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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the June 2004 question papers

0470 HISTORY

0470/01	**Paper 1, maximum raw mark 60**
0470/02	**Paper 2, maximum raw mark 50**
0470/04	**Paper 4 (Alternative to Coursework), maximum raw mark 40**

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

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Grade thresholds taken for Syllabus 0470 (History) in the June 2004 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	60	44	33	22	15
Component 2	50	35	26	20	16
Component 4	40	30	23	18	14

The threshold (minimum mark) for B is set halfway between those for Grades A and C.
The threshold (minimum mark) for D is set halfway between those for Grades C and E.
The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.
Grade A* does not exist at the level of an individual component.

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June 2004

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0470/01

HISTORY
Paper 1

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APPLICATION OF THE MARK SCHEME

1. Use of the Mark Scheme

1.1. It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.

1.2. Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half- marks must not be used.

1.3 The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response.

1.4 Be consistent from script to script and from batch to batch.

1.5. Indicate that all answers have been seen.

1.6. Do not transfer marks from one part of a question to another.

1.7. If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.

1.8 Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.

1.9 **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.**

1.10 Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

2. Marking

2.1. All marking should be in red.

2.2. The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.

2.3. At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.

2.4. The total mark for each question should be transferred to the front page of the script. The marks for the three questions should be totalled and indicated. The final total for the script should then be circled.

2.6. It is not necessary to tick the body of an answer and examiners should refrain from doing so.

2.7. Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.

3. Assessment Objectives

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

(a) recall, description

(b) recall, explanation

(c) recall, explanation and analysis.

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Section A

Question 1

(a) *Describe the role of Mazzini in the move towards Italian Unification*.

Level 1 General answer **1-2**

e.g. 'He used speeches and writings.'
'He gave people faith that it would happened.'

Level 2 Describes role **2-5**

e.g. 'He believed in liberty and equality.'
'He believed in a national identity.'
'In 1831 he founded the movement called "Young Italy" which was directed at students.'
'He encouraged the King to get rid of foreign influences.'
'He urged the King to be the head of the movement towards unification.'
'He founded the new Roman Republic in 1849.'

(b) *Explain why Charles Albert was unsuccessful in helping Lombardy.*

Level 1 General answer **1**

e.g. 'He was let down by supporters.'
'He was indecisive.'
'He was defeated.'

Level 2 Identifies why **2-4**

e.g. 'The Piedmontese army moved slowly.'
'The Austrians re-grouped.'
'He delayed his decision about invasion too long.'
'His army was left short of men.'

Level 3 Explains why **4-7**

e.g. 'Charles Albert delayed too long in deciding to take this action as he waited for the results of the Lombard plebiscite. This allowed time for re-inforcements.'
'The slow movement of the Piedmontese army gave the Austrian forces an opportunity to get reinforcements.'
'He was promised support from the people of Lombardy but this failed to materialise.'
'The Pope sent an army to join him but then withdrew.'
'As a result he was defeated at the battle of Custozza and the Austrian army was able to retake Milan and recapture Lombardy.'

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(c) *How far was the unification of Italy due to Cavour? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'He was opposed to Austria.'

Level 2 Identifies reasons **2-3**

e.g. 'He was opposed to Austrian domination.'
'He improved communications.'
'He improved farming and industry.'
'He reformed the legal system.'

Level 3 Explains agreement OR disagreement **3-5**

Level 4 Explains agreement AND disagreement **5-7**

e.g. 'He brought in reforms to strengthen Piedmont-Sardinia to oppose Austrian domination.'
'He greatly increased public spending on railways and roads, the port of Genoa to encourage industrial growth. He also encouraged the use of scientific methods in agriculture and the building of factories. All assets in time of war.'
'He attended a peace conference in Paris and was noticed by Napoleon III. A secret agreement was reached and Cavour provoked the Austrians into declaring war. The Austrians were defeated with France's help. An infant Italy was born.'
'Garibaldi sailed to Sicily where he organised an army to liberate Palermo. He then invaded the Italian mainland and entered Naples. He liberated the whole of southern Italy.'
'He was stopped by a large army, led by Victor Emmanuel II, from attacking Rome. Following this the Two Sicilies voted to join the northern union of Italian states and Garibaldi surrendered his conquests and acknowledged Victor Emmanuel II the King of Italy.'

Level 5 Explains with evaluation of "how far" **8**

Question 2

(a) *Describe the social changes the Meiji emperor introduced.*

Level 1 General answer **1-2**

e.g. 'Clothing styles changed.'
'Education was seen as important.'

Level 2 Describes changes **2-5**

e.g. 'Western clothes were adapted by many of Japan's ruling classes such as the bustle and western suits.'
'Gas lighting was introduced in cities in 1872.'
'The western calendar was adopted in 1872.'
'Compulsory education for four year olds from 1872.'
'The aims of education were set out and committed to memory.'
'Children promised to obey and love their parents.'
'Thousands were sent to foreign universities and Tokyo University was founded in 1877.'

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(b) *Explain why the Meiji reforms faced some opposition.*

Level 1 General answer **1**

e.g. 'Privileges were abolished.'

Level 2 Identifies why **2-4**

e.g. 'The abolition of the domains and privileges of the daimyo.'
'The abolition of the privileges of the samurai.'
'The abolition of feudalism.'
'Changes in the constitution.'

Level 3 Explains why **4-7**

e.g. 'To strengthen the control of the government feudalism based on daimyo and samurai had to be abolished. To do this handsome rewards had to be paid.'
'The changes caused hardship and anger among the samurai and there were several small-scale uprisings.
'Saigo's samurai army fought a fierce war but were decisively beaten.'
'When criticised the government censored the press. Demands were expressed for a constitutional government which was introduced in 1890 although senior ministers were still chosen.'

(c) *'The development of industry was the main reason why Japan had become a powerful country by 1914.' How far do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'They had a strong military.'
'They won major wars.'
'Other countries feared them.'

Level 2 Identifies reasons **2-3**

e.g. 'The navy was developed.'
'The army was efficient.'
'Industry was in the hands of private investors.'
'The navy controlled the Pacific.'

Level 3 Explains agreement OR disagreement **3-5**

Level 4 Explains agreement AND disagreement **5-7**

e.g. 'The government began building up industry through the Ministry of Industry. It financed, and ran coal mines, shipbuilding yards and textile mills.'
'In the 1880s economies meant that the government sold off most of their factories cheaply to private investors but they continued to prosper as the military began to develop.'
'Agriculture developed with the use of new methods, crops and fertilisers although poverty remained.'
'The navy continued to be developed based on the British ideal with British warships and British trained officers.'

