of Versailles? 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 Treaty as it was unfair.'
'It was Hitler's foreign policy.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The terms of the Treaty were severe.'
'Hitler's aim was to destroy the Treaty of Versailles.'
'The League proved to be a failure.'
'The isolationist policy of the USA helped Hitler.'
'The policy of appeasement was a mistake.'
'The Depression made countries aggressive.'

Level 3 Explanation of the importance of the Treaty in causing war OR other reasons [3–5]

e.g. 'In Germany, resentment against the Treaty persisted and, as part of his foreign policy, Hitler was determined to reverse it. He had never accepted the Treaty and was determined to restore German pride.'
'Hitler destroyed the Treaty by his aggressive foreign policy. He left the League, began re-arming, introduced conscription, re-occupied the Rhineland and united with Austria. These actions demonstrated his determination to avenge the Treaty and increase his power in Europe.'

OR

e.g. '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.'
'Britain and France followed a policy of appeasement in the mistaken belief that eventually Hitler would be satisfied. They did not realise until too late that he would never be satisfied.'

Level 4 Explanation of the importance of the Treaty in causing war 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) Describe the Berlin Blockade and airlift of 1948–9.

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 US and British planes landed in Berlin.'

Level 2 Describes events [2–5]

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

e.g. 'The Blockade and Airlift took place between June 1948 and May 1949.'
'Stalin closed all road, rail and canal links between West Berlin and West Germany.'
'The US and British decided to fly supplies in to the 2.5 million West Berliners to keep them fed and warm through the winter.'
'Over 2 million tons of supplies were airlifted to the blockaded city.'
'Flights landed every few minutes mainly at Tempelhof, an airport built for the operation.'

(b) Why did the Soviet Union occupy Eastern Europe after the Second 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. 'To keep control.'

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

(One mark for each point)

e.g. 'It wanted control from the Baltic to the Black Sea.'
'It wanted governments friendly to the USSR.'
'It wanted communism to spread.'
'It wanted a buffer zone of communist states.'

Level 3 Explains reasons [4–7]

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

e.g. 'After the Second World War, Stalin wanted a line of states which he could influence and control from the Baltic to the Black Sea. This was the 'Iron Curtain' referred to by Churchill in his speech of 1946 in Fulton.'
'Stalin wanted communist governments bordering the USSR. They would take their orders from Moscow and they were likely to be compliant.'
'Russia had been invaded twice during the twentieth century by Germany. Stalin wanted to ensure that the USSR would not be invaded again. He wanted a buffer zone of friendly states facing the West. These would act as an early warning system to the USSR.'
'Stalin wanted communism to spread. It was a rival to the democratic and capitalist West and, in particular, to the USA. After the War, Stalin had secured a huge communist bloc.'

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(c) 'The Marshall Plan was the most important reason for increasing tension in the period 1945–49.' 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. 'No, it was because the USA and USSR did not trust each other.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Marshall Plan aroused suspicion amongst the Soviets.'
'The USA had the atomic bomb.'
'Truman was against Communism.'
'Stalin's actions over Berlin increased tension.'
'The Soviets wanted to spread communism.'
'Eastern Europe was communist controlled.'

Level 3 Explanation of the importance of the Marshall Plan OR other reasons [3–5]

e.g. 'President Truman adopted the policy of "containment" to prevent the further spread of communism. In his "Truman Doctrine", Truman was prepared to give help to any country under the threat of communism. This created tension in Moscow.'
'Truman realised communism flourished where there was "misery and want". He decided to send aid, through the Marshall Plan, to any country willing to renounce communism. The USSR saw this as a threat.'

OR

e.g. 'The USA and the USSR held different ideologies of capitalism v communism and actions led to suspicion and hostility as they drifted apart at the end of the war as there was no common enemy. Harmony was not helped by politicians such as Churchill and his "Iron Curtain" speech.'
'The Soviet Union wanted a weak Germany to avoid any future attack. This was the opposite of what the US wanted. Stalin blockaded Berlin and this created more tension.'

Level 4 Explanation of the importance of the Marshall Plan AND other reasons [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 Kennedy consider in response to Khrushchev putting nuclear missiles on 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. 'He considered many.'

Level 2 Describes options [2–5]

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

e.g. 'Kennedy considered doing nothing.'
'Kennedy considered making an immediate air attack to destroy the nuclear bases so that it would destroy the missiles before they were ready to use.'
'He considered all out invasion of Cuba by air and sea. This would get rid of the missiles and Castro as well.'
'He considered diplomatic pressure. He could get the UN or other bodies to intervene and negotiate.'
'Kennedy considered imposing a blockade. A ban was to be placed on the Soviet Union bringing in any further military supplies to Cuba, enforced by the US navy who would stop and search Soviet ships. He could call for the Soviet Union to withdraw what was there already.'

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(b) Explain what Khrushchev hoped to achieve by putting nuclear weapons on 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. 'It is not clear.'

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

(One mark for each point)

e.g. 'To bargain with the USA.'
'To test the will of Kennedy.'
'To gain the upper hand in the arms race.'
'To defend Cuba.'
'To trap the USA into war.'

Level 3 Explains reasons [4–7]

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

e.g. 'Khrushchev wanted to bargain with the USA. If he had missiles in Cuba, he could agree to remove them if the USA removed their missiles from Turkey.'
'In the context of the Cold War, he was trying to see how strong the USA really was and to test the new President.'
'Khrushchev was so concerned about the missile gap between the USSR and the USA that he would take every opportunity to close it.'
'Following the Bay of Pigs incident, he was genuinely defending communism in Cuba.'
'The missiles were a trap. He wanted the USA to find them and be drawn into a nuclear war.'

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(c) Who gained most from the Cuban Missile Crisis – Kennedy or Khrushchev? 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. 'Khrushchev ended the crisis.'
'Kennedy took a firm line.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Kennedy improved his reputation.'
'Kennedy stood up to the hawks in his government.'
'Kennedy did not disclose his removal of missiles in Turkey.'
'Khrushchev was a peacemaker.'
'Khrushchev kept Cuba as an ally.'
'Khrushchev got the missiles in Turkey removed.'

Level 3 Explanation of Kennedy OR Khrushchev as gaining the most (one-sided) [3–5]

e.g. 'Kennedy came out of the crisis with a greatly improved reputation in his own country and throughout the West. He had stood up to Khrushchev and made him back down.'
'Kennedy had stood up to the hardliners in his own government. Critics of containment had wanted the USA to invade Cuba so that communism could be turned back. The Cuban Crisis highlighted the weakness of their case and that Kennedy's action was correct.'

