CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2

0470 HISTORY

0470/11 Paper 1, maximum raw mark 60

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

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

GENERAL INSTRUCTIONS

Applying the Mark Scheme

- When marking a response the overall criteria to be considered response to this question?'
- The 'Level Descriptor' should be used to decide the Level into whi
- Exhaustive lists of possible facts are not given in the mark sche factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE A ARE INTENDED AS A GUIDE.** It is not possible to cover every 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 level and given an appropriate mark within that level. If you cannot resolve the issue please contact your team leader.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- Every effort must be made to read an answer. If it is impossible the matter should be referred to your team leader, who should be informed of the script reference.
- 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.
- 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. 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. Marking starts at the bottom of a level and builds-up as the answer is developed.
- Be consistent from script to script.
- Indicate that all answers have been seen. Place a tick at the bottom of the final page of the answer. This shows you have been through every page.

Assessment Objectives

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

(a) recall, description
(b) recall, explanation
(c) recall, explanation and analysis.

1 (a) Describe the creation and the collapse of the Roman Rep

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was an uprising in the city.'

Level 2 Describes events

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

e.g. 'In November 1848, the Pope's prime minister, Count Rossi, was assassinated.'
'The next day, the 16th of November, there was an uprising in the city.'
'Eight days later, the Pope fled the city.'
'In February 1849, Mazzini founded the new Roman Republic.'
'The Republic was run by a triumvirate of Mazzini, Armellini and Saffi.'
'The Pope appealed to Catholics for help. Louis Napoleon wanted to keep the support of French Catholics and, therefore, decided to invade.'
'In July, Mazzini and Garibaldi tried unsuccessfully to defend the city against the army of Louis Napoleon.' **[2–5]**

(b) Why was Italy not unified in 1848–9?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was not clear what Italians wanted.'
'There was too much foreign influence.'
'There was no decisive leader.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Some Italians wanted a monarchy and some wanted a republic.'
'Some wanted the Pope to be both temporal and spiritual leader.'
'Charles Albert was indecisive.'
'Support for his army did not materialise.'
'Austria had no intention of giving up influence in Italy.'
'Austrian and French armies were stronger.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Liberals and nationalists could see no reason why the Austrians should not be driven out of Italy for good. Charles Albert was urged to invade Lombardy first and help the people of Milan defeat the Austrians. He delayed too long. This gave the Austrians time to get reinforcements, while Charles Albert did not get the support from the people of Lombardy. As a result, Charles Albert was defeated and northern Italy remained largely in Austrian hands.' **[4–7]**

(c) 'Cavour was responsible for the creation of the Kingd agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Mazzini, Cavour and Garibaldi were all responsible.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Mazzini formed the Young Italy movement.'
'Garibaldi liberated Sicily and Naples.'
'Napoleon helped liberate northern Italy.'
'Cavour brought about reform and industrial growth.'
'Cavour convinced Napoleon to help remove Austrian power.' **[2]**

Level 3 Explanation of Cavour's influence OR other reasons

e.g. 'Following an agreement that France would support him if Austria attacked, Cavour provoked Austria into declaring war. Austria was defeated in 1859 by the combined power of Piedmont and France.'
OR
e.g. 'Garibaldi led an expedition to Sicily and he liberated the whole of southern Italy. In 1860, he recognised Victor Emmanuel II as King of Italy when he surrendered his conquests.' **[3–5]**

Level 4 Explanation of Cavour's influence AND other reasons

Both sides of Level 3. **[5–7]**

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

2 (a) What problems faced the Frankfurt Parliament.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a new idea in fast changing times.'

Level 2 Describes problems

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

e.g. 'Opposition politicians had met at Heidelberg and suggested a Vor-parliament to prepare for the election of state representatives to go to Frankfurt.'
'The Vor-parliament suggested that states chose their own method of election.'
'Establishing its role and mode of operation.'
'Establishing fundamental rights.'
'Consideration of the boundaries of the unified Germany.'
'The issue of Austria.'
'The rejection of the crown by Frederick William.' **[2–5]**

(b) Why was Germany not unified in 1848–50?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Different opinions could not be resolved.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Frankfurt Parliament failed.'
'Frederick William rejected the Crown.'
'There were differences in the political aims of the liberals and radicals.'
'There was no agreement on the form a new Germany would take.'
'Austria was militarily strong.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Frederick William refused the Crown because he thought the offer should come from fellow kings and princes of the Germanic states, rather than from representatives of the states in the Frankfurt Parliament.'
'Frederick thought there were vital issues which were not totally sorted out by the Parliament. Would the Imperial Crown include or exclude Austria? Was it Grossdeutschland or Kleindeutschland?' **[4–7]**

(c) How far was German unification caused by nationalism?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was a sense of belonging which helped unification

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There was a sense of nationalism among German speaking people.'
'Trade relations helped improve relationships.'
'The gap with Austria was widening.'
'Prussia was becoming stronger.'
'Unification was achieved because of the skill of Bismarck.'
'The use of force removed the opposition to unification.' **[2]**

Level 3 Explanation of nationalism OR other reasons

e.g. 'By the 1850s, many of the middle-classes were rediscovering an appetite for national politics such as the National Society and these emphasized their common German identity.'
'Many southern states feared Napoleon III, and realised they had more in common joining together to form a strong Germany.'
OR
e.g. 'The Zollverein provided a form of economic union bringing benefits to member states. It provided a model of closer co-operation.' **[3–5]**

Level 4 Explanation of nationalism AND other reasons

Both sides of Level 3. **[5–7]**

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

3 (a) What measures were taken as a result of the Civil Wa black people?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Black people were set free.'

Level 2 Describes events

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

e.g. 'Slavery was abolished and, therefore, black labourers on the plantations of the South now had to be paid.'
'Civil rights for all was established, although in practice black people in the South were still considered as second class citizens.'
'There was education provision for black people both in the form of schools and colleges. Much of the funding came from private sources.'
'Despite Southern white opposition, black men could vote in elections.' **[2–5]**

(b) Why did the Ku Klux Klan become a feared organisation?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The KKK was very violent.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The KKK wanted white supremacy.'
'It used violence against blacks.'
'It threatened the Catholic Church.'
'It attempted to run Republicans out of office in the South.'
'KKK night riders struck fear into neighbourhoods.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The KKK was feared as an organisation because it sought to restore white supremacy by threats and violence, including murder, especially against blacks and white Republicans.'
'The KKK was feared because attacks often came at night by the Night Riders who adopted masks and robes to hide their identity. Their targets were black political leaders, heads of families, leaders of churches and community groups.' **[4–7]**

(c) How far was the Civil War a disaster for the South? Expla

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was never the same again.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The South was devastated by war.'
'It had to suffer harsh penalties.'
'It was affected by carpetbaggers.'
'Many people were killed.'
'It was not a disaster because Johnson offered reconciliation.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'Much of the South had been devastated by war including buildings, roads and railways. The economy had collapsed and inflation soared.'
'The hard line radical Republicans wanted to punish the South and they prevented the representatives from sitting in Congress. They passed the Basic Reconstruction Act which prevented Confederate leaders from standing for office.'
OR
e.g. 'Johnson tried to follow a policy of reconciliation to help bridge differences and the southern states were allowed to send representatives to Washington.' **[3–5]**

Level 4 Explanation of agreement AND disagreement

Both sides of Level 3. **[5–7]**

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

4 (a) Describe the feudal system that existed in Japan in 1850.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Japan had different layers in society.'

