CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2

0470 HISTORY

0470/12 Paper 1, maximum raw mark 60

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

Mark schemes 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 levels 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 events in Paris in February 1848 leading to the

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was fighting.'

Level 2 Describes events

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

e.g. 'A Reform Banquet planned for 22 February 1848 was banned by Guizot.'
'On 22 February there was a protest march through Paris and barricades went up in the streets.'
'On 23 February Louis Philippe dismissed Guizot.'
'Mole and Thiers were offered the leadership, but both refused.'
'Odilon Barrot assumed control.'
'Louis Philippe abdicated in favour of his grandson.' **[2–5]**

(b) Why did revolutions occur across Europe in 1848?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'People wanted more freedom.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'People wanted a greater say in how their countries were governed.'
'There was dissatisfaction with the existing methods of government.'
'In countries where revolution occurred there were significant economic and social problems.'
'Nationalism contributed.'
'There was a common demand for freedom of speech and freedom of the press.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'In countries where revolution occurred there were significant economic and social problems. Many countries experienced a series of economic downturns and crop failures especially during 1846–7. This resulted in starvation amongst the peasants and discontent among the working urban poor. People turned to revolution as they felt their governments were not helping them.' **[4–7]**

(c) How far were the revolutionaries of 1848 responsible f your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The revolutionaries were partly responsible for their ow reasons.'

Level 2 Identifies AND/OR describes responsibility of revolutionaries/other reasons

(One mark for each point)

e.g. 'Popular enthusiasm was short-lived.'
'The revolutionaries were not united.'
'Revolutions were often regional.'
'In Hungary the Magyar nationalists and the Croat nationalists fought each other.'
'The failure of the revolutionaries was due to the ability of the Austrian military commanders.'**[2]**

Level 3 Explanation of responsibility of revolutionaries OR other reasons

e.g. 'In Hungary the revolutionaries were not united. The Magyar nationalists fought the Croat nationalists instead of joining together to gain their independence from Austria. As a result the revolution led by Kossuth was brutally supressed.'
OR
e.g. 'The Austrians had a number of outstanding military commanders, such as Windischgrätz and Radetsky. In June 1848, Windischgratz subdued Prague and set up a military dictatorship, while Radetsky defeated Piedmont at Custozza in July 1848. The revolutionaries were powerless against such strong military commanders.' **[3–5]**

Level 4 Explanation of responsibility of revolutionaries AND other reasons

Both sides of Level 3. **[5–7]**

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

2 (a) Describe the dispute over Schleswig-Holstein in 1863–4.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a dispute over ownership.'

Level 2 Describes dispute

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

e.g. 'Government officials in Holstein refused to swear allegiance to Christian IX, the new King of Denmark.'
'The son of the Prince of Augustenburg claimed both Schleswig and Holstein on the grounds that his father had not signed away his rights to them.'
'In 1863 the new Danish King, Christian IX, tried to make Schleswig part of Denmark. This went against the 1852 Treaty of London.'
'In December 1863 the smaller states of the German Confederation sent an army into Holstein.'
'Austria and Prussia issued an ultimatum to Denmark, threatening to occupy Schleswig unless the new constitution was withdrawn within 48 hours. Denmark refused to do this.'
'In January 1864 a combined Prussian and Austrian army marched through Holstein and into Schleswig.' **[2–5]**

(b) Why was the war between Austria and Prussia in 186 German unification?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It made unification more likely.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It resulted in the Treaty of Prague.'
'Prussia annexed much territory.'
'Prussia now controlled more than two-thirds of Germany.'
'The neutrality of Austria in the future was assured.'
'A North German Confederation was formed under Prussian leadership.'
'The four Catholic states south of the River Main agreed to sign a secret military alliance with Prussia.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Austria had dominated the German Bund during the first half of the nineteenth century. With Austria's defeat, the North German Confederation was formed and this meant that Bismarck had control of foreign policy, the armed forces, trade, transport and other functions linking the different states together. This was a step towards German unification.' **[4–7]**

(c) 'The Franco-Prussian War was unnecessary.' How f 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 both unnecessary and necessary.'

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'It was unnecessary as Bismarck had great diplomatic skills.'
'It was unnecessary as there was already an economic union.'
'It was unnecessary as the war between Austria and Prussia had achieved so much.'
'It was necessary to arouse German nationalism.'
'It led the German states to realise the value of unity.'
'It increased popular pressure for permanent union.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'The Franco-Prussian War was unnecessary because economic unity was already showing the benefits of a united Germany. States had to co-operate to build railway lines running across Germany; the railways helped industries to prosper. As people travelled across Germany they saw it as one country rather than a collection of separate states and thus a united Germany was the next step.'
OR
e.g. 'The Franco-Prussian War was necessary because it led the German states to realise the value of a united Germany. The attack by the French united the German states against a common enemy. Bavaria, Württemberg and Baden had demonstrated their support by sending troops to fight alongside those of the North German Confederation. After the war they agreed to join the other German states in a new federation under the leadership of Prussia.' **[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]**

3 (a) Describe Northern attitudes to slavery before the Americ

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'People did not like it.'

Level 2 Describes attitudes

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

e.g. 'The North was against slavery.'
'There were many abolitionists in the North.'
'In the North people believed that no man should be held in bondage by another man.'
'The North was free.'
'Northern states wanted to prevent the extension of slavery into new states opened up by western settlers.' **[2–5]**

(b) Why were decisions taken by Congress and the Supre 1857 important for slave states?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Decisions were made about slavery.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Missouri was admitted as a slave state to the Union in 1821.'
'Congress tightened up the Fugitive Slave Law.'
'The Missouri Compromise of 1850 was declared illegal.'
'In 1857 the Supreme Court decided that a slave was not a citizen of the United States.'
'In 1857 the Supreme Court decided that slaves could not bring actions in an American court.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'In 1857 the Supreme Court decided that just because a slave had been resident in a free state, it did not free him from slavery in his home state. This meant that a slave would always remain a slave in his home state if slavery was legal there.' **[4–7]**

(c) 'The American Civil War was a tragedy for the South.' 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. 'People suffered in the South.'