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'A new imperial army was formed with conscription being introduced. It was efficient with modern arms.'
'They fought China over Korea in the 90s to test their strength and this resulted in a further strengthening of Japan as a Far Eastern power.'
'It also strengthened the military elements in the Japanese government as only serving officers could become Ministers of the Army and Navy.'
'Japan had imperialist ambitions in the Far East such as Formosa but Korea was the key. Russia was threatening this development by building the Trans-Siberian railway.'
'Japan's navy annihilated the Russian fleet but suffered appalling losses on land.'
'Japan's special interest in Korea was recognised and they had established themselves as a great power to the discomfort of the United States and Russia.'
'Britain agreed and signed an alliance with Japan in 1902 as a useful ally in the Pacific. It gave Japan prestige and security.'

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

Question 3

(a) *Describe the events at Harper's Ferry in 1859.*

Level 1 General answer/use of source **1-2**

e.g. 'John Brown was captured.'
'There had been an attack.'
'John Brown was previously guilty of terrorist murders.'

Level 2 Describes events **2-5**

e.g. 'John Brown led an attack on an armoury at Harper's Ferry.'
'He was trying to persuade slaves to join a rebellion against plantation owners.'
'He was captured and hanged.'
'He was treated as a martyr by the abolitionists.'
'It encouraged pro-slavery extremists.'

(b) *Why did the South insist on keeping slavery before the Civil War?*

Level 1 General answer **1**

e.g. 'They employed large numbers.'

Level 2 Identifies why **2-4**

e.g. 'They employed slaves on the plantations.'
'The plantations could not work without them.'
'They made plantations successful.'
'Slaves were valuable.'
'Owners believed they treated them well.'

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Level 3 Explains why **4-7**

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

(c) *'Slavery was the main reason for the hostility between the North and the South' How far do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'It must have been slavery as it was abolished.'

Level 2 Identifies differences **2-3**

e.g. 'The northern and southern states differed in their view of government control.'
'There were different views because of the north was manufacturing whilst the south was agricultural.'
'The north was free the south was not.'
'South feared political strength of the north.'
'Slavery was not civilised.'

Level 3 Explains agreement OR disagreement **3-5**

Level 4 Explains agreement AND disagreement **5-7**

e.g. 'The south did not want government to interfere on things like slavery the north wanted a strong central government.'
'The northern industries wanted all the workers they could get and if they went elsewhere shortages of labourers meant higher wages and increased costs.'
'The southern states wanted to expand into the fertile Mississippi valley and were not worried about labour.'
'The manufacturers of the north wanted tariff protection the south wanted free trade.'
'The areas differed socially with almost all slaves in the south born into captivity.'
'The south feared the political strength of the north being able to outvote them and amend the constitution to abolish slavery.'

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

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Question 4

(a) *What was the Entente Cordiale of 1904.*

Level 1 General answer **1-2**

e.g. 'It was an agreement between countries.'
'It aimed to settle differences.'
'To deal with rising tension.'

Level 2 Describes the agreement **2-5**

e.g. 'Britain had followed an isolationist policy but now wanted allies.'
'In 1904 a (friendly) agreement was signed between Britain and France.'
'Britain feared the threat of Germany and Russia.'
'France saw it as support against Germany.'
'France gave Britain a free hand in Egypt. Britain gave France a free hand in Morocco.'
'A reaction to the Triple Alliance.'
'Enabled discussions to take place on military/defence matters.'

(b) *Why was there a crises over Morocco in 1911?*

Level 1 General answer **1**

e.g. 'Things were unstable.'
'Threats were made.'

Level 2 Identifies why **2-4**

e.g. 'The French crushed an uprising.'
'Germany sent a gunboat.'
'The Kaiser blamed the British for what happened.'
'Because of colonial rivalry.'

Level 3 Explains why **4-7**

e.g. 'In 1911 the Sultan asked France to help crush a rebel revolt. Germany thought a French takeover would follow and so sent a gunboat to the Port of Agadir.'
'From 1904 the right for France to organise Moroccan affairs had been accepted by Britain and the Kaiser wanted to break up the Entente Cordiale.'
'This show of force was followed by a German demand for compensation in the form of the French Congo. Britain supported the French.'
'Britain thought Germany was trying to gain a naval base at Agadir.' 'Lloyd George warned that Britain would fight rather than see her allies pushed around.'
'It was also thought it was a German attempt to destroy the Entente Cordiale.'

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(c) *'Naval rivalry was the main cause of the First World War.' How far do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Yes it was because both Britain and Germany increased their naval power.'
'No it was colonial rivalry.'

Level 2 Identifies reasons **2-3**

e.g. 'It was the building of the Dreadnought battleship.'
'It was suspicions caused by the alliances.'
'It was caused by nations trying to be the best industrially.'
'Germany wanted to gain colonial strength.'
'It was the assassination of Archduke Franz Ferdinand.'
'There was unrest in the Balkans.'
'France was a bitter enemy of Germany.'

Level 3 Explains agreement OR disagreement **3-5**

Level 4 Explains agreement AND disagreement **5-7**

e.g. 'The British navy was the most powerful in the world and was used to defend its empire. Germany began to increase the strength of its navy with powerful ships and Britain felt threatened.'
'The major powers were suspicious of each other and the alliances (Triple Entente and Triple Alliance) that existed between them.'
'Britain was the world's leading industrial nation and used its empire to bolster trade. By 1914 Germany was producing more iron, steel and coal and politicians felt Germany's expansion was threatening Britain's wealth.'
'Kaiser Wilhelm wanted to acquire colonies and Britain and France thought he might try to take parts of their empires. This happened in Morocco in 1906 and 1911. Here Britain supported France but suspicion of German motives grew.'
'France wanted Alsace and Lorraine back after losing them to Germany in the Franco-Prussian War of 1871. France needed Britain and Russia as allies.'
'There was intensive rivalry in the Balkans between Russia and Austria-Hungary where A-H did all it could to stop the Serbians uniting. Russia supported this.'
'A public protest against A-Hs policy was the assassination of Archduke Franz Ferdinand. Austria invaded Serbia and Russia promised to support Serbia. Germany declared war on Russia who was joined by its ally France.'