Level 2 Describes system

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

e.g. 'The Emperor and court nobles headed society but had little power.'
'The Shogun, (the military warlord), and the daimyo or feudal lords had all the power.'
'The Samurai were linked to senior lords and had hereditary rights to collect taxes and received stipends.'
'These 3 privileged groups made up 6% of society.'
'Over 80% were made up of peasants who paid taxes but were poor.'
'The remainder of society was made up of two small groups: merchants and artisans; beggars and thieves.'
'The country was backward in agriculture and industry.'
'It had no uniform education system and no universities.'
'Japan lacked electricity and did not have gas lighting.' **[2–5]**

(b) Why did Japan open up trade to other countries nineteenth century?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Japan came under pressure from foreign countries.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Perry's missions encouraged trade.'
'Treaties opened up Japan to foreign influence.'
'Some Japanese merchants wanted to trade.'
'Some ruling families wanted western arms and technology.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Perry's missions led to treaties, such as the Treaty of Kanagawa, which encouraged trade but also gave foreigners rights to live in certain areas under their own laws.'
'Perry's success meant that other nations, as well as the USA, began to trade and sign treaties with Japan. Britain, Russia and Holland all signed treaties soon after Perry's missions.'
'These treaties encouraged some to gain weapons from the West and to learn more about western ways and technology to improve the lives of the Japanese people. Students went to New York and London.' **[4–7]**

(c) 'By 1914 Japan was still only a regional power.' How statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Japan was a leading power in the Pacific.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Japan had defeated the Chinese and Russians.'
'It had adopted a constitutional parliament.'
'The modernisation programme developed industry and finance.'
'Government depended on bribery and police bullying.'
'Its armed forces had not been tested against the USA, Britain or France.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'Japan gained prestige and security with the signing of the Anglo-Japanese Alliance (1902). This recognised Japan's position as a major force in world politics and this was further strengthened by the spectacular victory against Russia (1904–5). The USA was now concerned about the Japanese threat to the Philippines.'
OR
e.g. 'Steps were taken to move towards a constitutional monarchy to be instituted from 1890. This was announced as a 'gift' to the people from the Emperor. Ministers, however, remained unelected as they were chosen by the Emperor.' **[3–5]**

Level 4 Explanation of agreement AND disagreement

Both sides of Level 3. **[5–7]**

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

5 (a) What <u>military</u> restrictions were imposed on Germany by t

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The size of the armed forces was reduced.'
'Germany was only allowed a small navy.'

Level 2 Describes restrictions

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

e.g. 'The army was limited to 100 000.'
'Conscription was banned OR soldiers had to be volunteers.'
'Germany was not allowed armoured vehicles/tanks.'
'Germany was not allowed submarines.'
'Germany was not allowed (military) aircraft.'
'The navy could only build six battleships.' (Six ships not acceptable.)
'The navy could have 15 000 men.'
'The Rhineland became a demilitarised zone.' **[2–5]**

(b) Why was Clemenceau disappointed with the peace settle

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual Clemenceau wanted or what he did not get

e.g. 'He wanted a weak Germany.'
'He wanted Germany punished more severely.'
'The Treaty was not harsh enough.'

Level 2 Identifies AND/OR describes reasons for his disappointment
(One mark for each point)

Specifically identifies what he did not get:
'He did not get Germany split into many states.'
'He did not get the Rhine as the frontier and so was disappointed.'
'He did not get immediate reparations.'
'He did not think France was getting sufficient reparations.'
AND/OR
Specifically identifies what he wanted:
'He had wanted even smaller German forces.'
'He failed to get the Saar permanently and so was disappointed.'
'To please the French public but knew the French public would be dissatisfied with him.'
AND/OR
Specifically identifies what he wanted, explaining why but without link to Treaty:
'He wanted Germany to be permanently disarmed so that they would not pose a threat to France as they had in the past.' **[2–3]**

Level 3 Explains why disappointed – what he did not get/what he wanted explained in relation to Treaty/'Big Three'

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

e.g. 'Clemenceau wanted Germany broken up into many small states. This would have made them weak and therefore not a threat to France in the future. This was not acceptable to Wilson and Lloyd George.'
'Clemenceau was unhappy that reparations were not paid immediately to France, but referred to a commission which did not report until 1921. There was impatience because France had sustained enormous damage during the War in lives and property.'
'He would lose the public support as he realised that the Treaty was not severe enough for the French public, who expected a treaty like the Treaty of Brest-Litovsk.'
'He wanted Germany to lose its military strength and so was disappointed when the Treaty allowed 100 000 men, which he felt still threatened France.' **[4–7]**

(c) 'Germany <u>deserved</u> the treatment it received in the Vers agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Treaty was reasonable; it could have been harsher.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It was deserved because of the harsh treaty imposed on Russia by Germany.'
'It was deserved as Germany had done severe damage to property in Belgium and France.'
'It was not fair as Germany's armed forces were left too depleted.'
'It was not deserved as it was too harsh on the ordinary German people.'
'It was not deserved because all the blame was placed on Germany.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'At the time it was seen as a reasonable treaty. A more generous treaty would have been seen as unreasonable by the people of Britain and France. They felt that, as Germany had invaded Belgium and France, it was to blame for the War and, therefore, should pay compensation to them for damage to property and loss of life.'
OR
e.g. 'The Treaty was undeserved and unreasonable. Germany was forced to accept war guilt when other countries also played a part in the outbreak of war. Austria-Hungary had invaded Serbia first and Germany only became involved to support its ally, just like Russia became involved to support Serbia.' **[3–5]**

Level 4 Explanation of agreement AND disagreement

Both sides of Level 3. **[5–7]**

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

6 (a) Describe <u>events</u> in the Rhineland in 1936.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Hitler planned a lucky move.'

Level 2 Describes actions

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

e.g. 'Germany re-militarised the Rhineland.'
'Hitler broke the Treaty of Versailles.'
'Germany moved troops into the Rhineland.' OR 'Hitler marched into his own backyard.'
'Hitler was taking a huge gamble.'
'The German troops were welcomed by many.'
'There was no opposition to the move.'
'He marched in under-equipped.'
'Britain and France took no action.' (The League)
'German troops told to withdraw if there was opposition.' **[2–5]**

(b) Why was appeasement beneficial to Britain?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It bought time.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It bought time to build up the armed forces.'
'It was right to try to avoid war.'
'It helped redress an unjust treaty.'
'It helped reduce the threat of communism.'
'It gave time to get over the Depression.'
'The USA and the British Empire were unlikely to support a war.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'After the First World War, Britain's forces were run down and little was spent on new equipment. Appeasement gave Britain time to put into effect a re-armament programme. It began in 1936 and was not planned for completion until 1940.'
'The spread of communism was considered a great threat after the First World War. British politicians feared the power of the Soviet Union in helping spread communism to Western Europe. Hitler was a known enemy of communism and he was acting as a bulwark against Soviet communism spreading. British politicians, therefore, were reluctant to oppose Hitler.' **[4–7]**

(c) 'War in Europe started in 1939 because of decisions tak do you agree with this statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was the result of Hitler's actions not appeasement.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

The decisions taken at Munich:
What was decided over Czechoslovakia – betrayed, lost ally, end of appeasement, brought about Nazi-Soviet Pact and invasion of Poland.