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'The South was subject to carpet-baggers.'
'The South's economy had collapsed.'
'Harsh penalties were imposed on the South.'
'Southern states were allowed to elect legislatures.'
'Reconstruction was introduced to rebuild the war torn South.'
'President Johnson followed a policy of reconciliation with the South.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'The Civil War had devastated the South. Buildings, roads and railways all needed rebuilding. The South's economy had collapsed and inflation soared. It would take a long time to recover.'
OR
e.g. 'President Johnson in general followed a policy of reconciliation towards the South. The Southern states were allowed to elect legislatures and send their senators and representatives to Washington. They had a say in the country's government.' **[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) What constitutional changes were introduced in Japan d 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 many changes to introduce a different appro

Level 2 Describes changes

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

e.g. 'In 1884 a peerage was created, mainly from the ranks of the former nobles at court and the old daimyo.'
'In 1885 cabinet government was introduced with the head of the government acting as prime minister. It was responsible to the Emperor and not to an elected assembly.'
'In 1888 a privy council was formed as the most senior group of advisors to the Emperor.'
'In 1889 the new constitution was announced. This was a 'gift' from the Emperor to the Japanese people.' **[2–5]**

(b) Why did war break out between China and Japan in 1894

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'China and Japan disagreed.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Militarists wanted to bring glory to the Japanese forces.'
'They argued about Korea.'
'China wanted to defend her right to control Korea.'
'Japan saw Korea as a route-way into Asia.'
'The Russians were showing an interest in Korea.'
'It was due to the Tonghak Rebellion.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'In 1894 the Tonghak Rebellion led the Koreans to ask for help from the Chinese. The Chinese immediately sent troops and also notified Japan of their action. The Japanese sent an even larger army and refused to leave when asked to do so. Armed clashes between the Chinese and Japanese quickly led to a full scale declaration of war.' **[4–7]**

(c) How important was western influence in increasing th between 1868 and 1914? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Western influence was important, but it was not the only

Level 2 Identifies AND/OR describes western influence/ot

(One mark for each point)

e.g. 'The Japanese army was modelled first on the French system and later influenced by the Germans.'
'The Japanese navy was developed based on British ideas.'
'Western learning influenced Japanese education.'
'Delegations from Japan were sent to Europe and the United States to learn about the West.'
'Steps were taken to introduce a constitutional monarchy.'
'A Ministry of Industry was created.'
'The Sino-Japanese War strengthened Japan.' **[2]**

Level 3 Explanation of western influence OR other reasons

e.g. 'Japanese education was heavily influenced by Western learning; traditional Japanese skills and beliefs were taught alongside Western ideas in Japanese schools. Thousands of Japanese students were sent to study in Western universities; eventually Japan founded her own universities in Tokyo in 1877 and Kyoto in 1897.'
OR
e.g. 'Japan's development as an industrial nation increased her status and power. After 1868 many new factories were opened with government money and encouragement. The new Ministry of Industry financed and ran coal mines, shipbuilding yards, cement works and textile mills.' **[3–5]**

Level 4 Explanation of western influence AND other reasons

Both sides of Level 3. **[5–7]**

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

5 (a) What did France gain from the Treaty of Versailles?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They gained some land.'
'They gained security.'

Level 2 Describes gains

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

e.g. 'France gained Alsace-Lorraine.'
'France was to be paid reparations by Germany.'
'France gained security as the Rhineland was demilitarised.'
'Under the mandate system, France was to run most of Togoland and the Cameroons.'
'France gained the right to mine coal in the Saar for 15 years.'
'They gained security as the Rhineland was demilitarised. **[2–5]**

(b) Why did Germany sign the Treaty of Versailles?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They had no choice.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Britain and France threatened to continue the war if Germany didn't sign.'
'Germany could not continue to fight effectively.'
'There was a British naval blockade in place.'
'Germany was afraid that continuing the war would lead to a Communist uprising.'
'Germany was running out of resources for war.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'If Germany did not sign the treaty then war would have resumed. The German generals told the German government that they were unable to continue to fight effectively. They were running out of raw materials, food, ammunition and men.' **[4–7]**

(c) 'The peacemakers at Versailles were successful.' 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. 'They were successful in some ways but not in others.'

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'The peacemakers were successful in giving France more security.'
'The peacemakers were successful in providing the means to repair the damage caused by war.'
'The peacemakers were successful as they created the League of Nations to deal with international issues.'
'The peacemakers were unsuccessful as they created a power vacuum in Europe.'
'The peacemakers were unsuccessful as they made it very hard for Germany to recover economically.'
'The peacemakers were unsuccessful as they left defeated countries wanting revenge.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'The peacemakers were successful in giving France more security. The Rhineland was demilitarised giving France a buffer zone, and Germany's armed forces were greatly reduced. Germany was no longer able to threaten the French.'
OR
e.g. 'The peacemakers were unsuccessful in Central Europe as they created states with too many rival minorities, such as the Serbs, Bosnians and Croats forming Yugoslavia. Countries such as Yugoslavia were not strong enough to stand up to powerful neighbours.' **[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) How did Hitler make use of the Spanish Civil War?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Hitler used it to fight.'

Level 2 Describes how Hitler made use of the Spanish Ci

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

e.g. 'Hitler used this as an opportunity to fight against Communism.'
'Hitler used the Spanish Civil War to test the strength of his armed forces.'
'Hitler wanted to test Blitzkrieg tactics. He used carpet bombing tactics for the first time.'
'By supporting the Nationalists, Hitler hoped to gain raw materials for his armaments industry in return.'
'Hitler used the Spanish Civil War to divert British and French attention from Central and Eastern Europe.' **[2–5]**

(b) Why did Britain and France allow Germany to re-militaris

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Britain thought it was reasonable for Germany to re-milit

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Britain thought Hitler was only 'marching into his own backyard'.'
'Many people in Britain thought Hitler had the right to station troops in the Rhineland.'
'The French were worried that opposing Germany would lead to war.'
'They were more concerned about events in Abyssinia.'
'France would not act without British support.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The French were worried that opposing Germany in the Rhineland would lead to war. An election was due in France, and none of the French leaders was prepared to take the responsibility for plunging France into a war as it would adversely affect their chances of winning the election.' **[4–7]**

(c) How far was the Nazi-Soviet Pact responsible for war br
Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Nazi-Soviet Pact was partly responsible, but there

Level 2 Identifies AND/OR describes Nazi-Soviet Pact/other reasons

(One mark for each point)

e.g. 'The Nazi-Soviet Pact meant that Hitler invaded Poland.'
'The Nazi-Soviet Pact meant that Stalin would not stop Hitler.'
'Due to the Nazi-Soviet Pact, Hitler could avoid fighting a war on two fronts.'
'The Treaty of Versailles was the main reason why war broke out.'
'The policy of appeasement contributed to the outbreak of war.'
'The isolationist policy of the USA was an important reason why war occurred in 1939.' **[2]**

Level 3 Explanation of Nazi-Soviet Pact OR other reasons

e.g. 'The Nazi-Soviet Pact was the final cause of war as Hitler could now invade Poland without interference from Stalin. Britain and France declared war on Germany as they had guaranteed Poland's independence.'
OR
e.g. 'Appeasement was responsible for the outbreak of war in 1939. The appeasers assumed that if they made concessions to Hitler it would reduce the chances of war. Instead the actions of the appeasers encouraged Hitler to demand more and more, until eventually there was no option other than war if he was to be stopped.' **[3–5]**

Level 4 Explanation of Nazi-Soviet Pact AND other reasons

Both sides of Level 3. **[5–7]**

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

7 (a) Describe how Czechoslovakia became communist-contr

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They got rid of opposition.'

