CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2

0470 HISTORY

0470/13 Paper 1, maximum raw mark 60

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

Mark schemes 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.

Applying the Mark Scheme

- When marking a response the overall criteria to be considere response to this question?'
- The 'Level Descriptor' should be used to decide the Level into fits.
- Exhaustive lists of possible facts are not given in the mark sc of factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THES BUT ARE INTENDED AS A GUIDE.** It is not possible to response within a levels of response mark scheme and exam 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 events in Paris between 22 and 24 February 184

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

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

Level 2 Describes events

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

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

1 (b) Why were liberalism and nationalism revolutionary ideas in 1848?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Monarchy and limited freedoms had been restored after 1815.'

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

(One mark for each point)

e.g. 'There was unrest with the existing methods of government.'
'Economic and social problems had existed after 1815.'
'The Austro-Hungarian Empire had suppressed these ideas.'
'They were revolutionary because few had spoken out until 1848.'

Level 3 Explains reasons [4–7]

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

e.g. 'The system ran by Metternich suppressed free speech and crushed any attempt by groups to break away and form their own country. He attempted to keep the Austro-Hungarians as a unified unit. Pressure built as Hungarians wanted their own independent state, while others wanted freedom of speech and the press.'
'For a long time after 1815, Europe had been distracted by poor economic and social conditions. There were poor harvests and mass unemployment. Nationalism and liberalism had not been a priority. These problems, however, led to a discontent and a demand for more freedoms and the right to have their own country.'

1 (c) 'The European Revolutions of 1848-9 failed.' 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. 'They failed because very little was achieved.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

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

Level 3 Explanation of agreement OR disagreement [3–5]

e.g. 'Revolutions spread across Germany and liberals and nationalists met to draft a new constitution, but it failed. Prussian attempts to become leader of a united Germany were squashed by Austria.'
'The liberals and nationalists wanted the Austrians out of Italy. Charles Albert did not get the expected support and was heavily defeated.'
OR
e.g. 'In France, the monarchy fell and socialists and republicans formed a provisional government. Louis Napoleon became President and later assumed power as Emperor.'
'Despite the revolution in Hungary being crushed, in the longer term it was successful with its own official language, Diet and equality with Austria in 1867.'

Level 4 Explanation of agreement AND disagreement [5–7]

Both sides of Level 3.

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

2 (a) Describe the events leading to the Plombières Agreemen

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Cavour knew that Napoleon was sympathetic to the cau

Level 2 Describes events

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

e.g. 'Cavour realised Napoleon had been involved in Italian politics when he was in exile. He was a Carbonaro at heart and Cavour had to re-kindle his desire.'
'The Orsini Bomb Plot had shocked Napoleon and he realised he ought to help Italian nationalism. Cavour encouraged his interest.'
'Cavour was able to tempt Napoleon with promises of Nice and Savoy in return for Napoleon putting a French army into the field against the Austrians in northern Italy.'
'Cavour was able to attract Napoleon's attention by offering Princess Clothilde to Prince Jerome Napoleon. This would give Napoleon influence in northern Italy.'
'Napoleon was finally tempted to meet Cavour at Plombières because he realised that, if he helped remove Austrian power in Lombardy and Venetia, the new Italian state would be on his border and it would be considerably weaker and an ally.'

(b) Why did Cavour resign in 1859?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He did not agree with his King.'

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

(One mark for each point)

e.g. 'Victor Emmanuel should not have accepted the Treaty of Villafranca.'
'Cavour could not accept the terms of the Treaty.'
'Cavour thought the French had not finished the job.'
'Austria still had Venetia.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Treaty of Villafranca had been signed by Napoleon and Franz Josef without any consultation with Cavour. Cavour could not agree that Victor Emmanuel should have accepted the terms.'
'Cavour believed that Napoleon had not kept his word and that the fighting should have continued until Austria withdrew from Venetia.'
'He did not agree that Napoleon should be given Savoy and Nice because he had not finished the task of clearing the Austrians out of Lombardy and Venetia.'

(c) 'Cavour, and not Garibaldi, was responsible for Italian 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. 'They were both important.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Cavour worked with France in secret.'
'He brought about reform and industrial growth.'
'Cavour's forces fought in the Crimea.'
'Cavour provoked Austria into fighting the French.'
'Garibaldi liberated Sicily and Naples.'
'He was an inspiring and romantic figure.'
'Garibaldi surrendered his conquests to the king.'

Level 3 Explanation of Cavour's contribution OR Garibaldi's contribution [3–5]

e.g. 'His troops acquitted themselves well in the Crimea and at the peace conference he gained the ear and support of Napoleon III.'
'Following an agreement that France would support him if Austria attacked, Cavour then provoked Austria, who declared war. Austria was defeated.'
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, and, therefore surrendered his conquests to Victor.'

Level 4 Explanation of Cavour's contribution AND Garibaldi's contribution [5–7]

Both sides of Level 3.

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

3 (a) How was slavery justified by its supporters?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Businessmen needed large numbers.'

Level 2 Describes justification

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

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

3 (b) Why were events of 1820-1 relating to Missouri important?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It produced the Missouri Compromise.'

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

(One mark for each point)

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

Level 3 Explains reasons [4–7]

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

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

(c) 'The Civil War changed little.' How far do you agree with answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The treatment of black Americans did not really improve.

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It kept the Union together.'
'It brought an end to slavery.'
'It began the process of rights for all.'
'The plantation system was hit hard.'
'The South was subject to carpetbaggers.'
'The North enjoyed an industrial boom.'

Level 3 Explanation of agreement OR disagreement [3–5]

e.g. 'Lincoln had stated that the Civil War was fought to preserve the Union. States had tried to break away and the War was fought to keep the Union. It was successful in achieving this goal.'
'Black Americans now had their freedom. They were able to live with their families and make decisions about their lives.'
OR
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. Because of the attitude of malice towards the South, the wounds remained open well into the twentieth century.'

Level 4 Explanation of agreement AND disagreement [4–7]

Both sides of Level 3.

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

4 (a) Describe the main events of the Russo-Japanese War.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Battles were fought on land and at sea.'

Level 2 Describes events

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

e.g. 'On 6 February, 1904, the Japanese broke off peace talks with the Russians.'
'On 8 February, the Japanese used torpedo boats in a daring night attack on the Russian fleet in Port Arthur.'
'The main Japanese fleet then blockaded the port.'
'Japanese troops landed in Korea and closed in on Port Arthur. Sheer persistence, despite heavy losses, eventually forced its surrender.'
'Other Japanese armies engaged the Russians in central Manchuria where they were successful at Shenyang and Mukden.'
'The battle of the Tsushima Straits between the two large navies resulted in Togo's annihilation of the Russian fleet.'