OR

e.g. 'In public Khrushchev was able to highlight his role as a responsible peacemaker, willing to make the first move towards compromise.'
'Khrushchev had kept Cuba safe from American action and this was a major achievement. Cuba was a valuable ally and proved a useful base to support communists in South America.'

Level 4 Explanation of both Kennedy AND Khrushchev (two-sided) [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation [8]

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9 (a) Describe the Communist threat to the Weimar Republic between 1919 and 1920.

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 Communists opposed the new government.'

Level 2 Describes events [2–5]

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

e.g. 'A Communist group, known as the Spartacists, wanted Germany governed like Russia after the October 1917 Revolution.'
'The leaders were Rosa Luxemburg and Karl Liebknecht.'
'They tried to seize power in January 1919 but the revolution was defeated by the Freikorps and both leaders were killed.'
'Another outbreak occurred in Bavaria but Ebert again used the Freikorps to crush the revolt in May, 1919. Over 600 Communists were killed.'
'In 1920, there was more Communist agitation in the Ruhr industrial area. Again police, army and Freikorps clashed with Communists. There were 2000 casualties.'

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(b) Why was the Dawes Plan needed by Germany in 1924?

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 was having serious money problems.'

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

(One mark for each point)

e.g. 'Germany was close to bankruptcy.'
'Germany was not paying reparation instalments.'
'The Ruhr was occupied.'
'There was hyperinflation.'
'Industry was not working.'

Level 3 Explains reasons [4–7]

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

e.g. 'In 1919 Germany was close to bankruptcy because of the enormous expense of the war. To get the economy going, it needed an injection of capital, such as the Dawes Plan, to get the wheels of industry moving again.'
'Germany's attempts to pay reparations instalments made matters worse. Germany had requested permission to suspend payments until its economy recovered. The French refused and in 1922 the Germans were unable to make the full annual payment. It needed a loan, such as the Dawes Plan, to help pay these early instalments.'
'In January 1923 the French occupied the Ruhr to seize goods from the factories and mines. The German government ordered the workers to follow a policy of passive resistance. German industry was paralysed in the Ruhr and the effect on the German economy was catastrophic.'
'By November 1923 the value of the mark was falling rapidly, causing hyperinflation. There was a need to stabilise the mark. A new currency and a massive loan were the aims of Stresemann.'
'The Dawes Plan was needed to rebuild industry, to increase employment, to increase international trade and increase profits. It could also help pay back reparation instalments.'

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(c) How far was the introduction of a new currency responsible for Germany's recovery in the years before 1929? 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 loans which helped the recovery.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It was Stresemann's ability which was responsible.'
'The new currency brought confidence.'
'The recovery took place because of the Dawes Plan.'
'There was an improvement in foreign relations.'
'There was a cultural revival.' **[2]**

Level 3 Explanation of the responsibility of the new currency OR other reasons [3–5]

e.g. 'Stresemann ended hyperinflation and brought back confidence by introducing a new currency, the Rentenmark, and, at the same time, reduced government spending. The new currency remained stable because the Americans were willing to give loans to support it.'

OR

e.g. 'Much of the credit for the transformation must go to Gustav Stresemann, who became Chancellor in August 1923. He was a committed nationalist, but believed Germany's problems could be solved only by moderation and working with other countries.'
'The recovery was because of the enormous loans given to Germany by the USA. Between 1924 and 1929, Germany received over 25 billion marks in loans. With this German industry was re-built. An example of the loans was the Dawes Plan, which was negotiated with the USA and provided Germany with loans of 800 million gold marks. It also decided that the annual reparation payments should be reduced and Germany given longer to pay.'

Level 4 Explanation of the responsibility of the new currency AND other reasons [5–7]

Both sides of Level 3.

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

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10 (a) Describe the activities of the League of German Maidens

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 League trained the girls for family life.'

Level 2 Describes activities [2–5]

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

e.g. 'The League produced activities to train girls for their roles in German society: wife, mother and housemaker.'
'The 'home evenings' revolved around domestic training. There were activities on how to bring up a baby, how to cook and how to do needlework.'
'There were sessions on German history, folk dancing and singing.'
'On Saturdays, there was strenuous outdoor training involving running, jumping and swimming. This was to ensure good health for a future mother.'
'Girls were also encouraged to go on camps, although not as numerous as the boys.'

(b) Why did the Nazis discourage women from going out to work?

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 Nazis wanted women to remain at home.'

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

(One mark for each point)

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

Level 3 Explains reasons [4–7]

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

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

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(c) 'Young people in Germany did not support the Nazi regime.' 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 often put under pressure to give support.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Many joined the Hitler Youth.'
'Those who opposed joined the Edelweiss Pirates.'
'There was much indoctrination.'
'The Swing movement did not support the regime.'

Level 3 Explanation of why there was support OR other reasons [3–5]

e.g. 'The Hitler Youth was founded in 1926. By 1939, it had over seven million members, the vast majority of young Germans. Many were happy to join as other associations were banned and this offered many activities.'
'The Hitler Youth offered many outdoor activities including camps and a wide range of sports. Many enjoyed the activities as they saw them as a preparation for adult life, such as being prepared for the armed forces.'

OR

e.g. 'In 1936, membership of the Hitler Youth was made compulsory although some young people were reluctant to join. About 1 million failed to join. Many joined the Catholic Youth organisation rather than the Hitler Youth.'
'Some gangs considered themselves part of a wider group called the Edelweiss Pirates. They were anti-authority and anti-Nazi. During the war they helped deserters and escaped prisoners.'

Level 4 Explanation of why there was support AND other reasons [5–7]

Both sides of Level 3.

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

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11 (a) What actions did Stolypin take to increase stability in 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. 'He introduced reform.'
'He suppressed people.'

Level 2 Describes methods [2–5]

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

e.g. 'He used the "carrot and stick" approach.'
'To reduce terrorism and revolutionary activity, he had thousands of revolutionaries executed, exiled or imprisoned.'
'He introduced "Russification" where national groups, such as Poles, were forced to speak Russian and accept Russian customs.'
'In the countryside, he abolished the peasants' annual payment for their freedom.'
'He helped peasants buy land and set up farms. It led to a wealthy group called the kulaks. This restored loyalty to the Tsar and provided more food for the cities.'
'In the cities he introduced health insurance schemes.'
'In 1908, a programme was announced to bring about universal primary education within ten years.'

(b) Why was Rasputin hated by many Russians?