Level 2 Describes events

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

e.g. 'In 1948 the communists used the army to seize control.'
'Many non-communists were arrested.'
'Jan Masaryk, the non-communist foreign secretary, was murdered.'
'Rigged elections were held and the communists won a landslide victory.'
'All political parties other than the communists were banned.' **[2–5]**

(b) Why did Stalin set up the Berlin Blockade in 1948?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Stalin distrusted other nations.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Stalin feared a recovering Germany.'
'In 1947 the British and American zones of Germany had been combined to form Bizonia.'
'In 1948 the Western Allies reformed the currency in their zone.'
'Stalin wanted to keep the Western Allies out of Berlin.'
'Stalin wanted to make Berlin entirely dependent on the USSR.'
'Stalin wanted to stop the economic development of western Germany.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Stalin felt that the Western Allies were being provocative in their dealings with Germany. He was very concerned by the introduction of a new currency, the Deutschmark, as he felt that a prosperous western Germany would be a threat to the USSR's security. He introduced the blockade in an attempt to halt any economic development in western Germany.' **[4–7]**

(c) Was Soviet policy towards Eastern Europe from 1945 to in nature? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Soviet policy was both aggressive and defensive in natu

Level 2 Identifies AND/OR describes aggressive in nature

(One mark for each point)

e.g. 'Stalin was determined to spread communism.'
'Stalin kept the Red Army as an occupying force in Eastern Europe.'
'Stalin ensured the secret police dealt harshly with any opposition to communism.'
'Stalin felt threatened by the Truman Doctrine.'
'Stalin felt that the USA's handling of western Germany was provocative.'
'Stalin felt he needed to defend communism against the threat posed by a recovering Germany.' **[2]**

Level 3 Explanation of aggressive in nature OR defensive in nature

e.g. 'Having freed much of Eastern Europe from Nazi control, the Red Army remained in occupation. Rather than allowing free elections the Red Army ensured that the new governments in Eastern Europe were communist controlled. This was seen as an aggressive act, and the beginning of a Soviet attempt to spread communism around the world '
OR
e.g. 'Stalin feared that a recovering Germany would threaten the Soviet Union. When a new currency, the Deutschmark, was introduced in the zones of the Western Allies Stalin decided he needed to defend the Soviet Union's interests by introducing the Berlin Blockade. By doing so he hoped to halt the economic recovery of Germany.' **[3–5]**

Level 4 Explanation of aggressive in nature AND defensive in nature

Both sides of Level 3. **[5–7]**

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

8 (a) What happened in the Congo in 1960 immediately independence?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. ‘There were problems.’

Level 2 Describes events

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

e.g. ‘White Belgian officers in the National Army refused to promote any black Congolese soldiers to the rank of officer.’
‘The Congolese soldiers mutinied and attacked their white officers and other white people.’
‘The Belgian government sent paratroopers to defend European people in the Congo.’
‘Tshombe, the Katangan leader, declared Katanga to be an independent state.’
‘Tshombe used white mercenaries to build up a new army in Katanga.’ **[2–5]**

(b) Why was it difficult for the United Nations Organisation t

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The members of the United Nations did not all work toge

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Belgians refused to leave Katanga.'
'The UN refused to invade Katanga.'
'The USSR supported Lumumba.'
'The government of the USSR disregarded UN policy.'
'The US government secretly supported Mobutu.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The UN was undermined by the two superpowers. Lumumba asked the USSR for help to invade Katanga. Even though the USSR was a member of the Security Council, the USSR government ignored UN policy and gave Lumumba military aircraft for his invasion plan.'**[4–7]**

(c) 'The Korean War was a success for the United Nations.' 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 Korean War was both a success and a failure for th

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'The United Nations took firm action in the face of aggression in Korea.'
'The United Nations gained respect from its members.'
'Communism did not take a hold of South Korea.'
'The United Nations failed to unite North and South Korea.'
'Many felt that the United Nations was being used by the USA.'
'The huge loss of life meant it cannot be deemed a success.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'The United Nations gained respect because, unlike the League of Nations, it had taken firm action in the face of aggression. Without this firm action it is unlikely that South Korea would still exist.'
OR
e.g. 'The United Nations' policy was that Korea should become one country with free elections supervised by the United Nations. The war did not achieve this as Korea remained divided, and Kim ruled North Korea as a dictator until his death in 1984.' **[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]**

9 (a) How did the Nazi Party benefit from the Munich Putsch?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Nazi Party realised they needed to change.'

Level 2 Describes benefits

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

e.g. 'The Nazi Party gained nationwide publicity.'
'The trial following the Munich Putsch gave Hitler and the Nazi Party a national platform on which to speak.'
'It highlighted to the Nazi Party that they needed to clearly outline their main beliefs.'
'The trial was used by Hitler to attack the Weimar Republic.'
'The Nazi Party realised that power in Germany could best be achieved through the ballot box rather than through an armed uprising.'
'The Nazi Party benefitted as the trial established Hitler as the natural leader of extreme right-wing nationalist groups throughout Germany.' **[2–5]**

(b) Why was the Nazi Party, in its rise to power, dependent o

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They created fear.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The SA gave Hitler protection at his meetings.'
'The SA disrupted the meetings of Hitler's opponents.'
'The SA gave an impression of discipline and order.'
'Many Germans were pleased that the SA were prepared to fight the Communists.'
'The SA attracted many unemployed and unhappy young people.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The SA was important to the rise of the Nazi Party because they attracted further followers to the Nazi Party. Many unemployed and unhappy young people were keen to follow the Nazis because they admired the discipline and fighting qualities of the SA.' **[4–7]**

(c) 'Hitler's strong personality was the main reason he beca 1933.' How far do you agree with this statement? Explain

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was one reason, but there were many other reasons.'

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'Hitler had great strong belief.'
'Hitler was single-minded in his anti-semitism.'
'Farmers were afraid that the Communists would take away their land.'
'The Communists were seen as violent and their behaviour un-German.'
'Hitler became Chancellor because he was an excellent orator.'
'Hitler became Chancellor due to the Depression.'
'Hitler became Chancellor due to propaganda.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'Hitler was strong-minded and believed in his own ability to solve German problems such as the Treaty of Versailles and the economy. This gained him support from many different sections of German society.'
OR
e.g. 'Hitler became Chancellor due to the use of propaganda. Goebbels organised Nazi propaganda, using posters, pamphlets and mass rallies to spread the Nazi message throughout Germany. Hitler was portrayed as the potential saviour of the German people.'**[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]**

10 (a) What actions did the Nazis take in 1933–4 to create a one

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They dealt with opposition.'