(b) Why was Japan successful in expanding its territories be

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'By fighting wars.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'By fighting successfully against the Chinese.'
'By defeating Russian forces.'
'Japan had many successful military reforms.'
'Russia and China were weak.'
'Aggressiveness of the Japanese government.'
'A desire for raw materials.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The military reforms of the late nineteenth century were significant. Methods of fighting were learned from the European states, especially from Britain for the navy. These came to fruition in the Russo-Japanese War.'
'Under the terms of the Treaty of Portsmouth in 1905, Japan gained from Russia: Port Arthur, the lease of the Liaodong Peninsula and the southern half of the island of Sakhalin.'
'By the end of the nineteenth century, China was weak and Japan took advantage. Under the Treaty of Shimonoseki in 1895, Formosa, the Pescadores and the Liaodong Peninsula were given to Japan.'
'Japan's government was aggressive in its attitude. It wanted land to expand its population and minerals for its industries, especially coal and iron ore. These were available on the mainland.'

(c) 'Japan was a westernised nation by 1914.' How far do y Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It had adopted many western practices.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'They had adopted a constitutional parliament.'
'They were wearing western style clothes.'
'Good education was seen as important.'
'The modernisation programme developed industry and finance.'
'The armed forces were trained in Western techniques.'

Level 3 Explanation of agreement OR disagreement [3–5]

e.g. 'Japan became more progressive with the adoption of many western features. Western style clothes were adopted and the Western calendar was put into use. Education was seen as important and universities were developed.'
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.'

Level 4 Explanation of agreement AND disagreement [5–7]

Both sides of Level 3.

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

5 (a) What did Lloyd George want to achieve from the peace n

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He wanted peace.'
'He wanted to reduce German power.'

Level 2 Describes aims

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

e.g. 'Lloyd George wanted Germany punished but not too harshly.'
'He wanted to begin trading with Germany as soon as possible.'
'He wanted Germany to lose its navy and its colonies because Britain thought they threatened the British Empire.'
'Lloyd George wanted to ensure that France did not become too powerful.'
'Lloyd George did not want Germany treated too harshly because it may lead to Germany wanting to seek revenge.'
'He did not want all the Fourteen Points. He did not want free and open access to the seas.'
'He wanted reasonable reparations.'

(b) Why did Wilson disagree with Clemenceau during the peace negotiations about the treatment of Germany?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They had different backgrounds and characters.'

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

(One mark for each point)

e.g. 'France had been invaded by Germany.'
'Clemenceau wanted revenge and punishment.'
'The French public wanted the destruction of Germany.'
'The USA was not occupied in the War.'
'Wilson wanted to look to the future.'
'Wilson's Fourteen Points did not suggest punishment of Germany.'

Level 3 Explains reasons [4–7]
(One mark for an explanation, additional mark for full explanation.)

e.g. 'There was disagreement between the two because Clemenceau had seen France invaded twice in his lifetime by Germany. He wanted to make sure that Germany was so weak that it would never threaten France again. Wilson thought Germany should be punished but not so severely that it was bound to rise up again and seek revenge. His country had not been invaded and it only joined the War in 1917.'
'Their images of the future were so different. Clemenceau wanted Germany broken up into smaller states, whereas Wilson's Fourteen Points were designed to produce the ideal world in his eyes.'

(c) How fairly was Germany treated at Versailles? Explain yo

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was fairer than it might have been.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It was not fair because it was dictated.'
'It was unfair on the German people.'
'It was fair because Germany had agreed an armistice agreement.'
'Germany should not have been solely blamed.'
'It was not fair because of the heavy reparations.'
'It was unfair because it took away much of the German armed forces.'
'It was fair because Germany treated Russia more harshly.'

Level 3 Explanation of fair treatment OR unfair treatment [3–5]

e.g. 'Germany thought that the 'war guilt' clause was particularly unfair as they were not the only ones to blame for the War. Because they were forced to accept blame, they had to pay for all the damage. They thought that reparations that high would cripple them.'
OR
e.g. 'Germany was operating double standards. Its call for fairer treatment did not fit with the harsh manner it treated Russia in the Treaty of Brest-Litovsk.'
'The Treaty did not weaken Germany as much as the Germans complained. By 1925, German steel production was twice that of Britain.'

Level 4 Explanation of fair treatment AND unfair treatment [5–7]

Both sides of Level 3.

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

6 (a) What was the Hoare-Laval Pact?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was a plan.'
'It was a secret deal.'

Level 2 Describes the Pact

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

e.g. 'It was a secret deal to end the invasion of Abyssinia.'
'The deal took place between the British and French foreign ministers, Hoare and Laval.'
'Under the plan, Italy would gain much of the fertile lands in the north and south of the country.'
'Abyssinia would be reduced to one third of its size and two thirds would be handed over to the Italians.'
'Abyssinia would keep a narrow access to the Red Sea.'

(b) Why was the conquest of Abyssinia by Italy not prevented by the League of Nations?

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

Level 1 General answer lacking specific contextual knowledge [1]

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

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

(One mark for each point)

e.g. 'Its most powerful members were not prepared to act.'
'Sanctions did not work.'
'Britain and France wanted Italy on their side.'
'Members were not willing to risk war with Italy.'

Level 3 Explains reasons [4–7]

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

e.g. 'Britain and France wanted Mussolini's friendship because they saw him as a potential ally against Germany. As a result, they were not prepared to take effective action.'
'Britain and France did not want to provoke Mussolini more than necessary so that war could be avoided. As a result, Britain and France allowed the Suez Canal to remain open. If it had been closed, the Italian supplies would not have got through to Abyssinia.'
'The League dithered over imposing sanctions. It did not include oil in the sanctions and American oil producers stepped up their exports of oil to Italy.'

(c) 'The League had its greatest success in its humanitarian 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 League dealt with health and social problems.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The League dealt with refugees and prisoners of war.'
'It dealt successfully with epidemic diseases.'
'It tackled the illegal drugs trade.'
'The League freed slaves.'
'The League was successful over the Aaland Islands.'
'It brought to an end the Greek-Bulgarian dispute.'
'It solved the dispute in Upper Silesia.'

Level 3 Explanation of successful humanitarian work OR other reasons [3–5]

e.g. 'The Health Committee worked hard to defeat leprosy and reduce the cases of malaria. It was also successful in dealing with cholera, smallpox and dysentery in the Turkish refugee camps.'
OR
e.g. 'The League was successful in dealing with small disputes during the 1920s. An example would be the dispute over the Aaland Islands between Sweden and Finland. The League said that the Islands should go Finland. Sweden accepted the ruling and war was avoided.'

Level 4 Explanation of successful humanitarian work AND other reasons [5–7]

Both sides of Level 3.

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

7 (a) What did Stalin gain from the Yalta and Potsdam Confere

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Control of Eastern Europe.'

Level 2 Describes gains

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

e.g. 'Russia gained control of one of the zones of a divided Germany.'
'Russia gained control of one of the sectors of Berlin. Berlin was in the Soviet zone of Germany.'
'It gained a seat at the United Nations Organisation.'
'Poland's eastern border would be moved west to the rivers Oder and Neisse.'
'It was recognised that eastern Europe should be seen as a 'Soviet sphere of influence'.'
'Russia was able to take industrial equipment from its zone in Germany as reparations.'