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

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Question 5

(a) *What were Germany's main territorial losses under the Treaty of Versailles?*

Level 1 General Answer **1-2**

e.g. 'They lost land they had won previously.'
'They lost their colonies to Britain and France.'
'They lost industrial land.'
'They lost 10% of their territory.'

Level 2 Describes losses **2-5**

e.g. 'They lost the Saar.'
'Danzig was made a free city under the League of Nations.'
'The 'Polish Corridor' split East Prussia from Germany.'
'The Saar was put under League of Nations control for 15 years.'
'The Rhineland was to be occupied by the Allies for 15 years.'
'Germany gave up West Prussia, Posen and Upper Silesia.'
'Alsace-Lorraine was returned to France.'
'Malmedy was given to Belgium.'
'Memel was taken under League of Nations control.'
'Colonies in Africa were given to the victorious powers as mandates.'

(b) *Why was Germany dissatisfied with the peace treaty?*

Level 1 General Answer **1**

e.g. 'Because it was not fair on them.'
'Because it was harsh.'
'Not given a say.'

Level 2 Identifies why **2-4**

e.g. 'They were blamed.'
'They had to pay reparations.'
'They lost land.'
'It limited the armed forces.'
'Did not accept they had lost.'
'It caused inflation.'
'They felt it was a 'diktat'.'
'Others did not disarm.'

Level 3 Explains why **4-7**

e.g. 'Germany was forced to accept the War Guilt clause saying they were to blame even though they had no say.'
'They had to pay reparations for the damage caused of £6600 million.'
'They had lost important industrial areas, such as the Saar.'
'The wealth of the colonies was lost and giving them under mandate allowed other countries to expand.'
'The armed forces were limited. They could not have battleships, submarines and an air force leaving them vulnerable to attack.'

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(c) *How successful was the League of Nations in dealing with disputes during the 1920s? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'It was successful as it dealt well with some events.'
'It must have been successful as it was still in existence in the 1930s.'
'It could handle small issues.'

Level 2 Identifies areas of disputes **2-3**

e.g. 'It settled dispute over the Aaland Islands.'
'Upper Silesia.'
'Greece and Bulgaria.'
'Vilna.'
'Italians and Corfu.'
'Dealt with disputes in S. America.'

Level 3 Explains successes OR failures **3-5**

Level 4 Explains successes AND failures **5-7**

e.g. 'It resolved the dispute in 1920 between Sweden and Finland over who should govern the Aaland Islands by deciding they were to go to Finland. Sweden accepted and war was avoided.'
'In 1921 it helped to arrange the division of Upper Silesia between Poland and Germany after both had claimed the land should be theirs. Both accepted the League's decision.'
'In 1925 it stopped a Greek invasion of Bulgaria and forced the Greeks to pay compensation.'
'In 1923 it took no action when the Port of Memel, under international control, was seized by Lithuania.'
'Mussolini bombarded Corfu in revenge for the killing of an Italian general. Mussolini was ordered to withdraw which he did. The Greeks were made to pay compensation. Mussolini used his influence and the League was powerless.'
'the League requested Poland to withdraw from Vilna. It refused and remained in Vilna. The League was ignored.'

Level 5 Explains and evaluates 'how successful' **8**

Question 6

(a) *How did the 1935 plebiscite change the situation in the Saar?*

Level 1 General answer **1-2**

e.g. 'The people got their wishes.'
'The vote was 477000 for; 48000 against.'

Level 2 Describes impact **2-5**

e.g. 'Over 90% of the people voted to return to German control.'
'The rich coal-mining area came back under German control.'
'The plebiscite reversed the decision of the Treaty of Versailles.'
'Under the Treaty the Saar had been under the control of the League of Nations for 15 years.
'It allowed Germany to regain territory.'
'It boosted Hitler's power as the numbers voting for return was over 90%.'
'It re-united some German speaking people.'

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(b) *Explain why Hitler wanted the Nazi-Soviet Pact of 1939.*

Level 1 general answer **1**

e.g. 'To stop opposition.'
'To regain territory.'
'To build a relationship.'

Level 2 identifies why **2-4**

e.g. 'Hitler wanted territory back he had lost under Versailles.'
'It linked the USSR with Germany.'
'To avoid war on two fronts.'
'To deal with USSR.'
'To affect Britain and France.'

Level 3 Explains why **4-7**

e.g. 'Under the Treaty of Versailles, Germany had lost the Polish corridor and Danzig. Hitler wanted these back.'
'Britain had guaranteed Poland's independence. The USSR, Britain and France had been discussing how to defend Poland. This was a threat to Hitler.'
'Hitler now knew that if he invaded Poland, the USSR would not stop him.'
'Hitler wanted Polish territory as lebensraum.'
'Needed to avoid being attacked from east and west at the same time.'
'By linking with USSR, Britain and France would not attack when he went into Poland.'

(c) *'The policy of appeasement was justified.' How far do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'War still happened.'
'They were indecisive.'

Level 2 Identifies reasons **2-3**

e.g. 'it was right to try to avoid war.'
'Britain was not ready for war.'
'It gave in to a bully.'
'Because of the Versailles Treaty terms sympathy.'
'It was morally wrong.'
'It misjudged Hitler.'
'Excellent chances to stop Hitler were missed.'

Level 3 Explains agreement OR disagreement **3-5**

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Level 4 Explains agreement AND disagreement **5-7**

e.g. 'The Treaty of Versailles had been harsh on Germany and it seemed right to try to settle grievances by negotiation. Britain and France were happy as Hitler was only rightfully getting back what belonged to Germany.'
'Some people approved of Hitler's policies particularly the way he had reduced unemployment.'
'Memories of the First World War (Spanish Civil War) were still fresh and it was felt right to avoid another war.'
'Many liked the idea of a strong Germany as a protection against the USSR. The USSR under Stalin seemed a greater threat.'
'Rearmament was not complete and it was an opportunity to stall for time.'
'The British government was trying to deal with the depression and did not want to spend large sums on arms.'
'It was thought that by giving concessions to Hitler he could be trusted and it would reduce the chances of war.'
'The appeasers misjudged Hitler treating him as a rational person. In fact it encouraged Hitler to demand more. The mind of a dictator was misunderstood.'
'It gave Hitler an advantage. He grew stronger and stronger before war started.'
'Appeasement was wrong – it allowed Hitler to break international relations. They were prepared to give away parts of other countries.'
'Appeasement was simply another word for weakness and cowardice.'
'By following the policy vital opportunities were missed to stop Hitler such as the remilitarisation of the Rhineland.'
'By abandoning Czechoslovakia an important ally was lost.'
'It did not work as it did not stop war in 1939.'