Level 2 Describes actions

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

e.g. 'Hitler used the decree for the Protection of the People and State to prevent his political opponents from holding public meetings.'
'Hitler used the emergency decree to prevent the Communists from taking up the 81 seats they had won in the March 1933 election.'
'In March 1933 the Enabling Act was introduced, meaning that Hitler could pass laws without the consent of the Reichstag for the next four years.'
'In May 1933 the Nazis destroyed the newspapers and confiscated the funds of the Social Democratic Party.'
'In May 1933 the Nazis confiscated all the property and funds of the Communist Party.'
'In July 1933 Hitler introduced the Law against the Establishment of Parties, which stated that the Nazi Party was the only political party allowed in Germany.' **[2–5]**

(b) Why did the Nazis persecute the Jews in Nazi society?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Nazis hated the Jews.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Hitler hated the fact that many Jews were successful business people.'
'The Nazis blamed the Jewish bankers and businessmen for Germany's defeat in the First World War.'
'Hitler believed the Jews had been responsible for the surrender of the German army.'
'The Nazis believed the Jews had been trying to ruin the German economy since 1918.'
'The Nazis viewed the Jews as an inferior race.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The Nazis persecuted the Jews because they undermined Hitler's views about the superiority of the Aryans. He knew that many Jews were extremely successful businessmen or had well paid professional jobs. Hitler believed the Jews were subhuman and therefore should not be more successful than the Aryans.' **[4–7]**

(c) 'The most effective method of control by the Nazis was 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. 'Propaganda was very effective, but there were also othe

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'Propaganda brainwashed the German people.'
'Hitler's speeches were broadcast repeatedly on the radio.'
'Propaganda taught that Hitler was the saviour of Germany.'
'The Gestapo were an effective method of control.'
'Education ensured young Germans were controlled.'
'Nazi Germany was a police state.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'Hitler and the Nazis used propaganda very effectively to control the German people. Goebbels decided exactly what the German people should and should not hear. The media and arts were all supervised to ensure that only ideas that would make the Germans loyal to Hitler and the Nazis were used. The German people were constantly subjected to Nazi ideas wherever they were; propaganda moulded their opinions.'
OR
e.g. 'The Gestapo were a very effective method of control. They had the power to arrest anyone they wanted and often used informers to report any activity that might be anti-Nazi. The Gestapo became the most feared organisation in Germany.' **[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]**

11 (a) What were Lenin's 'April Theses'?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were Lenin's thoughts.'

Level 2 Describes the April Theses

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

e.g. 'Lenin said that Russia should withdraw from the war.'
'Lenin thought the Provisional Government should not be supported. There needed to be a second revolution and power should be handed to the Soviets.'
'Lenin thought that capitalism should be wiped out. The factories should be in the hands of the workers.'
'Lenin thought that all land in Russia should be nationalised. Estates should be divided up and given to the peasants.'
'Lenin promised peace, bread and land.' **[2–5]**

(b) Why was the Provisional Government ineffective in rulin

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Provisional Government failed to deal with problems

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Provisional Government was a divided government, consisting of members from several different parties.'
'Ministers quarrelled amongst themselves.'
'The Provisional Government decided to continue the war.'
'The Provisional Government did not deal with the land issue.'
'The Provisional Government did not control the armed forces.'
'The Provisional Government did not solve the food shortages.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The Provisional Government was a divided government, consisting of members from several different parties. The middle class Cadets wanted to create a parliamentary democracy, while the socialists wanted to go further by transferring land to the peasants. This made it difficult for them to make decisions as there was constant quarrelling amongst ministers about policy.' **[4–7]**

(c) 'Red Terror was the main reason for the Bolshevik succ 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. 'Red Terror was one reason, but it was just one of many

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'The Red Terror involved mass executions of opposition.'
'The Cheka forced the peasants to hand over food to the government.'
'The Cheka carried out the execution of the Tsar and his family.'
'The Whites lacked clear leadership.'
'The Bolsheviks had control of Moscow and Petrograd.'
'The Whites were split geographically.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'The Red Terror ensured Bolshevik success in the Civil War by ensuring that the Red Army was fed and equipped. The Cheka forced the peasants to give up all surplus produce to the Bolsheviks so that the Army could be fed. Anyone who resisted would be beaten or even killed.'
OR
e.g. 'The Whites had no single command, and their leaders had many different aims and ambitions. In contrast, the Communists were fighting for a single cause – the revolution. They were united under one leader and one army.' **[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]**

12 (a) What did Lenin say in his Testament as to who should su

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He praised and criticised several people.'

Level 2 Describes Lenin's statements

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

e.g. 'Lenin was not sure Stalin was capable of using his authority with sufficient caution.'
'Lenin said he thought that Trotsky was the most capable man in the present committee.'
'Lenin thought Trotsky was too pre-occupied with the administrative side of the work.'
'Lenin thought Bukharin was rightly considered the favourite of the whole Party.'
'Lenin thought Zinoviev and Kamenev had both wavered at the time of the revolution.' **[2–5]**

(b) Why did Trotsky lose the leadership contest?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Trotsky was not liked.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Trotsky was a Jew.'
'Trotsky seemed dismissive of other leading Bolsheviks.'
'Trotsky did not build up support in the party.'
'Trotsky underestimated Stalin.'
'Trotsky was made to look disrespectful by Stalin.'
'Trotsky's ideas were viewed as extreme.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Trotsky was tricked by Stalin into not attending Lenin's funeral. This made Trotsky appear to be disrespectful towards Lenin. In his absence Stalin was able to present himself as the chief mourner, a close follower of Lenin and therefore the most likely candidate for leadership.' **[4–7]**

(c) 'The most effective method of control used by Stalin wa far do you agree with this statement? Explain your answ

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were lots of methods of control; the cult of person

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'Stalin was worshipped as a leader.'
'The media was controlled by the state.'
'The arts glorified Stalin.'
'Stalin introduced the Purges.'
'Millions were imprisoned in labour camps.'
'Stalin held show trials.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'Propaganda was used to create the 'cult of Stalin' in which Stalin was worshipped as a strong leader. Pictures and statues of him were everywhere and places were named after him. People at meetings had to clap when his name was mentioned. This cult of personality meant that many of the people loved Stalin and would not challenge him.'
OR
e.g. 'Stalin was not prepared to accept any challenges to his authority and he planned the purges to clear out his opponents from the Party. His opponents were arrested, tried and sentenced to long periods of imprisonment; some were killed.' **[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]**

13 (a) What developments were there in popular culture in 1920

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'People had more money to spend on popular culture.'