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 a notorious reputation.'

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

(One mark for each point)

e.g. 'Rasputin had too much influence over the Tsarina.'
'He was very scruffy.'
'There were many rumours about his private life.'
'He encouraged a corrupt court.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Tsarina became more dependent on the advice of Rasputin, especially when the Tsar went to war. Rasputin gave advice on who should be appointed to government positions. This often meant removing good quality ministers and replacing them with second-rate ministers.'
'Rasputin did not look like the usual person summoned to court. He looked unkempt. He had casual clothes and long, uncombed hair, which made him look dishevelled.'
'It was rumoured that Rasputin was having an affair with the Tsarina. This may have been the reason she refused to dismiss him, although he was supposed to have powers which helped him treat Alexis' haemophilia.'

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(c) 'The Tsar was forced to abdicate in March 1917 because he lost the support of the army.' 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 Tsar lost support at home and at the front.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'There was mutiny in the armed forces.'
'The Duma lacked power.'
'The Tsar failed as commander-in-chief.'
'Strikes and food shortages were crippling.'
'The Petrograd Soviet was re-formed.'

Level 3 Explanation of the loss of Army support OR other reasons [3–5]

e.g. 'When Nicholas took over as commander-in-chief at the front, he was blamed for the series of defeats. He failed to bring victories and there were serious mutinies in the army.'
'The government lost control of its own armed forces. The Petrograd garrison resented the harsh military life. Most were peasants and many refused to fire on demonstrators in Petrograd. The Petrograd Soviet re-emerged and set up soldiers committees which undermined the officers and military discipline.'

OR

e.g. 'By March 1917, food shortages led to widespread looting with thousands of workers and strikers participating in violent protests. This, together with discontent in the countryside, resulted in the loss of support for the Tsar.'
'The revolution occurred because people had lost faith in the Tsar. He had failed to offer leadership during the war, whilst allowing the Tsarina and Rasputin to govern the country which also failed.'

Level 4 Explanation of the loss of Army support AND other reasons [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 'Political Will' (Testament)?

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 statement.'
'A letter.'

Level 2 Describes Testament [2–5]

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

e.g. 'A statement by Lenin of his views.'
'In it was a statement warning against Stalin.'
'Lenin thought that Stalin had concentrated too much power in his own hands.'
'Lenin said that he thought Trotsky was the most capable man in the present committee.'
'He suggested that Stalin should be removed from his post of General Secretary.'

(b) Why did Stalin, and not Trotsky, become Lenin's successor?

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 using people and then ditching them.'

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

(One mark for each point)

e.g. Stalin had a power base.'
'Stalin played one group against another.'
'Stalin was underestimated by the other contenders.'
'Trotsky was a Jew.'
'Trotsky's ideas were extreme.'
'Trotsky was tricked by Stalin.'

Level 3 Explains reasons [4–7]

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

e.g. 'Stalin put himself forward as a great friend of Lenin, such as appearing as chief mourner at Lenin's funeral.'
'Stalin tricked Trotsky into missing Lenin's funeral by giving him the wrong date.'
'Stalin was General Secretary of the Communist Party and had put many supporters in top Party posts to guarantee support.'
'Trotsky's ideas were too extreme for many as he wanted permanent revolution whereas Stalin's policy was "socialism in one country".'
'Lenin's warning about Stalin was ignored because of the jealousy most communist leaders felt towards Trotsky.'
'Stalin, Zinoviev and Kamenev accused Trotsky of trying to split the Communist Party.'

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(c) 'Stalin only kept control in Russia by repression and the elimination of opponents.' 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. 'No, propaganda was the most effective.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Stalin introduced the Purges.'
'He held "show trials".'
'The idea of the "cult of Stalin" was more effective.'
'The media was controlled by the state.'
'Many were put in labour camps.'

Level 3 Explanation of terror OR other reasons [3–5]

e.g. 'Stalin was not prepared to accept challenges to his authority and he planned to purge the top of the Party membership to clear out his opponents. They were arrested, tried and sentenced to long periods of imprisonment.'
'This was not enough and in 1935 he started the 'Great Terror' where Zinoviev and Kamenev were shot. The "show trials" followed.'
'Millions were imprisoned in labour camps. They were kept in terrible conditions and forced to work through the freezing cold Russian winter.'

OR

e.g. 'He used propaganda to create the "cult of Stalin" in which Stalin was worshipped as a leader. Pictures and statues of him were everywhere and places named after him. People at meetings had to clap when his name was mentioned.'
'The state told people what to think. Radio, films and newspapers were all controlled by the state. Schools taught communist versions of history and science.'

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

Both sides of Level 3.

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

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13 (a) How did people spend their leisure time in 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. 'People had more money to spend on entertainment.'
'People had more leisure time.'

Level 2 Describes events [2–5]

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

e.g. 'The movie industry developed rapidly with the stars becoming household names e.g. Charlie Chaplin and Mary Pickford.'
'There was a craze for new dances such as the Charleston and the Black Bottom.'
'Jazz music provided excitement and danger to whites who, for the first time, were exposed to black music. Famous nightclubs, like the Cotton Club in Harlem, provided opportunities for some of the great performers e.g. Duke Ellington and Louis Armstrong.'
'The sales of radios increased and brought entertainment into the home.'
'The car took Americans to an increasing range of sporting events, beach holidays, shopping trips and picnics in the country.'
'Sport was another boom area. Baseball became a big money sport with legendary teams like the New York Yankees and Boston Red Sox. There were many outstanding personalities e.g. 'Babe' Ruth for baseball, Jack Dempsey for boxing and Bobby Jones for golf.'

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(b) Why were many Americans shocked by the 'flappers'?

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 shocked by their behaviour.'
'The older generation didn't believe what was happening.'

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

(One mark for each point)

e.g. 'Women were freer than ever before to live their own lives.'
'The flappers drank and smoked.'
'Flappers wore outrageous new fashions.'
'Flappers went out with men without chaperones.'
'Flappers had plenty of money and the time to spend it.'

Level 3 Explains reasons [4–7]

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

e.g. 'Many women disapproved of young, fashionable women, known as flappers, because they would drink, smoke, date and wear outrageous new fashions.'
'They were financially independent and flappers could make their own decisions on how they lived. Some thought their behaviour was immoral.'
'Flappers looked different. They had their hair cut short in the new "bobbed" style. They wore make-up, went out on their own without a chaperone and smoked in public. The new fashions were much simpler and freer and skirts became shorter. Most were not flappers and disapproved of these changes.'
'In rural USA, there were particularly tight restrictions owing to the Churches' traditional attitude to the role of women and they strongly objected to the "immoral ways" of the flapper.'