Other reasons:
'Hitler's aggressive foreign policy.'
'The policy of appeasement encouraged Hitler.'
'The terms of the Treaty were too severe.'
'Hitler's aim was to destroy the Treaty of Versailles.'
'The League proved to be a failure.'
'The isolationist policy of the USA encouraged Hitler.'
'The Depression made countries aggressive.'
'The Nazi-Soviet Pact gave Hitler a link to the USSR.'
'It was the invasion of Poland which caused the War.' **[2]**

Level 3 Explanation of decisions at Munich OR how did other reasons increase tension between countries leading to war

e.g. 'Chamberlain and Daladier assumed that, if they conceded the Sudetenland to Hitler, it would reduce the chances of war. In fact, it encouraged Hitler to demand more land.'
OR
e.g. 'It was Hitler's destruction of the Treaty by his aggressive foreign policy which was the main cause of the War. He re-armed, introduced conscription, re-occupied the Rhineland and united with Austria. These actions demonstrated his determination to avenge the Treaty.'**[3–5]**

Level 4 Explanation of decisions at Munich AND how did other reasons increase tension between countries leading to war

Both sides of Level 3. **[5–7]**

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

7 (a) What actions did the Soviet Union take against the Hung

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

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

Level 2 Describes actions – dates not required

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

e.g. 'In late October 1956, Khrushchev sent in tanks into Hungary.'
'These tanks were soon withdrawn.'
'On 4 November, (200,000) Soviet troops and (2,500) tanks entered Budapest.'
'There were two weeks of street fighting.'
'Many Hungarians died.'
'"The Soviets regained control.'
'Nagy was captured and hanged in Moscow (1958).'
'Nagy was replaced by the hard-liner, Janos Kadar as prime minister.' **[2–5]**

(b) Why did the Hungarian Uprising take place?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Nagy's government threatened Soviet control.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Nagy's government proposed to hold democratic elections.'
'Nagy announced the end of one-party rule.'
'Nagy's government included members of non-communist parties.'
'His government wanted the withdrawal of Soviet forces from Hungary.'
'Nagy wanted Hungary to leave the Warsaw Pact.'
'Nagy wanted to declare Hungary to be a neutral in the Cold War.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Hungarians hated the restrictions imposed upon them by Rakosi and then Gero. They were bitter about losing their freedom of speech. They resented the secret police and the thousands of Soviet troops in their country. Some areas of Hungary had Russian street signs, Russian schools and shops. Worst of all, Hungarians had to pay for Soviet forces to be in Hungary.'
'There was an uprising because Soviet forces moved into Budapest in large numbers after the reforms were announced by Imre Nagy. This provoked freedom fighters to fight the Soviet forces.' **[4–7]**

(c) How far could Solidarity be blamed for the decline of Europe? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was important because it started the decline.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Solidarity became a legitimate political party.'
'Solidarity set an example to other communist countries.'
'Solidarity gained support in the West.'
'The economy of the Soviet Union was failing.'
'Gorbachev introduced perestroika and glasnost.'
'Afghanistan was a major issue.'
'The support of the Red Army was withdrawn.' **[2]**

Level 3 Explanation of how Solidarity impacted on the decline of Soviet control OR other reasons

e.g. 'Solidarity had forced a strong communist government, backed by the Soviet Union, to give way by using non-violent methods. This acted as an example to other Eastern European countries, who felt that they too could stand up for their rights and freedom from Soviet control.'
OR
e.g. 'Gorbachev cut spending on defence and in 1988 he signalled an end to the Brezhnev Doctrine. Eastern European countries realised that this meant that communist governments could no longer expect support from the Red Army to deal with any disturbances.' **[3–5]**

Level 4 Explanation of how Solidarity impacted on the decline of Soviet control AND other reasons

Both sides of Level 3. **[5–7]**

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

8 (a) How are decisions made by the United Nations General A

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'By voting.'

Level 2 Describes organisation

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

e.g. 'One vote per nation.'
'It meets once a year.'
'Special sessions can be called in times of crisis.'
'Decisions do not have to be unanimous.'
'A simple majority is enough.'
'A two thirds majority is needed to expel a member.'
'Most decisions are by consensus.' **[2–5]**

(b) Why has the increased number of member countrie United Nations?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There has been considerable bloc voting.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Members of Africa and Asia are in a majority.'
'The West criticises the Third World bloc for being too 'political'.'
'Motions condemning 'colonialism' and 'imperialism' have been passed.'
'Motions condemning 'terrorism' have been defeated by Arab states.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'As African and Asian nations began to work together, it meant that only they could be certain of having their resolutions passed, and it became increasingly difficult for both Western and former Communist blocs to get their resolutions through the General Assembly.' **[4–7]**

(c) How effective has the United Nations been in carrying Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It has many achievements around the world.'

Level 2 Identifies the agencies AND/OR describes their w

(One mark for each point)

e.g. 'WHO – raises health standards and aims to eradicate epidemics and diseases. It promotes health education.'
'Food and Agriculture Organisation – aids farmers of the developing world to improve agricultural production.'
'UNICEF – raises health and living standards of children especially in poorer countries.'
'ILO – tries to secure minimum standards of employment, training and safety for workers.'
'UNESCO – promotes education, science and culture worldwide.' **[2]**

Level 3 Explanation of effectiveness OR ineffectiveness

e.g. 'The WHO has successfully financed education programmes on hygiene, family planning and basic health care. It trains people to deal with health issues in the world's less developed nations and is working to stamp out killer diseases such as malaria. It has eradicated smallpox.'
OR
e.g. 'There have been claims that some of the UN's agencies were moving away from their purpose and becoming politically biased. The USA and Britain temporarily withdrew from UNESCO and the US from the ILO as a result of what they saw as political interference.'**[3–5]**

Level 4 Explanation of effectiveness AND ineffectiveness

Both sides of Level 3. **[5–7]**

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

9 (a) Describe the Kapp Putsch.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a rebellion.'

Level 2 Describes events

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

Note: No mark for date.
No mark for – He was hunted down and died while awaiting trial.

e.g. 'In March 1920, Dr.Kapp led an attempt to take power.'
'His followers were a group of Freikorps(ex-soldiers/extremists).'
'They were right-wing extremists.'
They attempted to take power in Berlin.'
'They were unhappy with the Weimar and wanted strong leadership.' – idea of motivation.
'The army refused to fire on the Freikorps.'
'It looked as though Ebert's government was doomed and Kapp would take control.'
'The government was saved by the German people, especially the industrial workers of Berlin. They declared a general strike which brought the capital to a halt.'
'After a few days, Kapp realised he could not succeed and fled the country.' **[2–5]**

(b) Why were there many uprisings and disturbances in Ger

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were threats from the left and the right.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There was chaos after the War in all areas of life.'
'The terms of the Treaty were too harsh for the German people.'
'The Weimar Republic was a democracy and Germans found it alien.'
'Communists wanted Germany run by workers' councils or soviets.'
'Right wing opponents of the government wanted a dictatorial style of government.'
'The people had lost faith in the Weimar.'
'There was unhappiness with the Treaty.'
'Left-wing opponents wanted a communist approach.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'A Communist group, known as the Spartacists, wanted Germany governed like Russia after the October 1917 Revolution. The leaders, Karl Liebknecht and Rosa Luxemburg, argued strongly against Ebert's plans for a democratic Germany. They wanted Germany ruled by workers' councils or soviets.'
'A crisis hit the new Republic in May 1919 when the terms of the Treaty of Versailles were announced. Most Germans were appalled. In the minds of many Germans, Ebert and his Weimar Republic were forever to blame for the Treaty. The injustice of the Treaty became a rallying point for all Ebert's opponents.' **[4–7]**

(c) 'Developments in art and culture were the main achieve How far do you agree with this statement? Explain your a

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was a cultural revival.'