Level 2 Describes developments

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

e.g. 'The movie industry developed rapidly with stars like Charlie Chaplin and Mary Pickford becoming household names.'
'There was a craze for new and different styles of dancing such as the Charleston and the Black Bottom.'
'The sales of radios increased significantly and brought popular culture directly into the home.'
'Jazz music provided excitement and danger to white Americans who were exposed to black music for the first time. They were able to watch performers like Louis Armstrong and Duke Ellington at the Cotton Club.'
'The circulation of newspapers and magazines expanded greatly in the 1920s. Newspapers gave a lot of space to popular culture – sports, fashion and movie stars.' **[2–5]**

(b) Why was 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. 'It was different.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Modern young American women drank alcohol and smoked.'
'Modern young American women went out with men without chaperones.'
'Modern young American women wore outrageous new fashions.'
'Modern young American women made their own decisions about how to live their lives.'
'Their lifestyle was seen by some as immoral.'
'Their lifestyle was different from the traditional lifestyle of women.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The lifestyle of the modern young American woman was controversial because it was so different from the traditional lifestyle of women. The modern young American woman was financially independent and made her own decisions about how to live her life. The traditional woman was expected to marry young, be financially dependent on her husband and to stay at home caring for her home, husband and children.' **[4–7]**

(c) 'Prohibition had a greater impact on American socie intolerance.' 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. 'Prohibition and racial intolerance both had a great impac

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'Prohibition made ordinary American citizens criminals.'
'Prohibition increased organised crime.'
'Prohibition caused an increase in bribery and corruption.'
'In the South, black people suffered under the 'Jim Crow' laws.'
'The Ku Klux Klan was intolerant.'
'The 'athletic clubs' were intolerant towards black people.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'Prohibition had the undesired effect of making alcohol more attractive. Illegal speakeasies opened up all over the country and the consumption of alcohol actually rose. Some people even made their own alcohol called moonshine.'
OR
e.g. 'In the South, black people were subjected to the 'Jim Crow' laws. These laws kept them segregated from white people; they had separate schools, separate restaurants and separate
public toilets.' **[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]**

14 (a) Describe the events of 'Black Thursday', 24 October 1929

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were problems on Black Thursday.'

Level 2 Describes events

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

e.g. 'Prices on the stock market moved downwards almost from the beginning of trading.'
'The 'ticker-tape' was running almost an hour late. This meant it was impossible for investors to be sure about how prices were moving.'
'In the morning there was panic selling.'
'13 million shares were sold.'
'Representatives of the USA's biggest banks started to buy shares in an effort to bolster up the market.'
'The banks spent nearly $250 million buying shares to encourage investors to buy shares instead of selling them.'
'By the end of the day prices had recovered somewhat.' **[2–5]**

(b) Why did Roosevelt win the 1932 Presidential election?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The public liked him.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Roosevelt promised a 'New Deal'.
'Roosevelt gave hope to the unemployed.'
'Roosevelt promised to rescue the banking system.'
'Roosevelt made the people feel he was on their side.'
'Hoover failed to deal with the Depression.'
'Hoover was seen as being a do-nothing president.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Roosevelt won the election because he made the people feel that he was on their side. He offered them hope, promising active government to revive the economy, and promising to make the USA a better place for ordinary people. He was a complete contrast to Hoover, who was seen as being uncaring.' **[4–7]**

(c) 'The greatest impact of the Wall Street Crash was on the 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. 'There were huge effects on the economy, but other asp affected.'

Level 2 Identifies AND/OR describes agreement/disagreement

(One mark for each point)

e.g. 'The American banking system collapsed.'
'There was a Depression.'
'Industries collapsed.'
'People lost their homes.'
'People had to queue for food.'
'People committed suicide.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'The American economy was seriously affected by the Wall Street Crash. The Wall Street Crash caused a banking crisis, with 4,500 banks failing between 1929 and 1931. Many people lost their investments and their deposits in the banks. The economy slowed drastically as the demand for consumer goods reduced as people had no money.'
OR
e.g. 'The greatest impact was on the ordinary people. There was no welfare state, so people who lost their jobs faced ruin. They lost their homes and had to live in shanty towns on the edge of towns and cities, and had to rely on charity hand-outs of food.' **[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]**

15 (a) Describe China's relations with the USSR in the 1950s an

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Relations cooled between them.'

Level 2 Describes relations

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

e.g. 'They wanted to be allies and signed the Treaty of Friendship, Alliance and Mutual Assistance in 1950.'
'The hostility of the UNO and the USA made relations between China and the USSR much stronger.'
'There were armed clashes between Soviet and Chinese troops on the border and the USSR refused to help China in the border war with India in 1962.'
'In 1959 Khrushchev criticised the Great Leap Forward.'
'The USSR stopped all economic aid to China in 1960.'
'Tension increased in 1964 when China tested its nuclear bomb.'
'Mao disapproved of the Soviet invasion of Czechoslovakia in 1968.' **[2–5]**

(b) Why were relations between Mao's China and America st

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Because they did not agree with each other.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The USA saw China as part of the worldwide advance of Communism.'
'In 1964 the Chinese exploded a test nuclear bomb.'
'The USA was concerned by China's actions in Korea (Vietnam, Tibet).'
'China was upset that the USA was helping Chiang Kai-shek.'
'The USA kept China out of the UN.'
'China was worried by American involvement in Korea (Vietnam).' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The USA was hostile to China as they viewed China as part of the worldwide advance of Communism. When the Chinese helped Communist North Korea against the American backed South Koreans, this confirmed American fears. When the Chinese exploded a test nuclear bomb in 1964, the danger of international Communist revolution became even greater.' **[4–7]**

(c) 'Relations with Taiwan were a more important issue f relations with other neighbours.' 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. 'Relations with other neighbours were just as important a

Level 2 Identifies AND/OR describes agreement/disagreement

(One mark for each point)

e.g. 'In 1949 Chiang Kai-shek and the Nationalists fled to Taiwan.'
'China's seat at the UN was occupied by Taiwan.'
'Chiang Kai-Shek made repeated threats to invade and reconquer China.'
'The Tibetan leader, the Dalai Lama, asked the UN for help.'
'In 1959 there were border clashes with India.'
'In 1979 Chinese troops invaded Vietnam.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'The Nationalists in Taiwan were supported by the USA, who considered them to be the true Chinese government. This support meant that China's seat at the UN was occupied by Taiwan. Communist China resented this greatly, and considered it to be an insult.'
OR
e.g. 'The border between Tibet and India had never been settled, as it was high up in the Himalayas. The Chinese wanted to build a highway into Tibet and quarrelled with India over the placing of the border. There was fighting between China and India in 1962 and the Chinese advanced slightly.' **[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]**

16 (a) What was Mao's Little Red Book?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a book of his thoughts.'