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(c) How far did the USA become a more tolerant country during the 1920s? 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 was a mix of intolerance and greater freedom.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Attitudes towards sex and contraception were changing.'
'Women had greater freedom.'
'Attitudes towards immigrants and immigration were harsh.'
'The Ku Klux Klan fuelled hatred.'
'There was discrimination against Black Americans.'
'Sacco and Vanzetti were victims of anti-immigrant feeling.'

Level 3 Explanation of tolerance OR intolerance [3–5]

e.g. 'Life for women changed. Contraception reduced the size of families and labour-saving devices allowed more women to work, making them financially independent.'
'For some women the traditional restrictive role changed. Women wore more daring clothes. They smoked in public and went out with men without a chaperone.'
'By the 1920s, the USA was mixture of nationalities, cultures and religions. Immigrants made up half of the population of the large cities. It was a melting pot.'

OR

e.g. 'The Ku Klux Klan showed how intolerant American society could be. It was an organisation mainly in the South that believed in white supremacy. It attacked Jews and Black Americans because it regarded them as inferior.'
'Most foreigners could only find low-paid jobs. Immigrant ghettos appeared and violence and crime was high. This increased the American distrust of foreigners. Sacco and Vanzetti were victims of anti-immigrant feeling. They were accused of murder and executed despite witnesses proving their innocence.' **[3–5]**

Level 4 Explanation of tolerance AND intolerance [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 one of the 'alphabet agencies'.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'These were set up to carry out the work of the New Deal.'
'Names one of the agencies e.g. AAA, TVA, NRA, CCC.'

Level 2 Describes the work of an agency [2–5]

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

e.g. 'The Civilian Conservation Corps provided work for unemployed young men on environmental projects in the countryside.'
'It had a uniform and low pay, but the CCC carried out many useful projects, such as strengthening river banks, fish farming, fighting forest fires and controlling mosquitoes to prevent malaria.'
'Its members planted around 200 million trees, which helped to reduce soil erosion and provided shelter belts for crops.'

14 (b) Why was it necessary for Roosevelt to deal with the banking crisis on first coming into office?

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 solve the crisis quickly.'

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

(One mark for each point)

e.g. 'To get people to invest again.'
'To regain people's confidence in the banks.'
'To remove some of the banks.'

Level 3 Explains reasons [4–7]

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

e.g. 'If the banks stayed closed, the economy would cease to work and very quickly nobody would have money to spend. If the banks opened, they might collapse.'
'Roosevelt needed to decide which banks were capable of continuing in business. He, therefore, forced all banks to close for four days. Those whose finances were completely hopeless were closed permanently, while others gained more public confidence.'
'Because of the Crash the public had lost trust. Roosevelt needed to get people to begin putting their money into banks to help the economy and so he had to ensure that the public felt secure in this.'

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(c) 'Roosevelt was never able to achieve what he wanted because of opposition to the New Deal.' 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 New Deal was a success as it helped many Americans.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The New Deal helped the unemployed.'
'It introduced social welfare.'
'There was opposition from the Supreme Court.'
'Roosevelt was accused of being a dictator.'
'Father Coughlin objected as did Huey Long.'

Level 3 Explanation of achievements OR opposition [3–5]

e.g. 'The New Deal significantly reduced unemployment from a very high level by creating millions of jobs. Millions of poor people received food, shelter and clothing. Emergency relief stopped people from starving.'
'The New Deal raised the morale and confidence of many and they began to believe in themselves again.'

OR

e.g. 'Many employers resented the improved workers' rights and hired thugs to beat up and intimidate union leaders and workers.'
'There was opposition from the Supreme Court who found that the National Industrial Recovery Act was unconstitutional. Subsequently, it was also found to be against the Agricultural Adjustment Act. There was now a threat to the whole of the New Deal.'

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

Both sides of Level 3

Level 5 Explains with evaluation of 'how far'

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15 (a) Describe Communist China's relations with neighbouring states before 1962.

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 frequent border clashes with China's neighbours.'

Level 2 Describes relations [2–5]

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

e.g. 'China considered Tibet as part of China and invaded in 1950. In 1959 the Dalai Lama fled to India as he objected to the spread of communism.'
'The Chinese wanted to build a highway into Tibet and quarrelled with India over the border and this led to fighting.'
'The Chinese played a large part in the Korean War by helping Communist North Korea.'
'A treaty signed in 1950 between USSR and China guaranteed Mongolia's independence.'
'USSR and China were allies in 1950, but gradually they moved apart. Mao thought that USSR did not follow true communism and USSR did not help China against India or reveal how to produce an atomic bomb.'

(b) Why did China's relations with the USA change after 1970?

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 changed.'

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

(One mark for each point)

e.g. 'China joined the United Nations Organisation.'
'The USA changed their foreign policy.'
'Trade developed.'
'China was less friendly with USSR.'

Level 3 Explains reasons [4–7]

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

e.g. 'In 1971, a majority of nations voted with the USA for China to join the UN and for the expulsion of Taiwan. This marked the end of China's isolation.'
'The USA, under Nixon, began to change its foreign policy, accepting it was not possible to fight Communism everywhere.'
'In 1972, Nixon visited China and met Mao. As a result, increased trade began to develop with the West as the ban on trade was lifted.'
'Within two years trade had increased significantly and was helping to build up Chinese industry.'
'China viewed the USA as a useful ally against USSR particularly after the withdrawal from Vietnam.'

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(c) How far did economic progress under Deng improve 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. 'Relations were improved significantly.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'China steadily increased contacts with the rest of the world.'
'It became easier to visit China.'
'Hong Kong was to be returned.'
'Relations with the USSR improved.'

Level 3 Explanation of improvements OR limitations [3–5]

e.g. 'In the early 1980s, Deng Xiaoping adopted an "open-door" policy towards the West. Many American and Western companies set up businesses in China and China started to purchase military and industrial equipment from abroad.'
'After his appointment as leader of the USSR, Gorbachev brought hostility between China and the USSR to an end. Deng encouraged trade between the two countries.'
'In 1984, Britain agreed to return Hong Kong in 1997 when the lease ran out. This was agreed because Deng had agreed to keep the capitalist system in Hong Kong for at least fifty years.'

OR

e.g. 'Although trade improved between China and the West, the international community criticised the human rights policy.'
'The international community was shocked by the Tiananmen Square massacre in 1989. This was an important factor in the rejection of Beijing as the venue for the Olympic Games in 2000.'