(b) Why did the USA-USSR alliance begin to break down in 1

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

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

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The USA and the USSR did not trust each other.'
'It was capitalism versus communism.'
'Disagreement over Poland.'
'It changed with the death of Roosevelt.'
'The successful testing of an atomic bomb by the USA worried Stalin.'
'Stalin's armies were occupying most of eastern Europe.'

Level 3 Explains reasons **[4–7]**

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

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

(c) 'The USA and the USSR were equally to blame for the Co 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. 'Each side was to blame because they followed different

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The USSR and the USA did not trust each other.'
'Stalin wanted to spread communism.'
'The USSR wanted to avoid any future attacks.'
'Eastern Europe was communist controlled.'
'Stalin set up Cominform and Comecon.'
'There was the Berlin Blockade.'
'The USA wanted to promote capitalism.'
'The USA introduced economic aid to Europe.'
'The USA had an atomic bomb.'
'Both took part in the arms race.

Level 3 Explanation of USA's contribution OR USSR's contribution [3–5]

e.g. 'The USA interpreted the Soviet takeover of eastern Europe as the start of spreading communism around the world and responded with Truman Doctrine and Marshall Plan, which was to help the vulnerable European economy suffering from the after effects of war. The USSR saw this as a threat.'
OR
e.g. 'Following Yalta, it was expected that there would be free elections in Eastern European countries after their liberation. The Red Army made sure their new governments were communist controlled.'

Level 4 Explanation of USA's contribution AND USSR's contribution [5–7]

Both sides of Level 3.

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

8 (a) What action did the Soviet Union take against the Czecho

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The Soviet Union used force.'

Level 2 Describes events

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

e.g. 'Brezhnev tried to threaten Dubček by having Warsaw Pact troops carry out army manoeuvres in Czechoslovakia.'
'In July 1968, Dubček was warned that his reforms threatened the rule of the Communist Party in Czechoslovakia.'
'In August 1968, Warsaw Pact forces entered Czechoslovakia and took control.'
'There was some street fighting but little blood spilt.'
'Dubček was arrested, sent to Moscow and forced to agree to reverse his reforms.'

(b) Why did the Soviet Union react in such an aggressive way in Hungary in 1956?

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

Level 1 General answer lacking specific contextual knowledge [1]

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

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

(One mark for each point)

e.g. 'Nagy was too liberal.'
'Nagy wanted free elections.'
'He wanted private ownership.'
'Nagy did not want Soviet troops in Hungary.'
'Hungary would leave the Warsaw Pact.'

Level 3 Explains reasons [4–7]

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

e.g. 'After the hard line communist leaders of Rakosi and Gero, Nagy appeared very liberal to the Soviet authorities. He wanted to make radical changes which would loosen the grip of the communists. Nagy did not want a one party state. He intended to run free elections so that the Communist Party would have to compete with other parties.'
'Nagy wanted a total withdrawal of Soviet armed forces from Hungary. Some Soviet forces had been stationed in Hungary since the Second World War.'
'The key factor, which Khrushchev could not tolerate, was that Nagy intended to withdraw Hungary from the Warsaw Pact and declare Hungary neutral in the Cold War struggle.'

(c) 'Gorbachev was personally responsible for the collapse Europe.' How far do you agree with this statement? Expl

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He was responsible because he was in power.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The economy of the Soviet Union was failing.'
'Gorbachev's reforms did not seem to work.'
'He made links with the West.'
'Solidarity challenged the authority of the Soviet Union.'
'Gorbachev introduced 'perestroika' and 'glasnost'.'
'Afghanistan was a big issue.'
'Communist countries were no longer dominated.'

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

e.g. 'Gorbachev's withdrawal of Red Army support for other communist countries resulted in the communist governments coming to an end one by one.'
OR
e.g. 'Solidarity had forced a strong Soviet Union backed Communist government to give way through the action of industrial workers, backed by popular opinion and the use of non-violent methods.'

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

Both sides of Level 3.

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

9 (a) Describe how Stresemann ended hyperinflation.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He helped to bring change.'

Level 2 Describes Stresemann's actions

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

e.g. 'He introduced a new currency.'
'He called in the worthless Marks and burned them.'
'Stresemann replaced them with a new currency called the Rentenmark.'
'Government spending was reduced which involved 700,000 government employees losing their jobs.'
'The new currency remained stable because the Americans were willing to give loans to support it.'
'The loans came through the Dawes Plan by which the Americans agreed to loan Germany 800 million gold marks. It was decided that the annual reparations payments should be reduced and Germany given longer to pay.'
'These measures helped end hyperinflation and brought confidence back.'

(b) Why did Germany suffer from hyperinflation?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was the government's fault.'

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

(One mark for each point)

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

Level 3 Explains reasons [4–7]

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

e.g. 'The occupation of the Ruhr had disastrous effects. The German government had to print money to pay the wages of the striking workers. This made the existing inflation even worse.'
'The situation had come about from 1921. Large quantities of goods were sent to Belgium and France. As a result, there were not enough goods in Germany and so prices rose making inflation worse.'
'As it had no goods to trade, the government simply printed more money. Prices and wages rocketed.'

(c) 'The Weimar Republic was a disaster for the people o 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. 'No it was successful for a time.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The economy recovered until 1929.'
'Hyperinflation was ended.'
'Germany was accepted back into the international community.'
'There was a cultural revival.'
'German farmers suffered.'
'Recovery in the '20s was based on American loans.'
'There was high unemployment in 1929.'
'There was political instability in the early years.'
'There was hyperinflation.'

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

e.g. 'Germany's international position was improved during the '20s. By the Locarno Pact, Germany's borders were confirmed and Germany was admitted to the League in 1926 making it acceptable within the international community.'
OR
e.g. 'Germany's economic recovery after 1923 was an illusion. The economic recovery depended on loans from the USA. When they were recalled after 1929, an economic crisis hit Germany with over 6 million unemployed.'

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

Both sides of Level 3.

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

10 (a) What was the purpose of the Hitler Youth?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To help deliver Nazi policy.'

Level 2 Describes the purpose

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

e.g. 'To indoctrinate children.'
'To ensure loyalty from young people.'
'To ensure young people were prepared for adulthood.'
'To ensure that young people were physically fit.'
'To control the free time of young people.'
'To be a preparation for the armed forces.'
'To be a training ground for young women in home-making.'
'To give young people experience of leisure activities.'

(b) Why did the Nazis try to limit the role of German women?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Nazis held traditional views about the role of women.'

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

(One mark for each point)

e.g. 'To increase the birth-rate.'
'Men needed the jobs.'
'To secure large numbers for the army.'
'Hitler wanted to create the Aryan Race.'