Level 2 Describes Mao's Little Red Book

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

e.g. 'It was a compilation of selected quotes from Mao.'
'It was a book of Mao's thoughts taken from his writing and speeches.'
'It was a book used to encourage the cult of Mao.'
'The Little Red Book contained 427 quotations about 33 topics.'
'It was a book widely distributed during the Cultural Revolution.'
'It was a book emphasising self-sacrifice, self-reliance and the importance of continuing struggle.' **[2–5]**

(b) Why was the Cultural Revolution important to Mao?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He wanted change.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'To help him change the culture of China.'
'To create perfect communism.'
'To help him to regain power.'
'To help stop the move towards capitalism.'
'To remove the 'Four Olds'.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Mao did not like the new culture within China. A new class of peasants had been created and bonus payments had resulted in a new privileged class of workers. Mao wanted to change this new culture and return to the values and beliefs of perfect communism. He saw this being achievable through the Cultural Revolution.' **[4–7]**

(c) 'The greatest impact of the Cultural Revolution was on 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. 'There was a great impact on education, but there was al

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'Middle schools were closed between the autumn of 1966 and spring 1967.'
'All universities were closed for two years.'
'Students refused to sit examinations.'
'There was a cultural purge.'
'About 500,000 people were killed.'
'China's great cities such as Beijing and Shanghai were brought almost to a standstill by the activities of the Red Guards.'
'There were some improvements in medical care in rural areas.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'Education was greatly affected by the Cultural Revolution. Teachers were targeted because they were the people mainly responsible for instilling knowledge and ideas into the young. Many teachers were attacked and killed. This, coupled with the closure of schools and universities, seriously damaged the long term prospects of millions of young Chinese as they were unable to complete their education.'
OR
e.g. 'China's culture was seriously affected by the revolution. Many scholars, writers and intellectuals were imprisoned and killed. Theatres and cinemas were only allowed to show revolutionary plays and films. Libraries and museums were closed and their valuable collections of books and artefacts were damaged or destroyed.' **[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]**

17 (a) What problems faced white South Africans in the years World War?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were unsure about the future.'

Level 2 Describes problems

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

e.g. 'Black people took up jobs in the new industries.'
'The number of black people living in towns and cities greatly increased.'
'The pass laws were relaxed.'
'Many white people felt that Smuts lacked a clear policy on how to deal with black people and segregation.'
'The number of strikes increased.' **[2–5]**

(b) Why did the National Party win the 1948 election?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Their campaign was more organised.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The electoral system worked in their favour.'
'They appealed to the white voters.'
'They secured the Afrikaner vote.'
'The Nationalist Party said that Smuts would lead the country to destruction.'
'They had the support of the press.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The electoral system worked in favour of the Nationalist Party. Though they gained 40% of the votes against the UP's 50%, they won most of the smaller rural seats and a Constitution Clause gave rural areas greater weighting.' **[4–7]**

(c) How effective was apartheid in the 1950s? 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 defiance of the apartheid laws.'

Level 2 Identifies AND/OR describes effectiveness/ineffe

(One mark for each point)

e.g. 'The government introduced the Native Laws Amendment Act.'
'The government introduced the Bantu Education Act.'
'The government arrested and charged 156 people with high treason in 1956.'
'The Defence Campaign increased ANC membership.'
'Demonstrations took place over the introduction of passes for women.'
'The Freedom Charter was drawn up in 1955.' **[2]**

Level 3 Explanation of effectiveness OR ineffectiveness

e.g. 'The government took action against the events of 1955 and in 1956 arrested and charged 156 people with high treason. The people charged included most of the leaders of the ANC and of the Indian community. Eventually all the accused were released, but they had been on trial and out of action for five years, so opposition to apartheid was severely weakened in those years.'
OR
e.g. 'The Defiance Campaign was planned as a peaceful black protest against the apartheid laws. It gave confidence to government opponents that mass protest could bring change. They drafted the Freedom Charter, the most important single document of resistance to apartheid. They were not prepared to simply accept the system of apartheid.' **[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]**

18 (a) What was President Botha's 'Total Strategy' policy?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It involved change.'

Level 2 Describes policy

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

e.g. 'The 'Total Strategy' policy involved winning the hearts and minds of black people.'
'The security forces were to be strengthened.'
'A National Security Management System was created, which divided the country into a network of security units in order to deal with resistance groups quickly and effectively.'
'The 'Total Strategy' policy destabilised the black states on South Africa's borders.'
'The 'Total Strategy' policy in effect ensured civil wars continued in Angola and Mozambique, so that these countries would be weakened.'
'The 'Total Strategy' policy meant that commissions of enquiry were set up. These led to reforms between 1979 and 1983.' **[2–5]**

(b) Why did De Klerk change his views about Mandela?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'De Klerk felt it was the right time to do so.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'De Klerk's National Party had a new policy.'
'There was a threat of anarchy.'
'He needed Mandela to play a part in the future of South Africa.'
'The ANC was legalised.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'De Klerk decided that changes were needed in South Africa to ensure the economic survival of the country. His policy included the abolition of apartheid; this movement involved the legalisation of the ANC, the PAC and the SACP and the release of hundreds of political prisoners, including Mandela. He needed to work with Mandela if democracy was to be achieved.' **[4–7]**

(c) 'Nelson Mandela was the most important factor in endin 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. 'Mandela was only one factor. Change was needed in So

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'Mandela's charisma was very important.'
'Mandela refused to accept freedom from prison in exchange for political deals.'
'Mandela and De Klerk signed a Record of Understanding.'
'In 1986 the Common Market banned the purchase of South African iron and steel.'
'The end of the Cold War turned the focus of the world on to South Africa.'
'De Klerk genuinely wanted to work towards change.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'Mandela was extremely important in ending white minority rule. Continuing violence in South Africa meant that the country was on the verge of civil war. Mandela contacted De Klerk, and they signed a Record of Understanding to reduce violence and also to restart the constitutional talks.'
OR
e.g. 'Foreign investors were increasingly unhappy with apartheid in South Africa and began to withdraw their business from the country. Barclays Bank sold its large South African bank network, and the Chase Manhattan Bank of New York cut its links with South Africa. This caused great problems for South Africa.' **[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]**

19 (a) Describe how South Africa came to govern Namibia.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'South Africa was given the power to govern.'

Level 2 Describes events

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

e.g. 'At the end of the First World War, former German colonies were placed under the control of the League of Nations.'
'Namibia was a mandated territory.'
'The mandate for Namibia was given to the British.'
'South Africa was a member of the British Empire, and it was given the task of administering Namibia.'
'Namibia was a 'C' mandate, which gave South Africa the widest powers.' **[2–5]**

(b) Why were South Africa and the United Nations in dispu 1966?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'South Africa and the United Nations had different views

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'South Africa wanted to rule in its own way.'
'South Africa wanted SW Africa as a fifth province.'
'The United Nations wanted a trusteeship.'
'South Africa said the mandate had ended.'
'South Africa stopped sending reports about Namibia to the UN.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'South Africa claimed that the mandate had ended and so they could now govern Namibia as they pleased. However, the International Court of Justice ruled that the original mandate had not ended with the demise of the League of Nations, and therefore South Africa was legally bound by the United Nations rulings.' **[4–7]**

(c) 'The importance of the United Nations in achieving in over-estimated.' How far do you agree with this statemen

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The United Nations was responsible for Namibia gaining

Level 2 Identifies AND/OR describes role of United Natio

(One mark for each point)

e.g. 'The General Assembly ended the mandate governing Namibia.'
'The International Court ruled that South Africa should be removed.'
'The United Nations supervised an election in 1989.'
'SWAPO campaigned for the independence of Namibia.'
'In 1971–72 the Namibian workers went on strike.'
'The church opposed injustice and acts of oppression.' **[2]**

Level 3 Explanation of role of United Nations OR other reasons

e.g. 'The United Nations was determined to end South Africa's control of Namibia. The General Assembly passed a resolution ending the mandate in October 1966, and in May 1967 a United Nations Council was established to take over until independence.'
OR
e.g. 'SWAPO campaigned tirelessly for the independence of Namibia. They wanted a united and independent Namibia with universal adult suffrage. Their campaigning led to them being recognised by the United Nations as representing the majority of Namibians and therefore being the true voice of the Namibian people.' **[3–5]**

Level 4 Explanation of the importance of the United Nations AND other reasons

Both sides of Level 3. **[5–7]**

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

20 (a) Describe the events that resulted in Britain handing Nations Organisation (UNO).