Level 4 Explanation of improvements AND limitations [5–7]

Both sides of Level 3.

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

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16 (a) Describe the events of 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. 'There were revolutionary activities.'
'People were unfairly and harshly treated.'

Level 2 Describes events [2–5]

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

e.g. 'Mao wanted to change the culture of China. He was trying to create perfect communism. This meant the removal of all ideas that stood in his way including old customs and religious beliefs.'
'The Red Guards were ordered to rid the Communist Party of all the enemies of Mao's policies. Opponents were humiliated, tortured or executed. Party officials, including Liu, were removed from office.'
'Schools and colleges were closed and works of art destroyed. Education suffered severely.'
'Factory workers were given power with importance placed on team work. Technicians were dismissed and production fell.'

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(b) Why was Deng able to become China's most important political figure by 1977?

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 died in 1976.'
'Deng had many leadership qualities.'

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

(One mark for each point)

e.g. 'Mao and Zhou Enlai died in 1976.'
'Deng was a veteran of the Long March.'
'The Gang of Four were arrested.'
'The Cultural Revolution was deemed a failure.'
'Deng had not played a part in the Cultural Revolution.'

Level 3 Explains reasons [4–7]

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

e.g. 'When Mao and Zhou died, Deng was one of the few senior politicians remaining from the Long March and the founding of the Chinese Communist Party.'
'Deng had experience as deputy premier to Zhou from 1973–1976. He had previously consolidated the CCP's power in Tibet and the south-west regions.'
'Deng out-manoeuvred Mao's successor, Hua Guofeng, by repudiating the Cultural Revolution which had been a disaster and Deng had not taken part.'
'In 1977, Deng launched the "Beijing Spring" which allowed open criticism of the excesses and suffering of the Cultural Revolution. This weakened the position of politicians who owed their position to the Cultural Revolution.'
'The Gang of Four were arrested and blamed for the excesses of the Cultural Revolution.'
'Deng was very popular with the masses. He was a pragmatist and was willing to look at capitalist methods if it improved modern socialism.'

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(c) How far did political change in the 1980s also bring social change and economic development? 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.'

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 foreign investment were encouraged.'
'Education was seen as important.'
'Birth control policies were introduced.'
'There was little movement towards democracy.'

Level 3 Explanation of the effects of political change OR social change / economic development [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. Record numbers of consumer goods were produced. Foreigners were encouraged to visit China and external investment, even from the USA, was encouraged.'
'Deng reversed the educational reforms of the Cultural Revolution, introducing tougher examinations and making academic success essential.'
'Deng was determined to reduce the rate of population growth and introduced the "one-child" policy and encouraged birth control.'

OR

e.g. '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.'
'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.'

Level 4 Explanation of the effects of political change AND other reasons [5–7]

Both sides of Level 3.

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

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17 (a) Describe how the Natives Trust and Land Act of 1936 increased segregation.

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 kept Black people away from White people.'

Level 2 Describes impact [2–5]

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

e.g. 'The land set aside for reserves for Black people outlined in the 1913 Natives Land Act was extended from 7% to 13%. This goal was never achieved.'
'It forbade any ownership and/or purchase of land by 'Natives' outside the stipulated reserves.'
'The development had to eliminate 'black spots'. These were pieces of land owned by Black people surrounded by White-owned land.'

(b) Why did support for segregation increase within South Africa between 1910 and 1938?

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 maintain social position.'

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

(One mark for each point)

e.g. 'Because of resentment by white workers to plans to employ black workers on skilled work.'
'To pacify white strikers.'
'It was the policy of the Nationalist Party after 1924.'
'To stop black political power.'
'Because of the Purified National Party's policy of white supremacy.'

Level 3 Explains reasons [4–7]

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

e.g. 'African leaders tried to unite Afrikaners behind them by encouraging strong national feelings. They put forward a policy of white supremacy. The sin of racial mixing was stressed with the solution – "apartheid".'

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(c) 'A lack of education was the main reason for the ineffectiveness of resistance to segregation before 1948.' 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 ANC was not strong enough.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'It was a lack of strong leaders.'
'There was suspicion about Communism.'
'Non-violent resistance led to mass arrests.'
'Anti-pass demonstrations had no success for men.'

Level 3 Explanation of the lack of education OR other reasons [3–5]

e.g. 'The education of Black people before 1948 was very simple or non-existent. There were some village schools, but Black people did not have the opportunity to go to secondary school or university. This meant they were considered uneducated and were not listened to over segregation. The lack of education meant that the Whites, especially of Dutch descent, treated Blacks as inferior and not worthy of integration.'

OR

e.g. 'The ANC was ineffective for many years, believing the best way to achieve its aims was to keep on good terms with the whites, gaining their respect. There was lack of decisive leadership and by 1930 the ANC was in the hands of moderates worried about becoming involved in issues such as the anti-Pass Law protests.'

Level 4 Explanation of the lack of education AND other reasons [5–7]

Both sides of Level 3.

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

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18 (a) Describe how racial groups were kept apart in public areas.

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 white-only areas.'

Level 2 Describes impact [2–5]

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

e.g. 'There were separate services for Whites, Blacks, Coloureds and Indians.'
There were separate medical and educational services. The services provided for Black people were usually inferior to the services provided for Whites.'
'Park areas and beach areas were often reserved for Whites-only.'
'Even park benches and bus queues could be White-only.'

18 (b) Why were Bantustans created?

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 create homelands for Black people.'

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

(One mark for each point)

e.g. 'Part of the policy of apartheid.'
'To create independent states.'
'To remove Black people from South Africa.'
'To remove all rights of Black people in South Africa.'

Level 3 Explains reasons [4–7]

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

e.g. 'The policy of apartheid wanted to separate Black people from the White population of South Africa. It was, therefore, proposed that 10 Bantustans be created in South Africa and 10 in South West Africa for the Black people to live.'
'The idea was to create autonomous nation states for black ethnic groups. Only 4 received their independence in South Africa and 3 in South West Africa. These were not widely recognised outside South Africa.'
'The Black people would become involuntary citizens of these homelands and they would lose their South African citizenship and voting rights.'
'It was a long term aim to remove all black people from the state of South Africa. They would only live in the Bantustans. This was not practical because Black people were used as labour in the cities.'

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(c) 'Apartheid harmed all South Africans.' 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 hurt Black people most of all.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Many Black people were forced to live in Bantustans.'
'Black people had sub-standard public services.'
'White taxes were high.'
'Trade for Whites was limited.'
'International sport was limited.'
'A minority owned the majority of the wealth and land.'