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

Question 7

(a) *What was agreed at the Yalta Conference, 1945?*

Level 1 General answer **1-2**

e.g. 'How to organise Europe at the end of the War.'
'Germany was to be split up.'

Level 2 Describes what was agreed **2-5**

e.g. 'Germany was to be defeated and then disarmed.'
'Germany (Berlin, Austria and Vienna) divided into four zones of occupation.'
'Germany would have to pay reparations.'
'The zones to be controlled by USA, USSR, Britain and France.'
'Berlin was to be in Soviet zone.'
'Once Germany defeated, Soviet Union to join war against Japan.'
'A United Nations Organisation to be set up to keep the peace.'
'As east European Countries liberated they would be able to hold free elections to set up democratic governments.'
'In Poland free elections were to be held.'
'Eastern Europe was to be a Soviet sphere of influence.'

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(b) *Explain why the Soviet Union blockaded Berlin.*

Level 1 General answer **1**

e.g. 'Because Stalin opposed what the allies were doing.'

Level 2 Identifies why **2-4**

e.g. 'To stop the supply of food and goods.'
'To test resolve.'
'Zones had been combined.'
'To stop people wanting to change from communism.'

Level 3 Explains why **4-7**

e.g. 'Stalin wanted to keep Germany weak so that it would not be a threat to the USSR.'
'Stalin opposed the planned introduction of a new currency. The soviets were concerned they were trying to create a new Germany that was wealthier than the Soviet eastern Germany.'
'They wanted the Socialists of Berlin city council to merge with the communists. This was prevented through western support.'
'They thought the Western Allies had no right to be in Berlin and saw them as a threat because they had a base in the Soviet Zone and they showed off the capitalist way of life.'

(c) *'The Soviet Union was to blame for the Cold War.' How far do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Each side was to blame because they followed different ideas.'

Level 2 Identifies reasons **2-3**

e.g. 'Soviet Union and USA did not trust each other.'
'Stalin wanted to spread communism.'
'The Soviet Union wanted to avoid any future attack.'
'The West was against Communism.'
'Eastern Europe was communist controlled.'
'USA introduced economic aid.'
'Stalin set up Cominform and Comecon.'
'There was the Berlin Blockade.'
'The USA had the atomic bomb.'

Level 3 Explains agreement OR disagreement **3-5**

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Level 4 Explains agreement AND disagreement **5-7**

e.g. 'The USA and USSR held different ideologies of capitalism v communism and actions led to suspicion and hostility.'
'They drifted apart as the war had ended and there was no common enemy.'
'Soviet Union wanted a weak Germany to avoid any future attack.'
'Following Yalta it was expected that there would be free elections in eastern Europe countries after their liberation. The Red Army made sure their new governments were communist controlled.'
'Harmony not helped by politicians such as Churchill and his "Iron Curtain" speech and Truman who was more anti-communist than Roosevelt who had got on reasonably well with Stalin.'
'The USA interpreted the Soviet takeover of eastern Europe as the start of spreading communism around the world.'
'The USA response was the Truman Doctrine that offered support to any free peoples struggling to avoid communism.'
'The Marshall Plan was to help the vulnerable European economy suffering from the after effects of war. Stalin refused to allow Soviet bloc countries to accept aid as he thought the real purpose was for the USA to build up friendships with European countries.'
'To counter the Marshall Plan Stalin set up Cominform to strengthen co-operation between communists and Comecon to develop economic co-operation between communist countries.'

Level 5 Explains reasons with evaluation of 'how far' **8**

Might link explanation to lack of trust, lack of willingness to understand each other's point of view or the different ideologies. Candidates may argue that it will depend which side's point of view you accept.

Question 8

(a) *Describe the events in Hungary in 1956.*

Level 1 General answer **1-2**
e.g. 'It was invaded.'
'There was fighting on the streets.'

Level 2 Describes events **2-5**

e.g. ' Rakosi, leader of the Hungarian Communist Party, was forced to resign.'
'His successor, Erno Gero, was not popular and soon began to lose control.'
'Nagy, the PM, wanted to leave the Warsaw pact. This was a threat to Soviet security.'
'On 6th October thousands turned out to watch state funeral of Rajik.'
'On 23rd October there was rioting on the streets of Budapest.'
'Khrushchev sent in tanks but they were withdrawn after a week.'
'It was announced that Hungary would withdraw from the Warsaw Pact.'
On 4th November 200,000 Soviet troops and 2,500 tanks arrived in Budapest.'
'After two weeks it is thought that 27,000 Hungarians had died and Soviet control restored. Nagy was hanged.'

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(b) *Why did the USSR invade Czechoslovakia in 1968?*

Level 1 General answer **1**

e.g. 'Because of Dubcek.'

Level 2 Identifies why **2-4**

e.g. 'The USSR thought they would lose control.'
'Other communist countries might follow.'
'Because of the reforms known as the "Prague Spring".'

Level 3 Explains why **4-7**

e.g. 'Dubcek proposed reform to improve the standard of living such as free expression and the ending of the rule of terror of the secret police. The USSR thought this would threaten their control of Eastern Europe.'
'If these reforms were granted other people in Eastern European countries would demand the same. This would undermine Soviet control.'
'The USSR feared that Czechoslovakia would ally with Yugoslavia, who was not a member of the Warsaw Pact, and Romania.'
'Czechoslovakia was too important to the security of the Soviet Union as it had borders with West Germany and the USSR.'
'There was talk of setting up the Social democratic Party as a rival to the Communists.'

(c) *'Gorbachev was responsible for the collapse of Soviet control over Eastern Europe.' How far do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Yes he was because he was in power.'

Level 2 Identifies reasons **2-3**

e.g. 'The economy of the Soviet Union was failing.'
'He introduced reforms.'
'He made links with the West.'
'Communist countries were no longer dominated.'
'USSR was broken up.'
'He introduced 'perestroika' and 'glasnost'.'