Level 2 Identifies AND/OR describes main achievements

(One mark for each point)

e.g. 'There was an end to censorship.'
'Writers, poets and artists flourished.'
'It was a golden age of German cinema.'
'The economy was stabilised.'
'Germany was accepted as a responsible power.'
'Germany was accepted into the international community.'
'The Dawes Plan was negotiated.' **[2]**

Level 3 Explanation of achievements in art and culture OR other achievements

e.g. 'The Weimar constitution allowed free expression of ideas and this encouraged writers, poets and artists, especially in Berlin. There were new styles of painting and architecture, while Marlene Dietrich became a great international star in the golden age of German cinema.'
OR
e.g. 'At first Germany was not allowed to join the League because of its actions in the War. Stresemann signed the Locarno Treaties in 1925 guaranteeing the borders with Belgium and France. As a result, Germany was accepted into the League of Nations. **[3–5]**

Level 4 Explanation of culture AND other achievements

Both sides of Level 3. **[5–7]**

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

10 (a) What benefits did the Enabling Act give to the Nazi Party

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They gained powers.'

Level 2 Describes powers

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

e.g. 'It was a law which effectively made their leader, Hitler, a dictator.'
'It gave them power to make laws without the Reichstag.'
'The law gave these powers for four years.'
'The existing constitution could be ignored.'
'It enabled Hitler to sign agreements with foreign countries.'
'It enabled them to remove parliamentary democracy.'
'It meant they could abolish state parliaments/rival political parties and trade unions.'
'Did not have to seek emergency powers.' **[2–5]**

(b) Why was the Night of the Long Knives significant?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To remove opposition to Hitler.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It removed Röhm.'
'It removed the threat of the SA.'
'The SA had lost its purpose.'
'The Army leaders were pleased.'
'It removed rivals.'
'It sent a clear message to the army.'
'It removed threats to Hitler.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'A significant threat to Hitler came from within the Nazi Party. The SA had become a major problem. Röhm, leader of the SA, had left-wing views which would offend the businessmen who Hitler wanted to work with. So this enabled Röhm to be removed.'
'Rohm wanted to merge the SA into the German army and for him to have control, but Hitler feared this would lose him the army's support, particularly the generals.'
'When Hitler ordered the SS to arrest and murder the leaders of the SA, including Röhm, using the excuse that Röhm was about to plan a revolution, Hitler had removed a potential threat to his overall control.'
'Hitler tightened his control further when he removed political rivals, who were a challenge to Hitler's leadership outside the SA, like von Schleicher and Gregor Strasser.' **[4–7]**

(c) 'The most effective method used by the Nazis to con repression.' How far do you agree with this statement? E

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Gestapo gave Hitler more control than propaganda.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

Repression is based on fear – police, Gestapo, SS and punishment.
Other side – indoctrination, propaganda, church, culture, economic policy bribes (holidays, etc.), Hitler Youth

e.g. 'Police control was based on terror.'
'The SS was used.'
'Culture and media were totally controlled.'
'People were indoctrinated.'
'Opposition was removed by the Gestapo.'
'The young were indoctrinated in schools and the Hitler Youth.'
'There was large scale support for Hitler.'
'The Nazis gave the people employment.'
'The use of propaganda was effective for the Nazis.'
'The Nazis tried to control people through the church.'
'The Hitler Youth was effective in controlling young people.' **[2]**

Level 3 Explanation of the use of repression OR other reasons

e.g. 'Nazi Germany was a police state with the power of the authorities supreme. This meant that they could arrest and punish people simply because they said something against Hitler and his party.'
OR
e.g. 'Hitler realised the importance of propaganda. It was organised by Goebbels who got the Nazi message across through cheap radios and censoring the press. He promoted spectacular rallies to show the strength of Germany and to encourage patriotism.' **[3–5]**

Level 4 Explanation of the use of repression AND other reasons

Both sides of Level 3. **[5–7]**

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

11 (a) Describe the main features of Russian society immediate

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Conditions were hard.'
'Most Russian people were unhappy.'

Level 2 Describes features

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

e.g. 'Russia was ruled by a Tsar.'
'He was an autocrat, the absolute ruler of Russia.'
'The Tsar was supported by the Russian Orthodox Church.'
'The Tsar was supported by his secret police.'
'The Tsar was also supported by the aristocracy.'
'The aristocracy made up 1.5% of society but owned 25% of the land.'
'As a result of industrialisation, a new middle class began to emerge.'
'Up until then, the small middle class consisted of shopkeepers, lawyers and lecturers.'
'Around 80% (a very large section) of the population were peasants.' 'Most had one strip of land.'
'Some peasants moved into the cities to become the industrial workers.'
'Living and working conditions were usually appalling.' **[2–5]**

(b) Why was the Revolution of 1905 unsuccessful in its aims

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Tsar made concessions.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Tsar issued the October Manifesto.'
'The middle classes wanted an end to the revolution.'
'The Tsar did not allow opposition.'
'He split his opponents.'
'He offered the middle classes what they wanted.'
'He dealt with 'Bloody Sunday' severely.'
'The revolutionaries lacked co-ordination.'
'The Tsar spilt the opposition – divide and rule.'
'The Tsar retained the support of the army.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The October Manifesto gave the Russians basic rights such as freedom of speech and the right to form political parties. He promised that elections would be held and a parliament called the Duma established. This was what the middle classes wanted.'
'The end of the war with Japan released troops who remained loyal to the Tsar. They dealt with disturbances and ruthlessly put down rebellions in the countryside.'
'The opposition was not co-ordinated. There was no one party which led the revolution and co-ordinated the strikes.' **[4–7]**

(c) How successful was the Tsar in ruling Russia betwe your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He had not learned the lesson of 1905.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Tsar introduced a Duma.'
'The Duma achieved very little.'
'There was repression.'
'Stolypin used the 'carrot and stick' approach.'
'The influence of Rasputin was considered corrosive.'
'There were reforms in farming, health, education and industry.' **[2]**

Level 3 Explanation of successfulness OR lack of it

e.g. 'The Tsar appointed Stolypin as his chief minister (1906–1911). He introduced land reforms by encouraging peasants to buy land and set up farms. He also introduced a health insurance scheme and improved elementary education. He encouraged industrial growth.'
OR
e.g. 'Nicholas dismissed the first two Duma early when concessions were demanded. The third and fourth Duma lasted longer but they had no power to make the Tsar change his policies.'
'Stolypin came down hard on strikers, protesters and revolutionaries. Over 20,000 were exiled and over 1,000 hanged– the noose became known as 'Stolypin's necktie'.' **[3–5]**

Level 4 Explanation of successfulness AND lack of it

Both sides of Level 3. **[5–7]**

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

12 (a) What was Russification?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a government policy.'

Level 2 Describes Russification

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

e.g. 'The policy was introduced in 1934.'
'Ethnic minority groups were encouraged to see themselves as Soviet citizens.'
'The Russian language was made a compulsory subject in school.'
'Russian was also made the official language of state organisations like the army.'
'Russians were encouraged to migrate into non-Russian areas.'
'The concentration of national groups in their own regions was diminished.'
'During the purges, the leaders of ethnic minority groups were a particular target for persecution.' **[2–5]**

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

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To make improvements.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Farming methods were outdated and not producing enough food.'
'Collectivisation fitted in with common ownership.'
'To deal with the kulaks.'
'To transform the Soviet Union.'
'To survive against a capitalist attack.'
'To spread communism.'
'To match the West economically.'
'To make the Soviet Union a great power.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The inefficient farming methods were not producing enough food for the workers in the cities and, if the USSR was to industrialise successfully, even more workers would have to be fed.'
'The government wanted a surplus to sell abroad in order to make the money it needed to spend on developing industry.'
'Stalin believed the Five Year Plans were the only way to transform the Soviet Union into an industrial power in a short space of time. He feared an attack from surrounding capitalist countries at any time. Only a strong industrial economy could produce wealth and modern weapons to survive if an attack happened.' **[4–7]**

(c) 'Collectivisation was successful.' How far do you agree your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Production levels remained low.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There was more mechanisation.'
'There was famine in the countryside.'
'Grain production did not increase through much of the 1930s.'
'The elinmination of the kulaks removed the best farmers.'
'Food was sold abroad but there was not enough for the peasants.'
'It provided resources for industrialisation.' **[2]**

Level 3 Explanation of success OR failure of collectivisation

e.g. 'Stalin was able to gain control of USSR's agricultural produce and sell it for the hard currency he desperately needed. 1930 and 1931 were excellent years for exports.'
OR
e.g. 'Nearly 10 million kulaks were executed or removed from their land. These peasants had the skill but they were replaced by many who had little idea about modern farming. Most kulaks had slaughtered their animals and burnt their crops rather than hand them over to the state.' **[3–5]**

Level 4 Explanation of success AND failure of collectivisation

Both sides of Level 3. **[5–7]**

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

13 (a) Describe the lifestyle of the modern young American wo

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was increased freedom.'
'Many women were independent.'