Level 3 Explains reasons [4–7]

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

e.g. 'When Hitler came into power, unemployment was high and Hitler wanted to get men into employment. Women were encouraged not to go out to work.'
'The birth-rate was falling and women were encouraged, through Nazi propaganda, to have as many children as possible.'
'The Nazis held traditional views about the place of women in society. It was to be at home and adopt the role of wife and mother.'

(c) 'The Nazi regime was popular with all German people.' 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. 'It must have been as the Nazis remained in power.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It was popular as unemployment was removed.'
'Working and leisure conditions were improved.'
'It was popular as it introduced the Hitler Youth.'
'Some people objected to the banning of trade unions.'
'The cost of food was expensive.'
'It was not popular it was indoctrination.'
'It was unpopular for its discriminatory policies.'

Level 3 Explanation of benefits OR lack of them [3–5]

e.g. 'When Hitler came to power, 6 million were unemployed. He kept his promise to remove unemployment by creating jobs through the re-armament programme and conscription. Public works schemes, such as the building of the autobahns, created more jobs making the Nazis very popular.'
OR
e.g. 'Workers had no rights. They had to join the Nazi Labour Front while free trade unions were banned. Wages stayed low while working hours increased. This upset many people.'

Level 4 Explanation of both sides [5–7]

Both sides of Level 3.

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

11 (a) What powers did the Petrograd Soviet have during 1917?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was able to influence the armed forces.'

Level 2 Describes events

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

e.g. 'Many of its members were soldiers who had mutinied against their officers. It set up soldiers' committees throughout the armed forces, which undermined the authority of officers.'
'The Petrograd Soviet co-ordinated the activities of the national soviet movement. It became an alternative government.'
'It fell increasingly under the influence of the Bolsheviks.'
'During the Kornilov Affair, the Petrograd Soviet helped the Provisional Government regain control. Its leaders were released from prison after the July Days and the Soviet was armed. This became the basis of the Red Army.'

(b) Why did the Bolsheviks come to power in 1917?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Provisional Government had not sorted out the problems.'

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

(One mark for each point)

e.g. 'The Provisional Government was unpopular.'
'The Bolsheviks were a disciplined party dedicated to revolution.'
'The Petrograd and Moscow Soviets were pro-Bolshevik.'
'The Petrograd Soviet had been armed.'
'Bolshevik leaders returned after the July Days.'
'The Bolsheviks had solutions to the problems.'

Level 3 Explains reasons [4–7]

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

e.g. 'Kerensky was out of touch with reality. He ordered the Petrograd garrison to the front line to take part in fighting the Germans. The soldiers mutinied and declared themselves loyal to the Bolsheviks.'
'Lenin and the Bolsheviks offered a solution to the problems facing the people which the Provisional Government had failed to deal with. He offered 'Peace, Bread and Land'.'
'The Provisional Government had armed the Petrograd Soviet to help deal with Kornilov. The Bolsheviks were, therefore, well-armed. Their leaders had returned from exile after the July Days as part of the agreement to deal with Kornilov.'

(c) 'The Bolshevik success in the Civil War was due to the 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. 'It was Lenin and Trotsky who made the difference.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Bolsheviks were better led and had a better army.'
'The Whites lacked focus and clear leadership.'
'The armies of the Whites were spread widely.'
'War Communism maintained supplies for the Bolsheviks.'
'The Bolsheviks held the central area with Petrograd and Moscow.'

Level 3 Explanation of divisions among the Whites OR other reasons [3–5]

e.g. 'The Whites had no single command. Their leaders had many different aims and ambitions. They were geographically split and unable to co-ordinate their efforts as communications were difficult.'
'In 1920, the Whites lost their outside support when foreign powers, like Britain, France and the USA, withdrew their armies and supplies.'
OR
e.g. 'The Red Army was created and led by Trotsky. He enforced strict discipline and used both encouragement and terror to make soldiers fight. He was a courageous and outstanding leader.'

Level 4 Explanation of divisions among the Whites AND other reasons [5–7]

Both sides of Level 3.

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

12 (a) What was the status of women in the USSR under Stalin?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'In theory, it got better.'

Level 2 Describes status

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

e.g. 'In theory, men and women had equal status.'
'According to Soviet propaganda, women were equal partners in the struggle to build a communist state.'
'Stalin encouraged marriage and parenthood, but he banned the automatic right to abortion.'
'In the world of work, Soviet women were given equality with men. Women worked in heavy industry. Women equalled men in the number of teachers and doctors.'
'It was still considered women's responsibility to do the domestic chores.'
'Not a single woman held high office during Stalin's years in power.'

12 (b) Why did Stalin want to introduce the policy of Collectivisation?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To get more food.'
'To control the countryside.'

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

(One mark for each point)

e.g. 'Farming methods were outdated and not producing enough food.'
'To make farming more efficient.'
'Collectivisation fitted in with common ownership.'
'To remove the kulaks.'
'Stalin needed a surplus of grain to export.'

Level 3 Explains reasons [4–7]

(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 of grain to sell abroad in order to make the money it needed to spend on developing industry.'
'Stalin wanted to control the countryside and the peasants, especially the richer peasants. These were known as the kulaks and Stalin disliked them.'
'Stalin wanted to control the countryside so that he could fix the price of food and this would help keep the wages of the industrial down.'

12 (c) 'The successes achieved by Stalin's industrialisation failures.' How far do you agree with this statement? Expl

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Soviet industry developed markedly.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There was no unemployment.'
'The USSR became a great industrial power.'
'Workers were treated badly.'
'There was a skilled workforce.'
'There was good progress in health and education.'
'Women became a major factor in the workforce.'
'Food was in short supply and overcrowding remained.'

Level 3 Explanation of successes OR failures [3–5]

e.g. 'Stalin's Five Year Plans had spectacular economic results. Although not all targets were met, every industry made substantial advances. By 1940, the USSR was the world's second largest industrial power.'
'The investment in education and training created a skilled workforce. A new elite emerged which included scientists, engineers and teachers.'
OR
e.g. 'Industrial workers experienced harsh discipline, poor safety standards and the secret police made life hard. With the increase in population in the cities, it was impossible to build enough houses with many living in overcrowded, run-down buildings.'

Level 4 Explanation of successes AND failures [5–7]

Both sides of Level 3.

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

13 (a) What problems faced American farmers in the 1920s?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was a decline in business.'
'Farmers lost markets.'

Level 2 Describes problems

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

e.g. 'Farmers were over producing. The US could not eat all that was produced nor could it export enough and, because there was a surplus, prices fell.'
'Europe imported less food from the USA after the War because Europe was poor and partly as a response to US tariffs which disadvantaged Europe when exporting to the USA.'
'Canadian wheat producers were highly efficient and brought stiff competition to the US farmers.'
'With reduced incomes, many farmers could not afford to pay back loans which they had taken out to buy new machinery. This resulted in eviction and unemployment.'