Level 3 Explanation of the harmful impact of Apartheid – OR Explanation of limited impact of Apartheid [3–5]

e.g. 'Apartheid forced the majority of the Black population to live on Bantustans, which was 13% of the total area of South Africa. Some males went into towns and cities to get work, but they were forced to leave their wives and children on the Bantustan.'
'Many of the White population complained that they could not play international sport, especially during the 1960s, 1970s and 1980s, because other countries would not play against them in cricket, soccer and rugby because of apartheid.'

Level 4 Explanation of the harmful impact of Apartheid – AND Explanation of limited impact of Apartheid [5–7]

e.g. 'Apartheid forced the majority of the Black population to live on Bantustans, which was 13% of the total area of South Africa. Some males went into towns and cities to get work, but they were forced to leave their wives and children on the Bantustan.'
'Many of the White population complained that they could not play international sport, especially during the 1960s, 1970s and 1980s, because other countries would not play against them in cricket, soccer and rugby because of apartheid.'

AND

e.g. 'The least damage was done to the White population because they owned and lived on 87% of the land in South Africa.'
'Apartheid gave the White population a good standard of living. Most of the physical labour was done by the Black, Coloured or Indian population.'

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

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19 (a) Describe how South Africa retained control of Namibia after the Second 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. 'It ignored the UN.'

Level 2 Describes how [2–5]

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

e.g. 'South Africa demanded that Namibia should officially become part of South Africa. The UN rejected this demand.'
'South Africa ignored the UN and in effect annexed Namibia.'
'The UN stated international law was being broken but South Africa ignored this as it wanted to strengthen the power of the white minority.'
'In 1950, the National Party was voted into power by the white population. They introduced more racist laws including "homelands".'
'With the National Party in power, more whites came to settle, resulting in more Namibians being forced to move to desolate places.'

(b) Why did the United Nations pass a resolution in 1966 ending the South African mandate over Namibia?

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 United Nations was being ignored.'

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

(One mark for each point)

e.g. 'South Africa wanted to rule in its own way.'
'South Africa said the mandate had ended.'
'It ignored the International Court.'

Level 3 Explains reasons [4–7]

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

e.g. 'South Africa wanted SW Africa as a fifth province. This was refused by the UN.'
'The UN wanted a trusteeship but South Africa refused and stopped sending reports about the administration of SW Africa to the UN.'
'South Africa introduced apartheid. This was opposed by the UN who saw it as violating the "sacred trust" of the original mandate.'
'The International Court of Justice ruled that the original mandate had not ended with the demise of the League of Nations and South Africa was legally bound to follow the UN rulings. South Africa refused.'
'Following legal proceedings against South Africa by Ethiopia and Liberia in the International Court of Justice which failed, the United Nations General Assembly decided to take matters into its own hands by passing the resolution.'

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(c) 'The struggle of the Namibian people was the main reason for Namibia achieving 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 actions of SWAPO which secured independence.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The actions of SWAPO increased national identity.'
'There was a labour strike.'
'The churches played their part.'
'The UN worked through its International Court.'
'The UN supervised an election.'

Level 3 Explanation of the Namibian people's actions OR other reasons [3–5]

e.g. 'In 1971–72, there was a labour strike, bringing all the important industries to a standstill. This proved that organised united action was possible, despite oppression.'
'Many peasants supported the guerrillas – offering food and water, hiding places and protection for the injured. They were often dealt with brutally by the Koevoet police.'

OR

e.g. 'As a result of the 1971 Court ruling, SWAPO became recognised as 'the nation in a state of becoming' and was recognised by the UN as representing the majority of Namibians and therefore the demands were made in the 'name of the people of Namibia.'
'The church opposed injustice and criticised acts of oppression.'
'In 1978, the UN passed Resolution 435 which spelt out how SWA should become independent as South Africa had again gone against the UN wishes with their proposals.'
'A UN supervised election was accepted by South Africa in 1989 and independence was granted in March 1990.'

Level 4 Explanation of the Namibian people's actions 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) Describe the actions of Irgun.

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 caused trouble.'

Level 2 Describes actions [2–5]

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

e.g. 'It carried out numerous attacks on British military camps and convoys.'
'It bombed the King David Hotel in July 1946. This contained parts of the British Secretariat, military command and police.'
'It attacked government offices, especially those involved in immigration and tax.'
'It attacked railroads and bridges. It blew up the railway station in Jerusalem and blew up the Cairo to Haifa train.'
'It kidnapped British soldiers and occasionally executed them.'
'It car-bombed the Goldschmidt House Officers Club in Jerusalem.'
'It carried out the massacre of Arab villagers at Deir Yassin in April 1948.'

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(b) Why was there conflict between Jews and Arabs in Palestine, 1945–9?

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 Arab and Jew looked upon Palestine as their homeland.'

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

(One mark for each point)

e.g. 'Arabs wanted an independent Palestine.'
'Arabs wanted an end to the immigration of Jews.'
'There was a deep cultural and religious gulf between the two groups.'
'Jews wanted a Jewish state.'
'After the Second World War, large numbers of Jews wanted to go to Palestine.'
'The USA supported large scale Jewish immigration.'
'The activities of Irgun.'
'The British left.'
'The state of Israel was declared.'

Level 3 Explains reasons [4–7]

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

e.g. 'When the Jews were ejected from Palestine by the Romans in AD 71, the Arabs considered the area as their homeland.'
'Throughout the first half of the twentieth century, Jews started to return to Palestine in increasing numbers. In 1945, it was proposed by the USA that 100,000 Jews should be allowed into Palestine. The Arabs objected as it seemed their homeland was being taken over.'
'A terrorist campaign against Arabs and the British by Irgun increased the tension. They were determined to fight for a 'national home.'
'In May 1948 Ben Gurion declared the independence of the new state of Israel and was immediately attacked by surrounding Arab nations.'

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(c) How far was Jewish terrorism responsible for the ending of British rule in Palestine? 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 because of the guerrilla warfare.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Because of the cost.'
'The pressure from Irgun.'
'The violence towards British troops.'
'The pressure exerted by the USA.'
'It was a job for the UN.'

Level 3 Explanation of the responsibility of Jewish terrorism OR other reasons [3–5]

e.g. 'The violence from Irgun was to create a Jewish state but also to persuade the British to leave Palestine. They deliberately attacked and killed British soldiers, including casualties at the blowing up of the King David Hotel in Jerusalem.'
'Irgun attacked British military camps and convoys. It occasionally captured British soldiers and executed them. This put the British government under pressure to bring "the boys home" especially after having fought the Nazis and Japanese for six years.'