Level 3 Explains agreement OR disagreement **3-5**

Level 4 Explains agreement AND disagreement **5-7**

e.g. 'Gorbachev proposed many changes that the hard-line communist found difficult to accept. He was unpopular because his economic reforms did not work as they expected too much too quickly.'
'Corruption ran too deeply for the changes to happen. His withdrawal of Red Army support for other communist countries resulted in one by one the communist governments coming to an end.'

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This approach can be highlighted by:
'Gorbachev proposed that the Soviet economy should be improved by "perestroika" – restructuring, including capitalist practices.'
'There should be more "glasnost" – openness to restoring faith in government and end corruption. People who criticised the government should no longer be persecuted.'
'He proposed a cut back in money spent on the arms race and signed a treaty with the USA.'
'Communist governments in Eastern Europe could no longer expect support from the Red Army to exercise control.'
The Soviet Union was also in crisis, and needed change, because:
'There was much corruption with many Party members living in luxury whilst the workers were living in poverty.'
'The people no longer had faith in their government as they saw the West getting richer.'
'Industry and agriculture were not efficient and there was the need for expensive imports.'
'Large sums of money were being spent on defence at the expense of many citizens living in poverty. An expensive war was being fought in Afghanistan.'
'The Solidarity movement showed that if people stood together against oppression it was difficult to deal with.'

Level 5 Explains reasons with evaluation of 'how far' **8**

Section B – Depth Studies

Question 9

(a) *Describe the Munich Putsch.*

Level 1 General answer **1-2**
e.g. 'It was a meeting in a beer hall.'
'It was unsuccessful.'
'Hitler tried to seize power.'

Level 2 Describes event **2-5**

e.g. 'Hitler believed the German economy was on the verge of collapse and he tried to seize power.'
'It was an attempt to overthrow the Weimar Republic.'
'He and his supporters broke up a meeting in a Munich beer hall.'
'He forced the Bavarian state government leaders to take part in a rebellion against the government. He allowed the Bavarians to leave and they quickly changed their minds.'
'On the 9th November Hitler and 3000 Nazis marched on Munich and were fired on by the police. Sixteen Nazis were killed.'
'Hitler was arrested and sentenced to five years for conspiracy.'

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(b) *Why did support for the Nazis increase after the Wall Street Crash of 1929?*

Level 1 General answer **1**
e.g. 'They offered a solution to Germany's problems.'

Level 2 Identifies ways **2-4**

e.g. 'Desperate people turned to extremist parties for help.'
'It identified a weak Weimar government.'
'It promised work.'
'It dealt with communists.'

Level 3 Explains reasons **4-7**

e.g. 'There was rising unemployment and poverty and the Weimar government seemed to have no idea what to do except raise taxes, cut wages and unemployment benefit. The Nazis offered to get people back to work on road-building and public works.'
'There was a rise in extremism with the Nazis promising to get rid of the enemy within. This helped the party to gain significant numbers of seats in the Reichstag.'
'They knew their anti-communist stance was very popular and they used propaganda, posters, newspapers, radio and mass rallies to whip up fear and hatred and gain support.'
'By blaming the Jews, Hitler offered a scapegoat for Germany's problems and he would put them right.'
'Democracy had failed them and they turned to extreme parties.'

(c) *How important was the 'Night of the Long Knives' in establishing Hitler in power in 1933-34? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Very, as after he had tighter control.'

Level 2 Identifies path to dictatorship **2-3**

e.g. 'Rohm was a challenge to Hitler.'
'Hitler was concerned about the SA.'
'Hitler became Chancellor.'
'The Nazi party gained control.'
'Rohm, Strasser and von Schleicher were arrested.'
'The Enabling Act was passed.'
'It eliminated opposition.'

Level 3 Explains importance OR other reasons **3-5**

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Level 4 Explains importance AND other reasons **5-7**

e.g. 'Rohm was a potential rival to Hitler. He was a leading member of the SA. On 30th June 1934 Hitler arrested Rohm and other leaders using the SS. They were taken to Munich and shot.'
'Over the next few days other leaders including Gregor Strasser were arrested and shot. He had removed his rivals and tightened his control.'

'On behalf of Hitler, Papen persuaded Hindenburg to invite Hitler to become Chancellor despite only three Nazis being in the government. This was on 30th January 1933'
'On 27th February the Reichstag was set on fire. Lubbe was arrested and found guilty. Hitler used this as evidence of a communist plot.'
'On the night of the fire 4000 leading communists were arrested and imprisoned and used the fire to intensify anti-communist hysteria.' Hindenburg passed an emergency decree to suspend all the articles in the constitution that guaranteed personal liberty.'
'Hitler won full control in the March 1933 elections. To do this he banned the communist party and shut down their newspapers. He used the SA to intimidate opponents.'
'He introduced the Enabling Act in March 1933 which gave him power to pass laws without the consent of the Reichstag.'
'Following this Act Hitler closed down the state parliaments and appointed Nazis as state governors. He arrested trade union leaders and merged the unions into a "German Labour Front" and made a law that the only political party was the Nazi Party.'
'In August 1934 Hindenburg died and Hitler used the opportunity to declare himself Fuhrer of Germany.'

Level 5 Explains opposition and evaluates 'how important' **8**

Question 10

(a) *Describe the use of propaganda by Hitler to control the German people.*

Level 1 General answer **1-2**

e.g. 'Output was controlled.'
'It removed non-Nazi views.'
'Posters, radio, newspapers, marches, etc (2 for 1 mark; 3 for 2 marks)'

Level 2 Describes methods/purpose **2-5**

e.g. 'Posters gave images a high profile, such as Hitler.'
'Rallies (such as Nuremberg) were an early form of propaganda. They showed how popular Hitler was and helped to motivate the ordinary people.'
'Radio was put to use to broadcast Hitler's speeches.'
'Newspapers were censored with news slanted in the Nazi's favour.'
'Great propaganda was through the Olympic Games of 1936 which were used to promote technical efficiency and the supremacy of the Aryan race.'
'Used to whip up fear and hatred.'
'It was used to say the Nazi way was the right way.'
'Controlled by the Ministry of People's Enlightenment under Joseph Goebbels.'

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(b) *Why was it important to win the hearts and minds of young people?*

Level 1 General answer **1**

e.g. 'For control.'
'To increase the number of followers.'
'To deliver their policies.'

Level 2 Identifies why **2-4**

e.g. 'To input Nazi ideas.'
'To prepare young people for adult life.'
'To influence/report older people.'