(b) Why did the 'economic boom' not reach all sections of US society in the 1920s?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Some areas were out of date and not popular.'

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

(One mark for each point)

e.g. 'There was discrimination against some groups.'
'There was less demand for agricultural products.'
'Some products were replaced by newer ones.'
'There was less demand for particular products.'
'Some industries were too labour intensive.'
'Some industries failed to respond to changes in demand.'

Level 3 Explains reasons [4–7]

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

e.g. 'The increase in wealth was not equally shared. The rich and middle classes got richer while 60% of families were below the poverty line. For example in the agricultural areas of the South and the Great Plains, there was depression as there was less demand for agricultural products from these areas.'
'Native Americans were confined to reservations where the land was so poor that it was impossible to make a living.'
'Many lost their jobs as they were employed in traditional industries. For example, coal lost ground to oil, gas and electricity and mines closed.'

(c) 'Without the growth of the automobile industry, the 'b have been possible.' How far do you agree with this state

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Only partly as there were many other reasons.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The car industry developed the assembly line.'
'The car industry boosted other industries.'
'Cheap cars were readily available.'
'The boom was because of the Republican policies.'
'New technology helped the boom.'
'The use of hire purchase encouraged the boom.'

Level 3 Explanation of the automobile industry OR other reasons [3–5]

e.g. 'Mass production methods, pioneered by Henry Ford, made it cheaper and much easier to manufacture goods using the assembly line system.'
'The automobile industry stimulated the growth of other industries such as steel, rubber and glass. Roads had to be built which encouraged the construction industry, while the use of petrol boosted the oil industry.'
OR
e.g. 'The Republican policy was one of laissez-faire or not interfering with the economy. Instead they encouraged the growth of industry through low taxation. They protected American industry by introducing tariffs.'

Level 4 Explanation of the automobile industry AND other reasons [5–7]

Both sides of Level 3.

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

14 (a) What were the aims of the New Deal?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To sort the economy out.'

Level 2 Describes aims

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

e.g. 'To get the USA out of the Depression.'
'Roosevelt wanted the New Deal's aims to be 'relief, recovery and reform'.'
'An aim was to help the unemployed by getting Americans back to work.'
'He wanted to re-build the economy both in industry and agriculture.'
'Roosevelt wanted the New Deal to create a fairer and more just society.'
'He wanted to protect Americans' savings and property.'
'His aim was to use the full power of the federal government in tackling the Depression by putting money into the economy to provide jobs.'

14 (b) Why was it important for Roosevelt to establish public confidence in the banks in 1933?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To solve the crisis quickly.'

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

(One mark for each point)

e.g. 'To get people to invest again.'
'To get the economy moving.'
'To regain people's confidence in the banks.'
'To remove poorly performing banks.'

Level 3 Explains reasons [4–7]

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

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

14 (c) How successfully did Roosevelt deal with unemployment

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The various schemes had limited impact.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Roosevelt created jobs and reduced unemployment.'
'He did not solve unemployment.'
'Many farmers lost their livelihood.'
'Black people had limited help over employment.'
'Unemployment rose again after 1937.'

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

e.g. 'The New Deal reduced unemployment by providing work for millions on public construction projects and through the Alphabet Agencies, such as the CCC.'
'Some projects, such as the TVA, provided large numbers of permanent jobs to increase facilities which, in turn, created more jobs.'
OR
e.g. 'Unemployment was reduced but it did not disappear. In 1937, Roosevelt cut back government spending under the mistaken impression that the economy was recovering. The economy immediately slumped and unemployment rose again.'

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

Both sides of Level 3.

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

15 (a) What changes did the Communists make in education?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'All should be able to read and write not just a few.'

Level 2 Describes changes

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

e.g. 'There was a massive campaign to teach Chinese people to read and write.'
'In 1949, only 20% were literate. By 1980 this had increased to 90%.'
'Teachers were sent to the villages, teaching children by day and the adults in the evening.'
'Students received an education in Communism. The books they read from were the works of Lenin, Marx and Mao.'
'They were encouraged to be hard-working, cheerful, loyal to their leaders and helpful to others. This was a form of indoctrination.'
'All those in education were reminded of the importance of manual work.'

(b) Why was Communist rule beneficial to women in 1950s China?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It brought equality.'

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

(One mark for each point)

e.g. 'Equality was part of true Communism.'
'To improve the status of women was part of Mao's personal belief.'
'Women's abilities were now being tapped.'
'Traditional thinking about women was now changing.'

Level 3 Explains reasons [4–7]

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

e.g. 'Part of the Communist philosophy is that all men and women are equal. Mao personally believed this was true. He wanted to put into effect true Communism.'
'Mao believed that Chinese thinking was too traditional and needed changing. Part of this tradition was arranged marriages, males only owning property, only males could initiate divorce and the killing of unwanted female babies. He worked to sweep all this away so that women had equal rights.'
'Mao realised that women were a great source of untapped labour. Every effort was made to provide them with workplace nurseries so that women could play a greater role in Chinese society with equal rights in education and jobs.'

(c) 'From 1949 to 1961, Mao's economic policy was a failur 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. 'Some progress was made in the early plan.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'There was a successful Five Year Plan to increase coal, steel, electricity and petrol.'
'Targets were set and early targets were met.'
'The Great Leap Forward had mixed results.'
'Some Chinese were starving by 1960.'
'Poor quality goods were produced.'
'There was considerable unemployment.'

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

e.g. 'With the help of Russian technical assistance and equipment, the Five Year Plan for heavy industry was a success. All targets had been exceeded by 1957.'
'Grain production reached record heights in 1952 and in 1955 private ownership of farms ceased to exist as collectives were introduced.'
OR
e.g. 'The record harvest of 1958 was followed by three disastrous years where it was necessary to import wheat. Some Chinese were starving.'
'The Great Leap Forward brought inefficient small factories and low quality 'backyard' iron and steel, which was unusable.'

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

Both sides of Level 3.

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

16 (a) Describe the chaos in China during the Cultural Revoluti

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There were revolutionary activities.'
'People were unfairly and harshly treated.'

Level 2 Describes events

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

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

16 (b) Why did Mao want to introduce change in 1966?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He wanted to remove barriers.'

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

(One mark for each point)

e.g. 'Mao wanted to change the culture of China.'
'He wanted to create perfect communism.'
'Mao wanted to regain power.'
'He wanted to stop the move to capitalism.'
'Mao wanted to remove the 'Four Olds'.'
'He wanted to remove all opposition to his views.'

Level 3 Explains reasons [4–7]

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

e.g. '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 of China and return to the values and beliefs of perfect communism.'
'He wanted to rid the country of the 'Four Olds' – ideas, customs, culture and way of life, which he felt were holding back China.'
'Mao wanted to get power back that he had lost during the Revisionist period. He had accepted blame for the Great Leap Forward and had resigned. New policies had taken China in a different way.'