OR

e.g. 'The British were finding it too expensive to keep large numbers of troops there, especially having just fought a costly war and the Labour Government needed the finances for the Welfare State.'
'It was the USA which pressured Britain to allow in 100,000 Jews into Palestine. It was the USA which rejected the British 'Morrison Plan' which would have set up separate Arab and Jewish provinces under British supervision. The British Government became frustrated with the US idea for partition which was pushed through the UN even though the Arabs rejected it.'

Level 4 Explanation of the responsibility of Jewish terrorism AND other reasons [5–7]

Both sides of Level 3.

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

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21 (a) What problems did the PLO create for Jordan?

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 caused a lot of violence.'

Level 2 Describes impact [2–5]

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

e.g. 'King Hussein disliked Fatah and the PLO as they were a threat to his authority. In towns in Jordan, they were often driving around in jeeps, heavily armed, organising roadblocks and demanding money for their cause.'
'Tension increased as new guerrilla groups, using extreme methods, came into being. They organised a series of aircraft hijacks in which many civilians died.'
'Some Palestinians disapproved of Hussein and wanted him removed from power. This led to fierce fighting between the PLO and the Jordanians. The PLO was forced to leave.'

(b) Why did Israel launch attacks on Lebanon during the late 1970s and early 1980s?

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 was being attacked.'

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

(One mark for each point)

e.g. 'The PLO was based in Lebanon.'
'Raids took place on Israel from Lebanon.'
'There were Palestinian camps in Lebanon.'
'To protect Christians during the civil war.'

Level 3 Explains reasons [4–7]

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

e.g. 'By 1975 there were at least half a million Palestinians living in squalid camps. Members of these camps were continually involved in frontier incidents with Israel, provoking the Israelis to hit back at the Palestinians in Southern Lebanon.'
'The PLO established bases in South-East Lebanon and its headquarters in Beirut. It trained people for raids against Israel and the Israelis retaliated.'
'The Israelis sent in troops to protect Christians who were fighting Palestinians. They set up a small semi-independent Christian state of Free Lebanon under Major Haddad. The Israelis supported this because it acted as a buffer zone to protect them from further Palestinian attacks.'

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(c) 'Intervention by the USA was the main reason for Israel and the PLO signing the Oslo Accords, 1993.' 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 USA acted as a catalyst.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Camp David Accords showed US interest.'
'The US urged Arab and Israeli visits.'
'Clinton followed Carter's interest in peace.'
'It was the change in Israeli government.'
'The PLO had lost a major ally.'
'The PLO needed a change in direction.'
'It was because of Arafat and Rabin.'

Level 3 Explanation of the USA's involvement OR other reasons [3–5]

e.g. 'Since the Second World War, the USA had tried to bring peace in the Middle East. A good example was when the Camp David Accords took place with Begin, Sadat and Carter in 1978. Carter had encouraged leaders to visit each others' country which Sadat and Begin did.'
'President Clinton worked behind the scenes to bring Israeli and PLO representatives together to achieve a long term peace.'

OR

e.g. 'It was the change of government in Israel to the Labour Party which brought about a change in attitude. Rabin and Peres both believed in negotiation.'
'The PLO had lost the support of USSR, now it was breaking up. It also lost support, even amongst Arab nations, over its pro-Iraqi support in the First Gulf War. It needed to regain the initiative.'
'The PLO was not invited to the Madrid Conference in 1991 in which Israel talked to Lebanon, Jordan, Syria and non-PLO Palestinian representatives. Again, the PLO needed to be involved.'
'The Americans and Scandinavians worked hard behind the scenes, but the key figures were Arafat and Rabin who had to be willing to negotiate.'

Level 4 Explanation of the USA's involvement AND other reasons [5–7]

Both sides of Level 3.

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

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22 (a) Describe the working conditions for young people in factories 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. 'Working conditions were unpleasant and the hours long.'

Level 2 Describes conditions [2–5]

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

e.g. 'Before 1833, most young people worked over ten hours per day, six days a week in the cotton and woollen mills.'
'Working conditions were often hot and humid in summer, with much dust in the atmosphere.'
'Small young people had to crawl under moving machines to pull out fluff so that it would not get into the cloth or spun thread.'
'With the long hours, many youngsters started to drop off to sleep and they would be strapped by the overseer. Parents did not do anything because they feared they might lose their jobs.'
'Oastler, in the Leeds Mercury, called it "Yorkshire Slavery" and likened it to the work of Black slaves in the New World.'
'There were a small number of employers who did not employ young people under the age of about ten and then only a few hours a day for those under eighteen. Some provided facilities for the youngsters including schools, but these were the exception rather than the rule.'

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(b) Why was working in a coal mine in the early-nineteenth century dangerous?

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 faced injury and death.'

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

(One mark for each point)

e.g. 'The roof often collapsed.'
'Gas was a regular problem.'
'Flooding was not unusual.'
'There was much dust.'
'It was difficult to see.'

Level 3 Explains reasons [4–7]

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

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

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(c) How successful were attempts to reduce the dangers facing underground workers in coal mines? 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. 'Progress was made with flooding and explosions.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Mines Act brought in restrictions to labour.'
'There were few inspectors.'
'The Safety Lamp prevented explosions.'
'Steam engines reduced flooding.'
'Pit props helped keep the roof up.'
'Mines became deeper and dangers remained.'

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

e.g. 'The Mines Act of 1842 stopped females and young children from working underground. This meant that two sections of society were not exposed to underground dangers.'
'The Davy Lamp helped to prevent explosions as the flame was covered by gauze.'
'Newcomen's beam engine helped reduce flooding, although Watt's engine was more efficient and reliable.'

OR

e.g. 'The Mines Act of 1842 did not appoint inspectors. It needed an act in 1850 to appoint them. Even then they found it hard to enforce and they had little control over safety issues.'
'The act was often ignored as females earned very little working on the surface and they persuaded owners to break the law so that they could increase their wages.'
'Many miners removed the gauze from the Davy Lamp because of poor light and, therefore, risked explosions.'
'Many mine owners began to sink deeper shafts where there was more methane and there were greater risks of flooding and roof collapse.'

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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23 (a) What problems did travellers face on the early railways?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'An uncomfortable journey.'