Level 3 Explains why **4-7**

e.g. 'If the young could be indoctrinated into the Nazi way of thinking those views were likely to stay with them for the rest of their lives.'
'The Nazis realised that through education they could convert the young to their ideas by teaching from books giving a biased view, teaching that the Aryan race was superior and educating girls to be perfect mothers and housewives.'
'To use the Hitler Youth Movement's physical activity programme to create fit young people who would make good soldiers.'
'To use the League of German Girls to make girls into strong mothers.'

(c) *How popular was the Nazi regime with the German people? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Yes because they continued to live there.'
'Yes because there were jobs.'

Level 2 Identifies benefits **2-3**

e.g. 'Unemployment was reduced.'
'Workers lost their rights.'
'The standard of living was low.'

Level 3 Explains popularity OR opposition **3-5**

Level 4 Explains popularity AND opposition **5-7**

e.g. 'Hitler offered a single leader who would steer them to stability and prosperity following the Great Depression and other problems.'
'Large numbers of Germans were attracted by promises of revenge for the Treaty of Versailles.'
'With re-armament and other works unemployment was reduced.'
'Workers and their families benefited through the "Strength Through Joy" movement .'
'The Hitler Youth gave adventure and challenge to many young boys.'
'The standard of living was not high but was beginning to rise.'

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It is very difficult to judge opposition but candidates may express their views in the following ways.

'Not all women accepted the changes and some joined opposition groups. The policies ignored those women who had particular talents for certain types of jobs.'
'Teenage rebels began to appear on street corners. They played their own music and mixed together. Some considered themselves part of the Edelweiss Pirates.'
'Church leaders opposed Nazi involvement in religion and were sent to concentration camps.'
'There was opposition from students through the White Rose Movement.'
'In 1944 a group of army officers tried to assassinate Hitler but failed and were executed. (July Bomb Plot).'
'If it was popular why introduce the Enabling Act to remove opposition?'

Level 5 Explains with evaluation **8**

Question 11

(a) *Describe the main features of the Tsarist rule over Russia at the beginning of the twentieth century.*

Level 1 General answer **1-2**

e.g. 'It was ruled by a Tsar (Emperor).'
'He had total power.'

Level 2 Describes features **2-5**

e.g. 'It was autocratic.'
'Russia had no parliament or elections and so the Tsar had total power.'
'This power was supported by the Church (Russian Orthodox) and the wealthy landowning class.'
'The Tsar was Nicholas II was hard working but weak and indecisive.'
'There was the problem of ruling a vast empire.'
'Local government was in the hands of people appointed by the Tsar.'
'Nicholas was unable to deal with the necessary changes needed.'
'The Tsar was supported by the Okhrana, his secret police.'

(b) *Explain why Nicholas II survived the 1905 Revolution.*

Level 1 General answer **1**

e.g. 'He made concessions.'
'He gave the Liberals what they wanted.'

Level 2 Identifies why **2-4**

e.g. 'He issued the October Manifesto.'
'The middle classes wanted an end to the revolution.'
'He did not allow opposition.'
'Russia was ready for change.'
'He split his opponents.'

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Level 3 Explains why **4-7**

e.g. 'The October Manifesto gave Russian people basic rights such as freedom of speech and the right to form political parties.'
'It said an elected parliament would be set up.'
'Through force the government re-established order throughout Russia.'
'The Tsar promised a constitutional monarchy.'
'The Japanese war ended and returning soldiers were used to crush revolutionaries.'

(c) *How important was the First World War in the collapse of Tsarist rule? Explain your answer.*

Level 1 Unsupported assertion **1**

e.g. 'It was important because it lasted a long time.'
'There was unrest from reform.'

Level 2 Describes reasons **2-3**

e.g. 'The Tsar took command of the army.'
'There were food shortages.'
'The government was not united in the war effort.'
'There was the influence of Rasputin.'
'Large numbers of Russians were killed in the war.'
'There was a monetary problem.'
'There was industrial discontent and strikes.'
'The Tsar had lost support.'
'The operation of the earlier reforms caused discontent.'
'There was a revolution in 1917.'

Level 3 Explains First World War OR other reasons **3-5**

Level 4 Explains First World War AND other reasons **5-7**

e.g. 'The war was not going well and the Tsar had put himself in personal command of the armies. This took him away from governing leaving it in the hands of his wife.'
'The war brought about food shortages for troops and in the cities because of poor transport.'
'The Russian economy could not cope and many lost their jobs, inflation increased as did prices.'
'The Duma leaders were frustrated by the Tsar's refusal to appoint a representative government that would unite the war effort.'
'Concern grew at the influence of Rasputin over the Tsarina.'
'Industry concentrated on the war effort leaving many shortages.'
'There was discontent and strikes and they wanted the Tsar to end the war.'
'Increasing numbers were loosing faith in the ability of the Tsar to rule the country.'
'Many had not been happy with the "sham" power of the Duma.'
'There was a revolution in 1917 and the Tsar decided to abdicate. He was to be the last Tsar.'

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

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Question 12

(a) *Describe the main features of Stalin's first Five Year Plan.*

Level 1 General answer **1-2**

e.g. 'It started in 1928.'
'It related to industry.'
'To increase armaments.'

Level 2 Describes features **2-5**

e.g. 'It focused on heavy industry including coal, iron and steel.'
'There were a series of demanding targets to be met.'
'Each factory, refinery or foundry and mine was set its own targets.'
'Managers could be prosecuted if targets were not met.'

(b) *Explain why Stalin introduced collectivisation.*

Level 1 General answer **1**

e.g. 'To improve agriculture.'

Level 2 Identifies why **2-4**

e.g. ' Agriculture was inefficient in needed modernisation.'
'To make money.'
'To provide cheap food.'
'To set up collective farms.'
'To improve production.'
'To remove independence of the peasants.'

Level 3 Explains why **4-7**

e.g. 'To increase production by modernisation of agriculture as it was outdated and inefficient.'
'To take agriculture into state hands to sell grain to earn currency to invest in industry.'
'To reduce the price of food and so keep wages low. The peasants would have kept the prices high.'
'He wanted collective farms owned by the state with peasants working for wages.'
'To provide cheap food for the industrial workers.'
'He blamed the Kulaks and wanted to remove them.'

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(c) *How successful was Stalin in modernising the Soviet Union by 1941? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'It improved because it was industrialised.'