Level 2 Describes lifestyle

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

Not acceptable –'Divorce was made legal.')

e.g. **Way of life**.
'Many young women could pursue a career.'
'Women became more financially independent.'
'Labour saving devices reduced work at home.'
'Wider availability of contraception gave more free time.'
'Women spent money on fashionable items, cars and leisure.'

Social activities
'The lifestyle revealed itself in greater freedom. This showed itself when young women smoked/drank in public.'
'The behaviour of some young women, called flappers, was considered outrageous.'
'Women went out with men unchaperoned.'
'Women went dancing/enjoyed jazz music.'

Appearance
'Many cut their hair short and wore make up.'
'Shorter skirts became more popular.' **[2–5]**

(b) Why was American society considered 'intolerant' in the

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Because of people's attitudes.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Attitudes towards immigrants and immigration were harsh.'
'The Ku Klux Klan fuelled hatred.'
'The 'Red Scare' swept the country.'
'There was discrimination against Native Americans.'
'Introducing prohibition showed an intolerant attitude.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The KKK became particularly active during the 1920s and 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.'
'The government feared socialist and communist ideas. These ideas had been 'encouraged' by the Russian Revolution and the government viewed many immigrants from eastern Europe with suspicion. Many agitators were deported. This led to anti-communist hysteria, known as the 'Red Scare'.'
'Most foreigners who entered the USA could only find low paid. Immigrant ghettos began to appear where violence and crime were high. This increased the American distrust of foreigners.' **[4–7]**

(c) 'Crime was the main reason Prohibition was ended.' H statement? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Prohibition ended because many people changed their

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The American people carried on going to illegal speakeasies.'
'Many of the law enforcers were corrupt.'
'The bootleggers continued supplying and selling alcohol.'
'The gangsters controlled the trade through violence.'
'Jobs could be created if alcohol was legal.'
'Taxes could be raised if alcohol was legal.'
'Resources used on enforcing Prohibition could be freed up.' **[2]**

Level 3 Explanation of Crime ending Prohibition OR other reasons

e.g. 'Prohibition was repealed because the boost to organised crime was easily the most significant long-term consequence of prohibition. The profits made from the production and movement of illegal alcohol were so vast that the Mafia was able to extend its power into other areas of criminality such as prostitution, labour rackets and illegal gambling.'
OR
e.g. 'The Depression put millions out of work and yet the government was spending huge amounts of money enforcing an ineffective law. By making alcohol legal again, an enormous number of jobs would be created and tax revenues could be raised on its sale.' **[3–5]**

Level 4 Explanation of Crime ending Prohibition AND other reasons

Both sides of Level 3. **[5–7]**

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

14 (a) What actions did Roosevelt take to solve the banking cri

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘He passed an Act.’
‘He gained public confidence.’

Level 2 Describes events

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

e.g. ‘He introduced the Emergency Banking Act.’
‘The Act forced banks to stay closed for four days/short time.’
‘The banks whose finances were considered completely hopeless were permanently closed.’
‘The remaining banks were promised government grants to help gain public confidence.’
‘These banks re-opened after four days.’
‘Roosevelt broadcast to the public reassuring them that the banks were now safe and viable.’
‘He encouraged them to deposit money in these banks.’ **[2–5]**

(b) Why was the TVA important?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was part of the New Deal.'
'It was created to make improvements.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It helped industry and agriculture.'
'It created jobs.'
'It irrigated land and control flooding.'
'It provided electricity.'
'It made the Tennessee navigable.'
'It created leisure facilities.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The problems of the Tennessee Valley were far too large for one state to deal with. The Tennessee Valley cut across seven states. The TVA was created to cut across the powers of the local states.'
'The TVA was important because Roosevelt wanted it to transform the region. It was an underdeveloped area and he wanted the dams not only to provide electricity but also to irrigate the dried out lands.'
'The area was particularly hit hard by the Depression and the TVA would create thousands of jobs such as the building of dams.' **[4–7]**

(c) 'The most serious opposition to the New Deal came from do you agree with this statement? Explain you answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The business community thought Roosevelt was doing t

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Supreme Court thought parts of the New Deal were unconstitutional.'
'The business community resented the government's interference in the economy.'
'Radical leaders complained that the New Deal did not go far enough.'
'Republicans still believed in 'rugged individualism'.'
'The wealthy thought the government was giving away their money.' **[2]**

Level 3 Explanation of the Supreme Court OR other reasons

e.g. 'In 1935, the Schechter Poultry Corporation had been found guilty of breaking NRA regulations. It appealed to the Supreme Court. The Court ruled that the government had no right to prosecute the company because the NRA was unconstitutional.'
OR
e.g. 'The business community and the wealthy objected strongly to the New Deal because of the increased taxes. They argued that high taxes discouraged people from working hard and gave money to people for doing nothing or doing unnecessary jobs.' **[3–5]**

Level 4 Explanation of the Supreme Court AND other reasons

Both sides of Level 3. **[5–7]**

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

15 (a) What did the Communists gain from the war with Japan?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Influence over a large part of China.'
'Support from large numbers of peasants.'

Level 2 Describes impact

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

e.g. 'The Communists attacked the Japanese when the KMT seemed reluctant. This made the Communists appear more patriotic.'
'The Communists worked with the peasants and used guerrilla tactics against the Japanese. This meant the Communists gained peasant loyalty.'
'When the Communists controlled an area, they reduced land rents, opened schools and provided medical care. This gained peasant support.'
'The Red Army would help in the fields and around the villages and they were seen as the friends and defenders of the peasants.'
'The Communists created a strategically good base so that they were able to control large areas of the north-west of China.'
'By 1945, the Communists controlled 95 million peasants and 300,000 square miles of territory.' **[2–5]**

(b) Why were attempts to avoid a civil war in 1945–6 unsucc

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Both sides hated each other.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Ideology was so different.'
'Peasant support was with Mao.'
'Chiang was weakened more by the Japanese war.'
'Neither side trusted each other.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The Communists had peasant support as many were fed up with the way the Nationalists treated them. Mao's reputation from the Long March was also strong.'
'When the Japanese surrendered in 1945, the Communists controlled 300,000 square miles and 95 million people. They did not want to give this up.'
'The Nationalists and the Communists believed in different ideologies which could not be reconciled. The Communists believed in helping the working class whereas Chiang got his support from landlords, generals and people with privilege. It was a corrupt regime. Both believed they were the rightful rulers.'
'Despite the work of General Marshall, neither side trusted the other and so war broke out.'
[4–7]

(c) 'Mao's use of guerrilla warfare was the main reason for Civil War.' How far do you agree with this statement? Ex

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Mao's military tactics were successful.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Mao's guerrilla warfare inflicted heavy casualties on the enemy.'
'It was Mao's leadership skills.'
'Chiang was a dictator and less popular.'
'Chiang used the USA, which was unpopular.'
'Mao was seen as looking after China's interests.'
'Mao treated the peasants well.' **[2]**

Level 3 Explanation of the success of guerrilla warfare OR other reasons

e.g. 'Mao had used guerrilla warfare against the Japanese. This had been highly successful inflicting heavy casualties on the enemy with few casualties for the Communists. Mao continued these tactics in the Civil War, resisting fighting in pitch battles.'
OR
e.g. 'Mao won the Civil War because he was extremely popular with the peasants. He had fought the Japanese hard in the Second World War and during the Civil War the Communists were always considerate towards the peasants.' **[3–5]**

Level 4 Explanation of the success of guerrilla warfare AND other reasons

Both sides of Level 3. **[5–7]**

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

16 (a) What were the outcomes of Mao's visit to the USSR in 19

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They had friendship.'