Level 2 Describes problems [2–5]

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

e.g. 'On early railways, third class passengers sat in open carriages which was unpleasant in adverse weather.'
'Most early carriages were cold, with no heating and poor lighting.'
'Early carriages had no corridors, buffet cars or toilets.'
'As the poster shows, trains were infrequent and the cost high.'
'On the early railways, there were few stations for passengers to wait in.'
'Early locomotives often broke down, causing delays for passengers.'

(b) Why did railways become a popular form of transport in the 1840s?

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 the roads were so bad.'

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

(One mark for each point)

e.g. 'It moved goods and passengers quickly.'
'It moved perishable goods to all parts of the country.'
'There were many lines.'
'It had a regular timetable by the 1840s.'

Level 3 Explains reasons [4–7]

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

e.g. 'Although turnpike roads improved travel by stage coach, it was very expensive. Those roads which were not turnpikes were often in a terrible state. Canals carried bulky goods but they were very slow. The railways could move people and goods quickly and relatively cheaply.'
'The speed of railways meant that goods such as fruit, fish and milk could be transported rapidly from source to market.'
'By the 1840s, there were many lines built. In fact, there were some duplicate lines which meant competition was fierce.'
'By 1840, most companies had a timetable which easily rivalled stage coaches.'
'Comfort was improving rapidly by 1840. First class carriages were luxurious compared to its rivals.'

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(c) 'The social impact of railways was more important 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. 'Yes because they helped people become more mobile.'
'No, because they helped industry to grow.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'People could go on holiday.'
'People could travel to work.'
'People were able to get information more readily.'
'Large quantities of bulky raw materials could be carried.'
'They encouraged the growth of the coal industry.'
'They could carry food.'

Level 3 Explanation of the social impact OR the economic impact [3–5]

e.g. 'Railways increased the mobility of workers and allowed suburbs to develop so people could live outside the unhealthy towns.'
'Railways were a cheap means of travel, encouraging day trips and holidays to places such as Blackpool.'
'The availability of fresh food, such as fish and dairy produce, improved health.'

OR

e.g. 'Railways could carry bulky goods, such as coal and iron, in greater quantities and more cheaply than on the roads or canals.'
'Raw materials could be moved to industry rather than industry being sited where the raw materials were.'
'They encouraged the growth of towns such as Crewe, Swindon and Doncaster, where associated industries developed.'

Level 4 Explanation of the social impact AND the economic impact [5–7]

Both sides of Level 3.

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

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24 (a) Describe the impact of imperialism by the start 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. 'Relatively little compared to the end of the nineteenth century.'

Level 2 Describes impact [2–5]

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

e.g. 'In 1800 the Americas and most of Africa were free from the influence of European imperialism.'
'Britain had control over India mainly through the East India Company. Similarly, the Dutch and French had some influence in India.'
'The Dutch had occupied parts of South Africa and British settlers moved into Cape Colony by 1795.'
'With the defeat of Napoleon at the Battle of the Nile, Britain assumed influence over much of Egypt.'

(b) Why did European countries follow imperialist policies 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. 'To get more land.'
'To gain prestige.'
'To increase wealth.'

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

(One mark for each point)

e.g. 'Many saw the value of these territories financially.'
'To maintain a balance of power.'
'It encouraged patriotism.'
'To establish trade markets.'
'To build an empire.'

Level 3 Explains reasons [4–7]

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

e.g. 'Many statesmen wanted colonies to balance those acquired by their competitors.'
'Some thought the acquisition of an empire was something to be proud of.'
'There were strong economic reasons. The colony would be expected to contribute raw materials and food products and provide a market for manufactured goods.'
'To give an opportunity to invest surplus profits into new projects and so create new markets for their manufactures.'

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(c) To what extent was European imperialism in the nineteenth century carried out peacefully? 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. 'Imperialism was rarely achieved peacefully.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Uprisings were often crushed.'
'Imperialists were usually aggressors.'
'The Belgians were ruthless.'
'The French were more peaceful.'

Level 3 Explanation of peaceful approach OR other approaches [3–5]

e.g. 'The French prided themselves on the way they tried to assimilate each of their territories into the French way of life, treating the people as equals.'
'Britain worked with local tribal leaders in Africa and had an extensive network of trade arrangements.'

OR

e.g. 'Imperialists were often seen as foreign aggressors, meddling in the internal affairs of another country, and were often attacked.'
'In the Congo, the local people were treated harshly by the Belgians.'
'Uprisings were often crushed as if the colonial armies were dealing with animals, not people. This happened with the Dervishes.'

Level 4 Explanation of peaceful approach AND other approaches [5–7]

Both sides of Level 3.

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

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25 (a) Describe the main features of British colonial rule 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. 'It was indirect rule.'
'It was local.'

Level 2 Describes system [2–5]

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

e.g. 'System of control without offending local people.'
'It often ignored heritage and tradition.'
'Advice came from the senior resident British official.'
'The aim was to work with local chiefs.'

(b) Why did European countries want African territories?

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.'
'To get more land.'
'To increase status.'

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

(One mark for each point)

e.g. 'To spread Christianity.'
'To increase knowledge.'
'To establish trade.'
'To build an empire.'

Level 3 Explains reasons [4–7]

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

e.g. 'Missionaries, like Dr. Livingstone, drew attention to the opportunities presented by unexplored territories.'
'Missionaries could spread Christianity and attempt to stop pagan practices.'
'There were strong economic reasons. The colony would be expected to contribute raw materials and food products and provide a market for manufactured goods.'
'To provide new areas for emigration for the growing populations.'

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(c) Who gained more from the European colonisation of Africa – the Africans or the Europeans? 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 Africans, as the continent became more developed.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Africa gained cultural benefits.'
'The infrastructure improved.'
'Trade developed.'
'Developments benefited Europeans more.'
'Africans were exploited.'

Level 3 Explanation of the benefits to Africans OR to Europeans [3–5]

e.g. 'It brought the advantages of a Christian religion, medicines and a sophisticated way of life.'
'Europeans built roads, dams, schools, churches, clinics, railways and cities. These improved on the mud huts and primitive shelters.'
'Europeans provided employment in the mines and plantations producing cocoa, groundnuts, palm oil, rubber and other valuable cash crops.'

OR

e.g. 'Europeans assumed their civilisation was a superior one. This was not so, as Africa had its own languages, laws, governments, religions and traditions long before the Europeans came.'
'The minerals and crops went for use in factories in Europe. The wealth produced by the mines and plantations was taken by the West and not Africa.'

Level 4 Explanation of the benefits to Africans AND to Europeans [5–7]

Both sides of Level 3.

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

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