16 (c) How quickly did China recover from the Cultural Revoluti

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It took China until the mid 80s to recover.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The appointment of Deng was a turning point.'
'The Gang of Four made no progress.'
'Deng brought in less state control of industry and agriculture.'
'There was little movement towards democracy.'
'Foreign visitors and foreign investment were encouraged.'
'The cost of living remained high.'
'There was high unemployment.'

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

e.g. 'There was little recovery until after Mao's death in 1976. The Gang of Four attempted to control China but they were arrested. No progress came until the appointment of Deng in 1977.'
'Despite increased trade, the cost of living remained high and wages low. Unemployment in 1983 was still at 12%.'
OR
e.g. 'Deng saw that China needed to increase production and modernise industry to support its huge population. New incentives were introduced including profit-sharing. Peasants were allowed to grow more cash crops and sell their surplus at market value.'

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

Both sides of Level 3.

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

17 (a) Describe Kruger's role in the development of Southern A

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'He was President of the Transvaal.'
'He was a Boer.'

Level 2 Describes role

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

e.g. 'Kruger led the resistance to Britain when the Transvaal was annexed by Britain.'
'Kruger was involved in the negotiations when the Transvaal regained its independence after the First Boer War.'
'Kruger was elected president four times, the first being in 1880.'
'Germany congratulated Kruger on the defeat of the Jameson Raid. This angered the British.'
'Kruger welcomed foreigners with money and expertise, but denied them political rights and imposed heavy taxation.'
'Kruger was re-elected president in 1898 and this continued the bitterness between Boers and the British making war inevitable in 1899.'

(b) Why did the Anglo-Boer War break out in 1899?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Because of the actions of both Kruger and Rhodes.'

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

(One mark for each point)

e.g. 'Boers and British scrambled for mineral resources.'
'Rhodes wanted to build a British Empire in Africa.'
'A gold bearing reef was discovered in Transvaal.'
'Kruger denied the Uitlanders the vote and civil rights.'
'The war was to avenge the Jameson Raid failure.'
'Kaiser Wilhelm supplied arms and diplomatic support to the Afrikaners.'

Level 3 Explains reasons [4–7]

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

e.g. 'Kruger had been happy for skilled workers from outside Transvaal to come in and help extract the rich veins of gold found in the Transvaal. He was unwilling to give them the vote and he treated them like second class citizens. Many of these Uitlanders were British.'
'Rhodes intended to paint the map of Africa red, from the Cape to Cairo. He attempted to remove the Transvaal government, but failed. The war was a natural aftermath of the Jameson Raid because the British were determined to avenge Jameson's failure.'

(c) How successful were the British in South Africa in the y answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was segregation in society.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The British did not help black people.'
'Afrikaner leaders put pressure on the British.'
'The British were less enthusiastic about Empire.'
'The Afrikaners kept their traditions alive.'

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

e.g. 'The British had defeated the Boers and this was recognised in the Peace of Vereeniging. Consolidation of British control was part of Chamberlain's policy of imperial expansion. Through the war the people became part of the British Empire.'
OR
e.g. 'Under the British control, although black people were no longer slaves, they only had unskilled jobs and had no civil rights and no vote. Those blacks working for Afrikaners were effectively slaves. '

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

Both sides of Level 3.

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

18 (a) Describe how apartheid affected the lives of black South

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

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

Level 2 Describes impact

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

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

(b) Why did most white South Africans support apartheid in the 1950s?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was to their advantage.'

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

(One mark for each point)

e.g. 'Whites thought they were superior.'
'To protect whites.'
'To reduce black control.'
'It gave protection to white workers against competition.'
'To control the workforce.'
'To keep black people inferior.'
'Segregation freed land for white farmers.'

Level 3 Explains reasons [4–7]

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

e.g. 'It kept black people in an inferior position and enabled employers to pay low wages. In doing this, the black people's control over land was reduced thus making it available to white farmers.'
'Many people believed that the white race was superior to others. These white supremacist views were readily adopted by the new Union of South Africa.'
'Some white people thought the native African should be encouraged to live in 'natural conditions' away from the corrupting effects of towns and industry.'

(c) How successful was the South African government i apartheid from 1948 to 1976? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Very successful as they made it very difficult to oppose a

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Opposition was stifled through education.'
'There were student demonstrations against discrimination.'
'The government introduced the Suppression of Communism Act.'
'The press was censored.'
'The ANC encouraged resistance.'
'There were 'stay at home' days.'
'The actions of the police and army were tough.'

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

e.g. 'Apartheid was upheld by the government with the full force of the law through police and army action and was very difficult to oppose. People were tortured or met their deaths.'
OR
e.g. 'The ANC encouraged black people to resist through 'stay at home' days and bus boycotts. The Defiance Campaign attempted to make apartheid unworkable. Men marched without passes, ignored curfew laws and walked through entrances marked "Europeans Only".'

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

Both sides of Level 3.

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

19 (a) Describe the main features of the Namibian economy afte

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was farming and minerals.'

Level 2 Describes features

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

e.g. 'Farmland was wanted and a large settlement of Boers started farming on land stolen from Namibians.'
'Namibians tended to hunt but a dog tax was introduced which made it difficult for Namibians to hunt. They became poor and had to work on farms owned by white farmers.'
'Namibians were forced to move to desolate places as more white farmers arrived.'
'There were numerous minerals which were exploited such as iron and copper.'

(b) Why was Namibia unhappy with the way it was governed by South Africa?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Namibians were not happy as it was unfair.'

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

(One mark for each point)

e.g. 'South Africa introduced new tax laws.'
'South Africa was trying to gain permanent control.'
'The Rehoboth community had special rights which were ignored.'
'South Africa wanted apartheid within Namibia.'
'South Africa was ignoring the United Nations.'

Level 3 Explains reasons [4–7]

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

e.g. 'In 1946, South Africa demanded that the UN make Namibia part of South Africa. This caused widespread opposition in Namibia with petitions being sent to the UN. The UN rejected South Africa's demands, but South Africa continued with the annexation.'

(c) How important were the actions of the Namibian people i

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'It was the actions of SWAPO which secured independen

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

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

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

e.g. 'In 1971-72, there was a labour strike bringing all the important industries to a standstill. This proved that organised united action was possible despite oppression.'
OR
e.g. 'As a result of the 1971 International Court ruling, SWAPO became recognised as 'the nation in a state of becoming' and was recognised by the UN as representing the majority of Namibians and therefore the demands were made in the 'name of the people of Namibia'.'

Level 4 Explanation of Namibian people's actions AND other reasons [5–7]

Both sides of Level 3.

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

20 (a) Describe Anglo-French intervention in the Suez Canal zo

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was strong action by French and British forces.'