Level 2 Describes outcomes

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

e.g. 'There was recognition that Mao and the Communists were the rightful rulers of China.'
'A Sino-Soviet Treaty of Friendship and Alliance was signed.'
'A $300 million low interest loan was agreed spread over 5 years.'
'A 30 year military alliance was signed.'
'Technical help was provided by Stalin to help Mao's industrial reforms.'
'Stalin and Mao decided that Outer Mongolia was to remain outside Chinese control as a Russian satellite.'
'Stalin gave Mao a list of all the Comintern agents in China reporting to Moscow.' **[2–5]**

(b) Why were relations between China and Tibet hostile in th

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'China took over Tibet.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'China invaded Tibet in 1950.'
'Tibet was made into a province of China.'
'In 1958, there was a rebellion and the Tibetans declared independence.'
'The Chinese crushed the uprising.'
'The Dalai Lama, the Tibetan spiritual leader, fled to India.'
'China has encouraged a mass influx into Tibet of 'non-ethnic' Chinese.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The Chinese invaded Tibet in 1950 and by 1951 they were in control of Tibet. They had turned it into a province of China. The Chinese then began a prolonged campaign to destroy the Tibetan identity by undermining the local culture, religions and traditions. The area was deliberately flooded with Han settlers in order to outnumber the indigenous community.' **[4–7]**

(c) 'The ending of American involvement in Vietnam was t Chinese-American relations after 1970.' How far do yo Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Policies changed.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'China was less friendly with the USSR.'
'The USA left Vietnam.'
'The USA changed its foreign policy.'
'Trade developed between the USA and China.'
'China joined the United Nations Organisation.' **[2]**

Level 3 Explanation of the exit of the USA from Vietnam OR other reasons

e.g. 'China had given support to the regime in North Vietnam against the USA in the Vietnam War. In late 1969, the USA began to withdraw troops from Vietnam. This removed one of the main reasons not to have good relations with the USA.'
OR
e.g. 'As the Chinese relationship with the USSR deteriorated, Mao believed that it was a good idea to cultivate a relationship with the USSR's traditional enemy, the USA. The provocative behaviour of the Russians along the Chinese border made a positive relationship with the Americans even more attractive.' **[3–5]**

Level 4 Explanation of the exit of the USA from Vietnam AND other reasons

Both sides of Level 3. **[5–7]**

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

17 (a) Describe the nature of white rule in South Africa in the ye

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The whites followed a policy of divide and rule.'

Level 2 Describes the nature of white rule

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

e.g. 'The nature of white rule was summed up in the preamble to an Act of Parliament in 1922. It stated the 'blacks were in towns to minister to the needs of the white man'.'
'It kept the blacks in an inferior position and enabled employers to pay low wages.'
'It limited the black people's control over land and, therefore, freed it for white farmers.'
'A white supremacist view that the white race was superior to all others existed and so enabled black people to be treated badly.'
'Some thought that the native African should live in 'natural conditions' and preserve tribal unity.' **[2–5]**

(b) Why was black resistance to white rule ineffective before

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The ANC was not strong enough.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The moderate approach of the ANC was not successful.'
'Anti-pass demonstrations had no success for men.'
'There was suspicion about Communism.'
'Non-violent resistance led to mass arrests.'
'A lack of strong leaders.' **[2–3]**

Level 3 Explains reasons

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

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. Deputations to London to put their case for a share in government failed.'
'There was a 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.'
'When the Pass Laws were introduced, they applied only to men. An attempt to introduce them for women in 1913 was met by an effective protest in Bloemfontein. Many demonstrations by men were not successful except to draw black Africans into political activity.' **[4–7]**

(c) 'The development of the South African economy up to of African labour.' How far do you agree with this statem

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'African labour worked on the farms and mines.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Africans worked in the gold and diamond mines.'
'African labourers worked on white owned farms.'
'It was the demand for South African goods which made it successful.'
'International banks supported the economy.'
'Key international leaders gave their support.' **[2]**

Level 3 Explanation of success due to African labour OR other reasons

e.g. 'It was the hard work of the African labourers in very difficult conditions in the diamond and gold mines which helped create the wealth to boost the South African economy.'
'Similarly, the African labourer was crucial in the prosperity of white-owned farms.'
OR
e.g. 'From the First World War to the end of the Second World War, there was a continuous international demand for South Africa's raw products, especially gold and diamonds. Prices were high.' **[3–5]**

Level 4 Explanation of success due to African labour AND other reasons

Both sides of Level 3. **[5–7]**

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

18 (a) What were the main features of the Black Consciousness

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a movement to raise awareness.'

Level 2 Describes features

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

e.g. 'The Movement taught that Blacks should celebrate their blackness and to stop thinking of themselves as second-class citizens.'
'Many of the group were young and well-educated. They were determined to get their voice heard.'
'The Movement took part in many demonstrations.'
'It was led by Steve Biko, a charismatic leader, who was very out-spoken and eventually died under sinister circumstances in police custody.' **[2–5]**

(b) Why did Botha introduce reforms in the late 1970s and ea

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He became aware of foreign influence.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Botha wanted to improve relations with the USA.'
'He wanted to be less repressive.'
'Economic sanctions were taking their toll.'
'Foreign investment was being withdrawn.'
'The Rand was losing value.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Botha maintained he was trying to introduce a less repressive regime compared with his predecessors, but he was really concerned that the USA, Britain and the Commonwealth were increasingly applying economic sanctions because of South Africa's continued apartheid.'
'Not only were sanctions being applied by governments, but large financial institutions, like Barclays, began to withdraw their investments.' **[4–7]**

(c) 'The most important reason for the ending of white min the role played by important individuals.' How far do yo Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was the threat of violence.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The United Nations was often a lone voice.'
'Violence resulted from the oppressive measures.'
'Sports teams were boycotted.'
'Pressure was increasing on the government.'
'Mandela was released from prison.'
'De Klerk removed the ban on the ANC.' **[2]**

Level 3 Explanation of role of individuals OR other reasons

e.g. 'Mandela and de Klerk worked together to avoid anarchy. A power share was suggested by Joe Slovo. The ANC and the national Party were to share power for five years.'
OR
e.g. 'During the mid–80s, the trade unions and resistance movements increased pressure on the government with members of ANC returning in secret to help local resistance. They began to attack military and police installations.'
'From the early 1970s onwards, a worldwide boycott of S. African sports teams meant that the country was isolated in the sporting world.'
'In the 1970s, international sanctions took effect and companies stopped investing in S. Africa. The government realised it could resist no longer.' **[3–5]**

Level 4 Explanation of role of individuals AND other reasons

Both sides of Level 3. **[5–7]**

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

19 (a) Describe how Lüderitz and Vogelsang cheated Chief Fre

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They acquired land by deceit.'