Level 2 Identifies impact **2-3**

e.g. 'The Five-Year Plans modernised industry.'
'Collectivisation improved agriculture.'
'It affected people.'

Level 3 Explains success OR failure **3-5**

Level 4 Explains success AND failure **5-7**

Candidates may well start from where the USSR was when Stalin took over. This, if explained, can gain credit. Details used to explain modernisation should also be credited as should an explanation of the human cost.

e.g. 'Though the Five-Year Plans targets were set for improving industry. Most targets were not met but the improvement was staggering.'
'The Five-Year Plans made the Soviet Union the second greatest industrial power in the world.'
'Collectivisation was aimed at improving agriculture. Better equipment was available but production increased very little after the use by Stalin of force against the Kulaks.'

Idea of human cost explained.

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

This may revolve around the following.

'Targets meant that often quality had to be sacrificed for quantity. Because of the unreliability of Soviet figures success is difficult to judge. The real debate is could they have been achieved with less drastic methods.'

Question 13

(a) *What advances did Ford make in car production in the period up to 1929?*

Level 1 General answer **1-2**

e.g. 'He introduced new methods.'

Level 2 Describes advances **2-5**

e.g. 'Started the Ford Motor Company (1903).'
'Developed the Model T, a car for the masses.'
'Introduced the assembly line (1913).' (One mark for description)
'Built standard cars more quickly and more cheaply therefore more sales.'
'The motor industry became America's biggest industry by the end of the 20s. (1929 – 4.8m cars)'

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(b) *Explain why the economy of the USA boomed during the 1920s.*

Level 1 General answer **1**

e.g. 'It was a wealthy country.'
'It developed new production methods.'

Level 2 Identifies why **2-4**

e.g. 'The USA had many natural resources.'
'It had gained markets during the war.'
'It benefited from technological change.'
'Public awareness was raised.'
'Because of the Republican policies.'
'Confidence was sky-high.'
'Because of the growth in credit.'
'Investment on stock exchange.'
'Government policy.'

Level 3 Explains why **4-7**

e.g. 'By this time USA was world's leading industrial nation rich in raw materials such as coal, iron ore and oil.'
'New industries such as electrical, automobiles and chemicals increased production to meet demand.'
'The use of mass production made goods cheaper so more people could afford them.'
'To reach the mass market companies spent huge amounts on advertising.'
'Confidence among Americans was high and this encouraged investment in companies.'
'The growth of credit allowed people to buy goods even if they did not have the cash.'
'Taxes were lowed by the government and tariffs raised. This made imports more expensive.'

(c) *To what extent did the Americans benefit from the boom in the economy in the 1920s? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Some people benefited and others did not.'
'Different parts of the country were affected differently.'

Level 2 Identifies impact **2-3**

e.g. 'Many families were poor.'
'It was better for the rich and middle classes.'
'There was discrimination against some groups.'
'Some were able to travel.'
'The way of life for some women changed.'

Level 3 Explains one side **3-5**

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Level 4 Explains differing impact **5-7**

e.g. 'The increase in wealth was not shared equally. The rich and middle classes got richer whilst 60% of families were below the poverty line.'
'The wages of industrial workers increased slightly particularly in the industrial areas of the north and west which prospered.'
'On the agricultural areas of the south and the Great Plains there was depression as there was less demand for agricultural produce from these areas.'
'Racial minorities were discriminated against. Many blacks were looking for work in the industrial north but there was competition for jobs. This led to tension and race riots.'
'Many black agricultural workers did not receive a wage but received a proportion of the crop.'
'Native Americans were confined to reservations where the land was so poor that it was impossible to make a living.'

'Workers in the newer industries benefited from consumer demand and continuous employment as the real value of their incomes rose.'
'Many benefited from the use of the motor car which made rural areas less isolated.'
'Availability of consumer goods increased such as cars and radios. These were easier to buy using hire-purchase.'
'Labour saving devices increased such as the vacuum cleaner, the availability of records and the growth of the cinema changed the way of life for many.'
'Shares in companies were bought and sold often on the margin. This gave income in the form of dividends.'
'Life for some women became freer and women were more independent. Young fashionable women known as flappers drank, smoked, dated and wore outrageous fashions. More women went to work.'

Level 5 Explains with evaluation as 'to what extent' **8**

Question 14

(a) *What was the Ku Klux Klan?*

Level 1 General Answer **1-2**

e.g. 'A secret organisation.'
'It carried out killings.'

Level 2 Describes the KKK **2-5**

e.g. 'A secret organisation of white Americans based in the south.' 'Revived in 1915 by William Simmons.'
'Stood for "true American values based on white, protestant, rural America".'
'They showed hatred for black people, Catholics, Jews, foreigners, homosexuals and anyone with liberal views.'
'Dressed in white robes and pointed hoods to conceal identity.'

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(b) *Why was prohibition abandoned in 1933?*

Level 1 General answer **1**

e.g. 'It did not work.'
'Caused more problems than it solved.'

Level 2 Identifies why **2-4**

e.g. 'It made alcohol more attractive.'
'Alcohol was made illegally.'
'Smuggling grew.'
'There was gang violence.'
'There was corruption.'

Level 3 Explains why **4-7**

e.g. 'Alcohol was more attractive with "speakeasies" opening up resulting in an increase in alcohol.'
'Many people made "moonshine". This was dangerous and some people died from its effects.'
'Alcohol was smuggled into the USA with many smugglers making huge amounts of money illegally.'
'Huge profits were made by gang. They became powerful and tried to control through bribery and violence.'
'With the depression it was felt that there was little point in spending money on enforcing something they could not enforce.'
'It was better to make alcohol legal and create jobs for the unemployed.'

(c) *How far did the role of women change during the 1920s? Explain your answer.*

Level 1 Unsupported assertion **1**

e.g. 'They were different and called flappers.'

Level 2 Identifies changes **2-3**

e.g. 'They gained the right to vote.'
'More women went out to work.'
'They became more financially independent.'
'They changed the way they dressed.'
'Many were still busy raising a family.

Level 3 Explains changes OR continuity **3-5**

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Level 4 Explains changes AND continuity **5-7**

e.g. 'There was the image of the flapper. This was the outrageous party girl. In reality only a few women were like this.'
'They had greater freedom. In 1920 they got the right to vote. More women went out to work making them financially independent.'
'In the home the introduction of electricity made life easier with the introduction of labour saving devices such as washing machines and vacuum cleaners.'
'The availability of contraception reduced the number of children in a family.'
'Older people found the changes threatening and improper.'
'Most were not flappers but housewives raising a family.'
'Change had a greater effect on those in the towns rather than those in the countryside.'