Level 2 Describes events

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

e.g. 'The aim of the intervention by Britain and France was to regain control of the Canal and remove Nasser as diplomatic pressure failed to reverse Nasser's decision.'
'Three months after nationalisation, a secret meeting was held at Sevres. Britain and France enlisted Israel in alliance against Egypt.'
'The Protocol of Sèvres agreed that Israel would invade Sinai and Britain and France would intervene purportedly to separate the warring Israel and Egypt.'
'Britain and France placed aircraft and aircraft carriers at Malta and Cyprus.'
'On 30 October, the day after Israel invaded, Britain and France sent ultimatums to Israel and Egypt. Egypt would not respond and, therefore, Britain bombed Cairo.'
'Air-strikes by Britain put the Egyptian air-force out of action.'
'On 5 November, the Parachute Regiment took El Gamil Airfield and then forces moved up towards Port Said.'
'The French Parachute Regiment destroyed tanks and hit oil tanks and then took Port Faud.'
'On 6 November, there were attacks from the sea and commandos stormed the beaches around Port Said before a ceasefire operated.'

(b) Why was the Six Day War important for the Middle East?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'War broke out.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It had USA support.'
'Arab hostility was increased.'
'The Israelis achieved a military victory.'
'The US and European powers were blamed.'
'The Arabs still refused to recognise the state of Israel.'
'There was the issue of the occupied territories.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'The Israelis believed they were fighting for their nation's survival. They had been supplied with the most advanced electronic equipment by the USA which enabled the Israelis to intercept Arab communications. The Arabs blamed US and European intervention with the Soviet Union replacing weapons lost by Egypt and Syria.'

(c) How far had the problems which existed between Isra solved by 1978? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Most problems remained to be solved.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Camp David Agreement was signed.'
'Egypt would regain land.'
'The PLO was based in Lebanon.'
'Jordan had expelled the PLO.'
'Palestinian refugee camps still existed.'

Level 3 Explanation of problems solved OR not solved [3–5]

e.g. 'There were better relations with Jordan by 1973 because King Hussein had expelled the PLO from Jordan. This meant Israel need not attack Jordan as the PLO was not in control of the Palestinian camps inside Jordan.'
OR
e.g. 'Egypt and Syria had gone to war with Israel in 1967 and 1973. Each time they had been badly defeated and land taken. Areas such as the Golan Heights, Sinai and the West Bank were held onto by Israel; only Sinai was to be returned under the 1978 agreement so disputed areas still existed.'
'The PLO moved their headquarters to Lebanon after being expelled from Jordan. This meant Israel launched retaliatory attacks on camps inside Lebanon, causing ill-feeling with the Lebanese.'

Level 4 Explanation of problems solved AND not solved [5–7]

Both sides of Level 3.

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

21 (a) What problems did the arrival of the PLO in Lebanon cre

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'The PLO used a lot of violence.'

Level 2 Describes problems

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

e.g. 'The PLO established bases in south-east Lebanon and its headquarters in Beirut. It trained people for raids against Israel.'
'The PLO infiltrated the Palestinian refugee camps and encouraged members to continually cause problems on the Lebanese-Israeli border.'
'The Israelis felt they had to retaliate and fired on Palestinian camps and even hit Lebanese planes at Beirut airport.'
'The Israelis hit back after the Munich Olympics tragedy because the planning had taken place in Lebanon by a section of the PLO.'
'The Israelis saw the PLO as a threat in Lebanon to a small settlement of Christians. The Israelis set up a small semi-independent Christian state of Free Lebanon under Major Haddad. The Israelis supported this because it acted as a buffer zone to protect them from further Palestinian attacks.'

21 (b) Why did the PLO use terrorism?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'To help Palestinians.'
'To make a point.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'To destroy Israel.'
'To give Palestinians a voice.'
'To attract attention to the Palestinian cause.'
'To speed up the Palestinian goal.'
'Peaceful methods were not working.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'Since the formation of the Israeli state, there had been very little progress using peaceful means in achieving a united Palestinian state.'
'During the 60s and 70s, more violent methods were attempted to attract the attention of both the Arab and Western worlds to the Palestinian cause.'
'There was massive publicity for the hijacking of planes in Jordan in 1970 and for the hijacking of a French plane which was taken to Entebbe.'
'In 1972, massive publicity was gained for the death of eleven Israeli athletes at the Olympic Games in Munich.'

(c) How successful had the PLO been by the early 1990s? E

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Successful in the eyes of some, but many condemned th

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'It provided a voice for the Palestinians.'
'It gained massive publicity with its tactics.'
'There were many splinter groups.'
'It had to change its approach.'
'The PLO was internationally condemned for its actions at the Olympics.'
'The PLO was thrown out of Jordan.'
'Arafat was invited to speak at the United Nations.'

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

e.g. 'In 1974, the PLO became the sole legitimate representative of the Palestinian people with Arafat being invited to speak at the UN.'
'In 1988, Arafat finally accepted the existence of Israel and the principle of UN Resolution 242. The Americans invited the PLO to talks.'
OR
e.g. 'Many people condemned the PLO for its attacks on Israeli civilians from Lebanon and its terrorist activities, such as the murder of Israeli athletes at the Munich Olympic Games.'

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

Both sides of Level 3.

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

22 (a) What were the transport problems for industry in the earl

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Goods had to be moved for industry.'

Level 2 Describes problems

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

e.g. 'Raw materials, such as cotton, coal, iron, limestone and timber, needed to be moved to manufacturing areas from ports or mines.'
'Finished goods needed to be moved to market quicker and in good condition.'
'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, but, if the goods needed to be moved quickly, then both road and canals struggled. The age of the railway was urgently needed.'

(b) Why was government intervention important for railway growth?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To avoid duplication of lines.'

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

(One mark for each point)

e.g. 'There needed to be an overall plan.'
'Decisions had to be made between rival companies.'
'Land needed to be requisitioned for the railways.'
'A decision was needed on a national gauge.'

Level 3 Explains reasons [4–7]

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

e.g. 'Government needed to make decisions otherwise there would have been a total free-for-all between the railway companies producing numerous duplicate lines and resulting in very few being commercial.'
'Government needed to standardise the gauge for engines, carriages and wagons on the railways. There was eventually a battle between the broad and standard gauge. The Government had to make a decision and chose Stephenson's standard gauge.'

(c) 'Brunel was the most successful of the great railway eng 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 Stephensons developed the railways in the North, the South.'

Level 2 Identifies AND/OR describes reasons **[2]**

(One mark for each point)

e.g. 'Brunel was Chief Engineer of the Great Western Railway.'
'Brunel built Box Tunnel.'
'Brunel introduced the broad gauge.'
'Stephenson introduced the standard gauge.'
'The Stephensons built 'The Rocket'.'

Level 3 Explanation of impact of Brunel OR other engineers **[3–5]**

e.g. 'Brunel was Chief Engineer of the GWR and built the line from Bristol to London. It included two difficult engineering problems overcome by the Sonning Cutting and Box Tunnel.'
'Brunel used the broad gauge of just over seven feet to ensure comfort, safety and increased speed.'
OR
e.g. 'George Stephenson was the engineer of the Stockton and Darlington railway built to improve the transportation of coal.'