Level 2 Describes events

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

e.g. 'Lüderitz was a German merchant hoping to find mineral wealth, especially diamonds, gold and silver. He was looking for land with minerals before it was claimed by a European power.'
'They bought their first piece of land for a derisory sum in 1883.'
'They acquired land by cheating Chief Frederick using 'geographical miles'.'
'In 1884, they acquired land around Walvis Bay. At that time, his land was placed under the protection of Germany.' **[2–5]**

(b) Why did the actions of the Germans after 1885 upset the

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They did not get on.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Herero were unhappy with the way they were treated by the Germans.'
'The Treaty was invalid.'
'The Germans took cattle.'
'The Germans wanted more land.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Tension still existed after the protection treaty because of the arrogance of the Germans, who disregarded its terms by stealing cattle and taking more land.'
'In 1888, Maherero declared the Treaty with the Germans invalid. This was unacceptable to the Germans.'
'The Germans sent troops to Namibia to put down resistance. It was stated that these troops were on a scientific expedition.' **[4–7]**

(c) How important was the First World War for the your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Most Namibians were not involved in the fighting.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Germans surrendered to a South African force in July 1915.'
'Some Rehobothers were killed as they refused to guard South African prisoners of war.'
'Many Namibians were forced to move settlements during the War.'
'The mandate was given to the British.'
'South Africa wanted Namibia.' **[2]**

Level 3 Explanation of importance of First World War OR not important

e.g. 'The majority of Namibians were not affected by the fighting as this was mainly between Germany and South Africa.'
'The defeat of Germany removed control from a harsh and often cruel country.'
OR
e.g. 'During the War, the Germans evacuated many settlements with the inhabitants forced to leave behind all their possessions.'
'The defeat of Germany did not mean the end of colonial oppression as the country was now occupied by a South African army.' **[3–5]**

Level 4 Explanation of importance of First World War AND not important

Both sides of Level 3. **[5–7]**

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

20 (a) Describe how the British dealt with the Jews in Palestine

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The British annoyed the Jews during this period.'

Level 2 Describes events

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

e.g. 'After the Second World War, the British government decided that there would be no partition of Palestine into two states, one for the Jews and one for the Arabs.'
'It hoped that there would be soon an independent state in which Jews and Arabs shared the responsibility of governing.'
'This annoyed Jews, who wanted their own state and it annoyed Arabs as they saw their country being taken over.'
'The government annoyed Jews, including many Jews in the USA, because it put limits on the immigration of Jews into Palestine.'
'In 1947, a ship called 'The Exodus', carrying 4,500 Jewish refugees from Europe, was prevented from landing its passengers in Palestine and was sent back to Europe.' **[2–5]**

(b) Why were Jews and Arabs in Palestine in opposition to e

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Both Arab and Jew looked upon Palestine as their home

Level 2 Identifies AND/OR describes reasons

(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, many 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.' **[2–3]**

Level 3 Explains reasons

(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.'
'In May 1948, Ben Gurion declared the independence of the new state of Israel and was immediately attacked by surrounding Arab nations.' **[4–7]**

(c) 'The most important result of the 1948–9 war was th refugee problem.' How far do you agree with this stateme

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Your view depended on whether you were a Jew or an A

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'A Jewish state was established.'
'Arab governments were humiliated.'
'The UN had failed.'
'Most Arab Palestinians fled.'
'There were large numbers of migrants.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'A Jewish state was established within the territory controlled by the Jewish forces.'
'Large numbers of Jewish migrants, particularly from Europe, moved to the new state of Israel.'
OR
e.g. 'The majority of Arab Palestinians fled from Israel and became refugees. Only a minority remained in the Jewish controlled state.'
'The refugees were not absorbed into the populations of nearby Arab states, but they were kept in refugee camps close to the Israeli border, thus storing up potential problems for the future.' **[3–5]**

Level 4 Explanation of agreement AND disagreement

Both sides of Level 3. **[5–7]**

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

21 (a) Describe Palestinian terrorist actions between 1970 and

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘They hijacked aeroplanes.’
‘They took action at the Olympic Games.’

Level 2 Describes events

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

e.g. ‘In 1970, four aircraft were hijacked by the PFLP and three of the planes were taken to a Palestinian base in Jordan. The passengers were set free but the British plane was blown up.’
‘In 1972, a Palestinian group, called Black September, killed eleven Israeli athletes at the Munich Olympic Games.’
‘During the early 1970s, PLO regularly bombed Jewish settlements and villages in the Galilee region from their bases in Lebanon.’
‘In June 1976, a splinter group of the PFLP hijacked a French plane on its way from Israel to France and took it to Entebbe in Uganda. The Israeli armed forces flew 2500 miles to Entebbe, releasing the hostages and killing the Palestinian terrorists.’ **[2–5]**

(b) Why were Palestinians opposed to the state of Israel?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They thought it was unfair.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Israel was larger than the Arab areas.'
'The Palestinians felt they had lost their homeland.'
'They felt the rulers discriminated against them.'
'There were serious differences in religion.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Israel was larger than the Arab areas, even though the Jews were only one-third of the population and owned, before the state of Israel was declared, less than one tenth of the land.'
'The Palestinian areas were disjointed as they were divided into three zones and did not have an easy access to the sea.'
'When the state of Israel was declared, the fertile land was to be Jewish leaving mostly desert country for the Palestinians and this was difficult to farm.' **[4–7]**

(c) How successful was Arafat as leader of the Palestinians?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He failed as there are still problems.'

Level 2 Identifies work of Arafat

(One mark for each point)

e.g. 'He put forward the Palestinian view.'
'He established the PLO.'
'He was awarded the Nobel Peace Prize.'
'He was involved in violence.' **[2]**

Level 3 Explanation of successes OR failures

e.g. 'Arafat managed to speak at the United Nations putting forward the Palestinian view. He was received sympathetically.'
'He established the PLO as an independent voice for the Palestinians rather than the Arab governments.'
OR
e.g. 'It is questionable whether Arafat had total control over the PLO. It was divided by extremists insisting that Israel should be completely destroyed. This led to terrorist attacks.'
'The methods used by the PLO made it difficult for Arafat to discuss a separate Palestinian state with Israel as they called it a 'murderous organisation.' **[3–5]**

Level 4 Explanation of successes AND failures

Both sides of Level 3. **[5–7]**

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

22 (a) For what purpose was steel used in the nineteenth centu

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Steel was used in heavy engineering.'