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was due to the violence.'

Level 2 Describes events

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

e.g. 'It was due to the guerrilla war.'
'The King David Hotel was bombed.'
'There was a Zionist campaign of violence.'
'The number of deaths of British soldiers, police and officials was increasing.'
'It was increasingly difficult to justify the cost of defending the worldwide empire.' **[2–5]**

(b) Why was the UNO partition plan unacceptable?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They did not believe partition was in their interests.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Jewish state would have more land.'
'The Arab state would be divided.'
'Fertile land would be lost.'
'The Arab state would have no access to the sea.'
'The Jewish state would have the fertile land.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The Palestinian Arabs believed that the partition plan was unfair to them. The proposed Jewish state would be larger than the Arab state, and would include most of the fertile land. This was seen as unfair, because the Jews were only one third of the population and owned less than one tenth of the land.' **[4–7]**

(c) 'The Arab-Israeli War of 1948–9 was unavoidable' Ho 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 Arabs and the Israelis disagreed so much there had

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'Partition ensured there would be war.'
'The Palestinian Arabs regarded the Israelis as foreign invaders.'
'The Jews were unhappy that Jerusalem was excluded from the Jewish state.'
'King Abdullah of Transjordan held a secret meeting with the Israelis before the war.'
'The governments of the neighbouring Arab states did not plan for war until April 1948.'
'It was official Zionist policy to accept partition.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'Many Jews were unhappy with partition because Jerusalem was excluded from the Jewish state and many Jewish settlements were to be included in the Arab state. David Ben-Gurion stated that tens of thousands of young Jewish men were prepared to give their lives to ensure Jerusalem was part of Israel. War was unavoidable.'
OR
e.g. 'King Abdullah of Transjordan held a secret meeting with the Israelis before the war began. He led Jewish leaders to understand that he would not invade territory that was part of the new Jewish state. A mutual understanding was reached, and so war was clearly avoidable.' **[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) What part did Britain and France play in the Suez crisis?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They acted in their own interests.'

Level 2 Describes part played

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

e.g. 'The British and French withdrew their pilots who guided ships through the Suez Canal.'
'The British and French held secret meetings with the Israelis.'
'The British and French planned a joint campaign with Israel against Egypt.'
'On 31 October 1956 British and French planes bombed Egyptian airfields and destroyed most of the Egyptian air force.'
'The British and French bombed Port Said, the city at the northern end of the Suez Canal.'
'On 5 November 1956 British and French troops landed at Port Said and advanced along the Suez Canal.' **[2–5]**

(b) Why was there tension between Arabs and Israelis in 196

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Arabs and Israelis could not agree with each other.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Israel had built up its armed forces.'
'The Soviet Union was supplying the Arab states with weapons.'
'The Syrians increased their support for the PLO.'
'A mine exploded on the Israel-Jordan frontier, killing three Israeli soldiers.'
'The Israelis attacked the Jordanian village of Samu.'
'Groups such as Fatah and the PLO were a constant problem.'
'Israel was worried by the closing of the Gulf of Aqaba.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'There were constant border skirmishes between the Israelis and the Palestinian guerrilla groups which heightened tension. Tension was constantly increased by retaliation to the activities of the other side. A mine exploded on the Israel-Jordan frontier, killing three Israeli soldiers. The Israelis retaliated by attacking the village of Samu, killing three civilians and destroying over 100 houses.' **[4–7]**

(c) 'Each war in the Middle East made Israel safer.' 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. 'Israel gained from each war.'

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'During the 1948–9 Arab-Israeli War, the Israeli army captured the whole of Galilee.'
'In 1956 Israel captured the whole of the Sinai peninsula.'
'After the Six Day War of 1967 Israel was the dominant power in the Middle East.'
'Israel was under threat from the PLO.'
'After the Suez War of 1956 Arab nationalism grew dramatically.'
'The Yom Kippur War of 1973 showed that the Israelis were not invincible.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'In the Six Day War Israel captured the West Bank, Gaza, Sinai and the Golan Heights. Control of these lands made Israel's borders more secure, as there was now a buffer zone between Israel's land and the land of each of its main enemies.'
OR
e.g. 'Although the Yom Kippur War was a military victory for the Israelis, this war showed that Israel was not invincible. The Israelis had been totally surprised by the Arab attack, and Israel had suffered much greater losses of manpower and weaponry than in previous wars.'**[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]**

22 (a) Describe housing conditions in towns in mid-nineteenth

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Housing conditions were poor.'

Level 2 Describes housing conditions

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

e.g. 'Most houses did not have running water.'
'Houses had inadequate drainage.'
'Sewerage systems were inadequate.'
'Privies were shared.'
'Houses were damp and overcrowded.'
'Many houses were back-to-back.' **[2–5]**

(b) Why did living conditions not improve before 1850?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'No-one took responsibility for improving living conditions

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The government policy was 'laissez-faire'.'
'The richer people believed the poor were responsible for their own bad living conditions.'
'There was no effective local government.'
'The 'Dirty Party' believed that Parliament had no right to force property owners to clean up.'
'Ratepayers did not want to pay more.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'Living conditions did not improve because there was not the money available to fund improvements. Ratepayers did not want to pay more than necessary, and would have objected if councillors had introduced costly schemes to clear slums and build drains.' **[4–7]**

(c) 'The actions of individuals were more successful than t improving living conditions after 1850.' 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. 'Individuals and governments both played an important p

Level 2 Identifies AND/OR describes agreement/disagreement

(One mark for each point)

e.g. 'Joseph Chamberlain improved Birmingham.'
'Lever and Cadbury built model towns for their workers.'
'Octavia Hill repaired slums in London.'
'The government introduced the Housing (Torrens) Act in 1868.'
'The Artisans' Dwellings Act of 1875 helped to improve living conditions.'
'The Public Health Act of 1875 was a great step forward in improving living conditions.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'George Cadbury was an individual who greatly improved living conditions for his workers, by building the model village of Bournville. The houses had gardens, there was a village green with shops and also leisure facilities.'
OR
e.g. 'The government took action on poor housing, which definitely helped to improve living conditions. The Torrens Act of 1868 said that landlords had to keep their property in good repair, and the Artisans' Dwellings Act of 1875 gave local authorities the power to remove slums.' **[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]**

23 (a) What was the Co-operative Movement?

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 help people.'