Level 4 Explanation of impact of Brunel AND other engineers **[5–7]**

Both sides of Level 3.

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

23 (a) What attracted people to the towns and cities of Br nineteenth century?

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was work.'

Level 2 Describes attractions

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

e.g. 'The Agrarian Revolution meant farming required less labour as there was more mechanisation. New practices meant families were evicted from the land and needed a place to live.'
'The population was growing rapidly and people needed somewhere to live.'
'The factories were centred in the towns and cities. Industries were growing quickly and needed an increased workforce. People came from the countryside seeking work.'
'Some were attracted by the jobs in certain towns in a rapidly growing industry, such as the railway industry in Swindon and Crewe.'

(b) Why were death rates in towns so high before 1850?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was a lack of government action.'

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

(One mark for each point)

e.g. 'There were no compulsory acts of parliament for health.'
'There was a 'laissez-faire attitude.'
'The causes of illness were not fully understood.'
'There was no town planning.'
'Little attention was given to sewers and running water.'
'There was overcrowding.'
'Unsanitary conditions led to killer diseases such as cholera.'

Level 3 Explains reasons [4–7]

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

e.g. 'Local ratepayers wanted to pay as little as possible and did not want councils undertaking ambitious schemes to clear slums and build drains. As a result, diseases such as cholera spread rapidly.'
'The government's reluctance to interfere was highlighted by the 1848 Act which was permissive and rarely adopted.'
'Medical science had not yet discovered that dirt caused disease and, as a result, diseases spread rapidly in the overcrowded homes. Treatments rarely worked.'

(c) How successful were attempts at improving living cond between 1850 and 1900? Explain your answer.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Early attempts made very little difference.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'The Acts to improve housing failed to work as there was little money.'
'The 1875 Act was successful because it was compulsory.'
'Joseph Chamberlain improved Birmingham.'
'Lever and Cadbury built model towns for their workers.'
'Back to back housing continued to be built into the twentieth century.'

Level 3 Explanation of successes OR failures [3–5]

e.g. 'The Public Health Act of 1875 was a major step forward as it was compulsory. Sewers and drains were built, water supply controlled and refuse collected.'
OR
e.g. 'The work of Chamberlain, Salt, Lever and Cadbury only affected small areas.'
'Progress was slow because money was not available to rebuild an area when slums were pulled down.'

Level 4 Explanation of successes AND failures [5–7]

Both sides of Level 3.

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

24 (a) What were the main features of Chinese society in the ea

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'Afraid of change.'
'A dislike of foreigners.'
'Privileged society.'

Level 2 Describes features **[2–5]**

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

e.g. 'There was a fear of the impact of foreign influence.'
'The fear of changes to the culture, heritage and language.'
'Chinese society was feudal-like and wanted to keep its privileges.'

24 (b) Explain why the Self-Strengthening Movement was important.

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

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'It was an attempt to strengthen China.'

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

(One mark for each point)

e.g. 'It was designed to strengthen China by making it modern.'
'The know-how was to come from abroad and be applied from within.'
'It aimed to increase China's military strength.'
'It wanted to increase China's trade and manufacturing.'
'It aimed to improve communications in China.'

Level 3 Explains reasons **[4–7]**

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

e.g. 'It wanted to build up its military strength by building arsenals at Shanghai, Nanjing and Fuzhou.'
'It wanted to build up its trade and manufacturing by opening coal and iron ore mines, ironworks and textile mills and this required improved communications such as railways and telegraph lines.'

(c) 'By the end of the nineteenth century, Japan posed a countries to China.' How far do you agree with this state

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'They all posed a threat.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Japan defeated China.'
'Western powers wanted their share.'
'China used European industry.'
'European powers gained concessions.'

Level 3 Explanation of agreement OR disagreement [3–5]

e.g. 'China was defeated by Japan and had to sign the Treaty of Shimonoseki. Both China and Japan had turned to the West for aid yet Japan was now a world power and China lay at the mercy of the foreign powers who were scrambling for pieces of her territory and demanding commercial privileges and exclusive spheres of interest.'
OR
e.g. 'Concessions were granted. France gained mining and railway privileges in three provinces. Russia marked out Manchuria as her special area whilst Britain took over the Weihaiwei naval base and gained a ninety nine year lease on the New Territories.'

Level 4 Explanation of agreement AND disagreement [5–7]

Both sides of Level 3.

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

25 (a) Describe the Indian Mutiny of 1857.

Level 0 No evidence submitted or response does not add

Level 1 General answer lacking specific contextual knowl

e.g. 'There was much loss of life and brutality.'

Level 2 Describes events

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

e.g. 'About 300,000 sepoys were in the British army. They were mainly Hindus. They feared the British would force them to be Christians.'
'The sepoys were told that cartridges they had to use were greased with pig fat, which is offensive to their religion.'
'In May 1857, the sepoys at Meerut rose in revolt and slaughtered the Europeans in the town. The rising spread to Delhi where it took three months to restore order.'
'The British lost control of their north-west frontier garrisons with soldiers and their families killed. They had to retreat. At Cawnpore, the Indians starved the British into submission and then massacred them. The British treatment of captured sepoys was appalling.'

(b) Why was the Indian Mutiny significant?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was significant because it led to a change of system.'

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

(One mark for each point)

e.g. 'The rebellion saw the end of the British East India Company's rule.'
'A Secretary of State was appointed.'
'Indians became part of government at a local level.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Mutiny led to the method of ruling changing. The British Parliament passed the Government of India Act, transferring all that the East India Company had enjoyed directly to the British Crown.'
'The India Office was created to handle the governance of India with its head, the Secretary of State for India, formulating Indian policy.'
'The Governor-General of India became Viceroy of India and implemented the policies devised by the India Office.'
'As a result of the Mutiny, there was a programme of reform, trying to integrate Indian higher castes and rulers into government and abolishing attempts at Westernisation.'

(c) 'Bentinck had a greater impact on India than Dalhousie 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. 'Both had a considerable impact.'

Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Dalhousie improved communications.'
'He tried to westernise India.'
'Bentinck attempted cost cutting measures.'
'Bentinck too adopted westernisation.'
'He tried to end old Indian traditions.'

Level 3 Explanation of Bentinck OR Dalhousie [3–5]

e.g. 'Bentinck engaged in an extensive programme of cost-cutting to help turn around the loss-making East India Company.'
'His modernisation programme included a policy of westernisation, which involved reforming the courts where English was to be used.'
'He suppressed sati and other customs considered to be barbaric.'
OR
e.g. 'During Dalhousie's term of office, a cheap postal service, the electric telegraph, good roads and the first railways were introduced.'
'He began a system of elementary education, hospitals and universities.'
'The Indians felt they were treated as second class citizens by Bentinck as all important decisions were made by the British government.'

Level 4 Explanation of Bentinck AND Dalhousie [5–7]

Both sides of Level 3.

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