Level 2 Describes purpose

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

e.g. 'High quality steel was used in making surgical instruments.'
'It was used by the Army in its productions of weapons, such as artillery, swords and bayonets.'
'Steel increasingly replaced iron in the shipbuilding industry in the use of steel ships plate.'
'Steel was increasingly used in the railway industry for rails and locomotives.'
'Steel was used in the production of machines in the textile industry.'
'A steel skeleton started to be used in factories and bridges.'
'Mining equipment was made of steel instead of wood or iron.'
'Steel was used for bolts, nails, screws, work tools, springs and wire.'
'Steel was used in razors, watches and some high class jewellery.' **[2–5]**

(b) Why did it become possible for the production of steel t of the nineteenth century?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were several key inventions during this time.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Bessemer Converter reduced costs'
'The Open Hearth Process used less fuel.'
'The Basic Process could use British ores.'
'The availability of coal, ore and limestone.'
'Easy transport of heavy materials.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The Bessemer Converter was patented in 1855 and it allowed the blast of hot air required to make steel. The steel was seven times cheaper than before and could be produced in large quantities. The non-phosphoric ores needed could only be found in Cumbria.'
'The Basic Process, introduced by Gilchrist and Gilchrist-Thomas in 1879, used limestone to line the Converter. This meant that iron ore containing phosphorous could be used and that steel could be made using British ores.' **[4–7]**

(c) How far did industrialisation change the way of life for century Britain? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were some benefits and some problems for the po

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There was an increased range of manufactured goods available.'
'There were increased job opportunities in the towns.'
'Roads were improved due to pressure from newly developing industry.'
'Disease spread rapidly in the industrial towns.'
'Working conditions in the factories were very poor.'
'There was overcrowding in the industrial towns and cities.' **[2]**

Level 3 Explanation of benefits OR lack of benefits

e.g. 'Wages for farm workers were very low and mechanisation had resulted in less jobs being available for labourers on farms. Industrialisation meant that thousands of workers were needed to work in the factories. Many farm labourers moved to the towns to take advantage of job opportunities and higher wages.'
OR
e.g. 'Due to industrialisation, thousands of people moved to the towns. Houses were built at great speed, but the houses built were 'back to back' with no proper drainage, no clean water supply and nowhere to deposit rubbish. These were ideal conditions for the spread of disease.' **[3–5]**

Level 4 Explanation of benefits AND lack of benefits

Both sides of Level 3. **[5–7]**

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

23 (a) Describe the main achievements of George Stephenson.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘He encouraged the development of the railways.’
‘He was a pioneer in gauges and locomotives.’

Level 2 Describes achievements

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

e.g. ‘Stephenson was the engineer of the Stockton and Darlington Railway, which was the first public railway and was mainly built to transport coal.’
‘He introduced the standard gauge of 4’ 8 ½”. This is still the gauge used on Britain’s railways despite the attempt of Brunel to introduce the broad gauge.’
‘George was the chief engineer of the Liverpool to Manchester Railway and overcame many difficulties including Chat Moss.’
‘George produced, with Robert, ‘The Rocket’, perhaps the most famous locomotive in the world. It won the Rainhill Trials.’ **[2–5]**

(b) Why did Britain develop a railway system?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To improve communications.'
'The roads were bad.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The population was growing and needed supplies.'
'Raw materials needed to be moved to the manufacturing areas.'
'Stretches of roads were mud tracks or rutted.'
'Turnpike roads were expensive to use.'
'Movement of goods on canals was slow.'
'Diets needed improving.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The growth of industry required a form of transport which was reliable, quick and could carry heavy goods.'
'Horses and wagons were struggling to move bulky goods on many roads because of their poor condition, or, if they had come under a turnpike trust, they were too expensive to use.'
'Canal transport was ideal for the movement of bulky goods if there was no urgency and they were good for moving pottery to market. If the goods were needed to be moved quickly, then both roads and canals struggled. The age of the railway was urgently needed.'
'The population was growing and needed feeding. The railways could transport fresh produce such as milk and fish to the towns. This would improve the diet of the industrial workers and their families.' **[4–7]**

(c) 'The greatest impact of the coming of the railways on th to improve their diet.' How far do you agree with this stat

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'No, it enabled people to travel.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Fresh produce was available in the towns.'
'People could go to the seaside.'
'People could live in the suburbs.'
'The greatest impact was on employment.'
'It made a big impact on heavy industries.'
'Goods and people could move quickly and cheaply.'
'It meant a decline in toll roads and canals.' **[2]**

Level 3 Explanation of improved diet OR other reasons

e.g. 'Fresh agricultural produce such as milk and fish could be brought to markets in the towns and cities. Fresh vegetables and fruit were available in the towns improving the health of the nation.'
OR
e.g. 'Railways were large employers providing jobs for thousands of people. Associated industries, such as iron, steel and coal, had increased employment because of the railways.' **[3–5]**

Level 4 Explanation of improved diet AND other reasons

Both sides of Level 3. **[5–7]**

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

24 (a) How did explorers and missionaries assist the developm

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'By showing natives that they could be helped.'

Level 2 Describes impact

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

e.g. 'They drew attention to the opportunities presented by hitherto unexplored territories.'
'Missionaries and explorers kept careful records of what they saw, charting their progress through unmapped territory. This proved invaluable to Western countries about to embark upon the colonisation of a new area.'
'These records detailed possible trading opportunities and possible problems.'
'Missionaries tried to impose what they considered to be right on other people. This 'softened up' natives to occupation.' **[2–5]**

(b) Why did imperialism develop during the nineteenth centu

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To get more land.'
'To gain prestige.'
'To increase wealth.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Western powers saw the value of colonies financially.'
'It encouraged patriotism.'
'To establish trade markets.'
'To build an empire.'
'To maintain a balance of power.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Many statesmen wanted colonies to balance those acquired by their competitors.'
'There were strong economic reasons. The colony would be expected to contribute raw materials and food products and provide a market for manufactured goods.'
'Some thought the acquisition of an empire would create a sense of pride for the 'mother' country.'
'It gave an opportunity to invest surplus profits into new projects and so create new markets for their manufactures.' **[4–7]**

(c) 'Imperialism had a greater impact on the imperial powe conquered.' How far do you agree with this statement? E

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It brought many material advantages.'
'It led to changes in culture.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'An infrastructure was built.'
'There were improvements made in public health.'
'There were economic benefits.'
'Ruling was often lost to the colonist.'
'Traditions were often challenged.'
'Natives were often exploited as cheap labour.' **[2]**

Level 3 Explanation of impact on imperial powers OR colonies

e.g. 'In both Africa and India, Britain built roads, railways, schools and hospitals. This generally improved the standard of living of native peoples.'
OR
e.g. 'Colonies could provide raw materials and food products unavailable in the home country, such as bananas, palm oil, rubber, cocoa and tea. They would also provide markets for manufactured goods.' **[3–5]**

Level 4 Explanation of impact on imperial powers AND colonies

Both sides of Level 3. **[5–7]**

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

25 (a) What was the nature of British rule of India before 1857?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The local people were generally left to continue with thei

Level 2 Describes main features

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

e.g. 'They ruled through the East India Company.'
'They used the principle of indirect rule.'
'The Indian princes were left to rule their own territories.'
'The East India Company had its own army to protect these friendly governments.'
'There was a Governor General who had overall control of the East India Company.' **[2–5]**

(b) Why did the Indian Mutiny of 1857 fail?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

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

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It was unplanned.'
'The British had greater military strength.'
'Britain had the wealth to deal with the Mutiny.'
'Britain called on its reserves.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The Mutiny was not a planned and orchestrated rebellion. It was far more a series of localised responses. There was no strategy and no overall leader.'
'The British government was able to afford the £36 million restoring order. This was a full year's worth of Indian revenue.'
'It proved that because of its power, Britain was able to maintain law and order and overthrow such happenings. Britain could call on its armed forces from Britain to support those stationed in India.' **[4–7]**

(c) How far did the nature of British rule over India chan Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were some beneficial changes.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'British rule was handed to the Crown.'
'More sensitivity towards religion.'
'There was still great poverty.'
'Many Indians still felt they had little say in their country's future.'
'Infrastructure was improved.' **[2]**

Level 3 Explanation of change of nature OR little difference

e.g. 'As a result of the Mutiny, there was a change of authority. British rule moved to the Crown from the East India Company. A Secretary of State and a Viceroy were appointed. These were more sensitive to religious differences and the culture of the population.'
OR
e.g. 'Many Indians felt they still had little say in the future of their country. They felt it was unfair that many of the senior administrative jobs in the Indian government were given to Europeans not Indians.' **[3–5]**

Level 4 Explanation of change of nature AND little difference

Both sides of Level 3. **[5–7]**

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