Level 2 Describes Co-operative Movement

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

e.g. 'In 1844 the Rochdale Pioneers opened a shop in Rochdale to sell groceries.'
'The aim of the Rochdale Pioneers was to sell good food at reasonable prices.'
'Anyone could join the Co-operative Movement as long as they paid a small deposit.'
'At first there were 28 members paying 2d a week.'
'Members shared the trading profit by being given a dividend according to how much they spent in the shop.'
'By 1851 there were 130 retail societies with a total of 15,000 members.' **[2–5]**

(b) Why did attempts to organise working-class people befor

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Attempts were disorganised.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'They were restricted by laws.'
'Governments and employers were often hostile towards them.'
'Communication was a problem.'
'The working classes had no internal unity.'
'Most factory workers were poorly educated.'
'Most workers were afraid of losing their jobs.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The government was hostile towards any attempt to organise working class people. After the French Revolution they feared that the British working class may also rise in revolution. The events at Peterloo heightened this fear, and in December 1819 the government passed the 'Six Acts' which included giving magistrates the power to ban outside meetings and marches.' **[4–7]**

(c) How successful were trade unions after 1850? Explain yo

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were successful as more unions were set up.'

Level 2 Identifies AND/OR describes success/failure

(One mark for each point)

e.g. 'The Amalgamated Society of Engineers (ASE) established respectability.'
'The match girls gained media publicity.'
'The Trades Union Congress (TUC) was accepted as the central organisation for trade unions.'
'The National Agricultural Labourers' Union (NALU) collapsed.'
'Workers were still afraid they could lose their jobs.'
'The Criminal Law Amendment Act of 1871 weakened trade union action.' **[2]**

Level 3 Explanation of success OR failure

e.g. 'The London dockers were paid low wages and were not guaranteed work. A claim for 6d an hour was rejected and a five week strike followed in 1889. The strikers picketed the docks and the docks were brought to a standstill. They organised large, orderly marches through London to raise funds and also received a donation from Australian trade unions. The dockers won.'
OR
e.g. 'The National Agricultural Labourers' Union was founded in 1872. The landowners were against unions and organised a lock-out in 1874. Many labourers went on strike, but, because of hardship, gave up the struggle. Many labourers lived in tied cottages and could be thrown out of their homes. The NALU collapsed.' **[3–5]**

Level 4 Explanation of success AND failure

Both sides of Level 3. **[5–7]**

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

24 (a) Describe the events of the Opium Wars.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They were a disagreement between Britain and China.'

Level 2 Describes Opium Wars

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

e.g. 'The Chinese decided to clamp down on the opium trade.'
'British traders were made to surrender their chests of opium.'
'British traders had to sign an undertaking not to import opium in the future.'
'The British sent an expeditionary force to China.'
'China boarded British ships.'
'China wrote to Queen Victoria.'
'The British made the Chinese sign the Treaty of Nanjing.'
'The Chinese were forced to give foreigners special privileges.' **[2–5]**

(b) Why were the Opium Wars important?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They resulted in a period of relative peace.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Chinese were forced to sign the Treaty of Nanjing.'
'The island of Hong Kong was ceded to Britain.'
'Britain was given 'most favoured nation' status.'
'British subjects were given the right to travel to China.'
'Kowloon became part of Hong Kong.'
'Prince Gong decided to adopt some of the methods of the foreigners.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'The Opium Wars were important because they resulted in a number of agreements that were beneficial to the British. Britain was granted 'most favoured nation' status which improved her trading prospects and British subjects were free to travel to China. In addition, British territory was increased when the island of Hong Kong was ceded to Britain.' **[4–7]**

(c) How far did the Boxer rebellion demonstrate that Europ Chinese had failed? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Boxer Rebellion showed that the Europeans were h

Level 2 Identifies AND/OR describes failure/success

(One mark for each point)

e.g. 'Many Chinese hated the Europeans because of the 'unequal treaties'.'
'The Boxer Rebellion showed Chinese dislike of the trading rights.'
'The German ambassador was murdered during the Boxer Rebellion.'
'The Self-Strengthening Movement began.'
'Western technical developments were used.'
'The New Army was based on European armies.' **[2]**

Level 3 Explanation of failure OR success

e.g. 'There was deep resentment at the interference of Christian missionaries and foreigners in everyday Chinese life. During the Boxer Rebellion this hatred was all too clear. The German ambassador was murdered. Chinese Christians were burnt alive at the French Cathedral in Beijing.'
OR
e.g. 'In the 1860s, the Self-Strengthening Movement began. It was applied to Western armaments, steamships, guns, modern industries and military training. The foreigners provided the expertise, but the Chinese would do the strengthening themselves.' **[3–5]**

Level 4 Explanation of failure AND success

Both sides of Level 3. **[5–7]**

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

25 (a) Describe the Berlin Conference of 1884–5.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a meeting of several nations.'

Level 2 Describes Berlin Conference

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

e.g. 'Fifteen nations attended the conference.'
'The meeting was called by Bismarck.'
'The delegates wanted to ensure that the partition of Africa would be carried out in an orderly and peaceful fashion.'
'It was decided that territories would only be recognised as colonies where there was 'effective occupation'.'
'The conference accepted Germany's claim to Tanganyika.'
'It was agreed that there should be free navigation along the Congo and Niger rivers.' **[2–5]**

(b) Why were European countries attracted to Africa?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Countries wanted to outdo each other.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'They wanted to establish trade.'
'They could acquire raw materials.'
'Gaining colonies encouraged patriotism.'
'They could strengthen their empires.'
'They felt it was their duty to bring civilisation to the African colonies.'
'They could develop markets for their manufactured goods.' **[2–3]**

Level 3 Explains reasons

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

e.g. 'There was a 'scramble' for colonies in Africa because it made good sense economically. The territories of an overseas empire would contribute raw materials and food products, many of which were unobtainable in the home country. In addition, the colonies would provide markets for the home country's manufactured goods, free of import tariff restrictions.' **[4–7]**

(c) 'Europeans benefited more than Africans from nineteen far do you agree with this statement? Explain your answ

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were benefits for both Europeans and Africans.'

Level 2 Identifies AND/OR describes agreement/disagree

(One mark for each point)

e.g. 'Europeans gained markets for their goods.'
'The wealth produced by the mines and plantations was taken by the Europeans.'
'The Europeans were able to produce valuable cash crops.'
'The Africans had a communications system built for them.'
'The Africans benefited from improved health care.'
'African farmers benefited from the production of cocoa and palm oil.' **[2]**

Level 3 Explanation of agreement OR disagreement

e.g. 'The Europeans made great gains financially. They developed plantations to produce cocoa and palm oil. These products would then be processed into semi-luxury goods in Europe; the cocoa was used to make chocolate, and the palm oil to make soap and margarine.'
OR
e.g. 'The Africans benefited greatly from European imperialism. Their countries were transformed by the Europeans, who built roads, dams, schools, clinics and railways. All of these contributed to an improvement in the standard of living.' **[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]**