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

Question 15

(a) *Describe the problems facing China immediately after the Second World War.*

Level 1 General answer **1-2**

e.g. 'How to modernise.'
'How to improve health and education.'

Level 2 Describes problems **2-5**

e.g. 'China was a very backward country with little industry.'
'Agriculture did not produce enough to feed the population.'
'Most of the peasants were in a state of severe poverty.'
'There were many epidemic diseases such as TB, cholera and typhoid.'
'Around 80% of the population were illiterate.'
'Women were regarded as slaves.'
'There was an immense growth in the population.'

(b) *Explain why the communists won the Civil War.*

Level 1 General answer **1**

e.g. 'They were better.'
'They treated people better.'

Level 2 Identifies why **2-4**

e.g. 'The army was much more organised.'
'They had well organised tactics.'
'They had good, effective leaders.'
'They treated the population fairly.'

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Level 3 Explains why **4-7**

e.g. 'Although the army was about half the size it was well disciplined and fed and cared for. Its morale was high.'
'The communists used guerrilla warfare which negated the threat of the modern air force of the KMT.'
'The communist tactic of guerrilla warfare was more successful that the open battle tactics of the KMT.'
'The attitude of the communists to the people won them increased support as they cared for the peasants and did not take land, businesses or property away from people. The KMT were said to loot and rape and their generals were corrupt and arrogant.'
'Inflation was high in KMT areas but not in communist ones. This caused many of the middle class to turn against Chaing.'

(c) *'How far did the Chinese people benefit from Communist rule during the 1950s?' Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Life improved.'

Level 2 Identifies benefits **2-3**

e.g. 'It became a one-party state.'
'It imposed communist ideas.'
'Health of the people began to improve.'
'Education expanded.'
'The treatment of women improved.'

Level 3 Explains benefits OR disadvantages **3-5**

Level 4 Explains benefits AND disadvantages **5-7**

e.g. 'China became **a one party state** with Mao as chairman. Other political parties were stamped out. The PLO ruled through fear and terror. The government controlled the media using propaganda.'
'All **large-scale industry** such as coal, steel and engineering was nationalised. By 1952 the previous highest levels of output were reached.'
'In 1953 the **First Five Year plan** was introduced. It concentrated on the heavy industries. Targets were set and the economy improved. Mao controlled prices and wages. Workers could only improve their pay by working harder and producing more.'
'Under the **Agrarian Reform Law** land was taken from the landowners and re-distributed equally among the peasants.'
'Many landowners were tried in people's courts, found guilty and shot. This removed a big threat to the communists.'
'Mao persuaded farmers to farm collectively to transform agriculture.'
'By 1952 famine had been removed although agriculture still remained backward as it was owned by the peasants.'
'The worst of the poverty was dealt with by strict rationing.'
'The **health of the people** was improved by huge propaganda campaigns about cleanliness. There were more doctors to carry out vaccination programmes.'

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'They wanted to provide **education** for all but there were not enough primary teachers. Changes came in 1949 when large sums of money were invested.'
'Equal right were proclaimed for **women** and laws passed to stop arranged and child marriages and polygamy.'
'In 1957 Mao launched his **"Hundred Flowers Blossom"** campaign. This invited criticism from anyone. This resulted in a wave of criticism and the campaign was stopped.'
'In 1958 the second five-year plan, **The Great Leap Forward**, was introduced. This was because Mao though that China was going back to its old ways, that manpower was inefficient and to increase industry by raising money.'

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

Question 16

(a) *Describe the actions of the Red Guards in the Cultural Revolution.*

Level 1 General answer **1-2**

e.g. 'They were violent.'
'They spread the new ideas.'
'They were enforcers.'

Level 2 Describes actions **2-5**

'They attacked the Revisionists.'
'Put up posters threatening enemies of the Revolution.'
'They rampaged through the cities.'
'They humiliated people.'
'Temples and churches were wrecked.'
'Abolished the olds.'
'Fought with peasants and workers.'
'Rid schools of capitalist influences.'

(b) *Explain why Mao introduced the Cultural Revolution.*

Level 1 General answer **1**

e.g. 'To change things.'
'To remove barriers.'

Level 2 Identifies why **2-4**

e.g. 'To change the culture of China.'
'To create perfect communism.'
'To get back power.'
'To stop the move to capitalism.'
'To remove social inequity.'

Level 3 Explains why **4-7**

e.g. 'To change the culture of China; its way of life, its values and beliefs. To perfect communism.'
'His perfect communism meant real equality, co-operation in the interests of all and the removal of things that stood in the way.'
'He wanted to get back power that he had lost during the Revisionist period.'

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(c) *Which was affected more by the Cultural Revolution: Chinese society or the Chinese economy?*

Explain your answer by reference to each.

Level 1 Unsupported assertions **1**

e.g. 'Both had an effect as things got worse before they began to improve.'

Level 2 Identifies impact **2-3**

e.g. 'At first in industry production fell.'
'After about two years it began to grow.'
'More money was used to improve agriculture.'
'The school curriculum changed.'

Level 3 Explains impact of one **3-5**

Level 4 Explains impact of both **5-7**

e.g. 'In industry production fell as managers and engineers were sent away to the countryside.'
'After about two years industry began to grow at the rate of 8% per year.'
'Large enterprises were spread around the country including remote country areas.'
'Railways were built everywhere and HEP schemes brought power even to the remote areas.'
'There was an increase in the small factories owned by people's communes.'
'Industrial workers and peasants were paid the same.'
'Factories were reorganised to give power to the workers. Special importance was placed on team work.'

'Education was affected as most school and universities closed for at least a year.'
'When schools re-opened much of the day was spent receiving political instruction.'
'People could go to university as long as they had done two years manual work.'
'Many artists were humiliated and suffered at the hands of the Red Guards.'
'Students and graduates were sent to work alongside the peasants in the countryside.'
'Medical care improve with more doctors (barefoot).'
'Efforts were made to provide every peasant with primary schooling.'
'Opponents of the government were killed or exiled.'

Level 5 Explains impact of both with evaluation **8**

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Question 17

(a) *Describe the events at Sharpeville in March 1960.*

Level 1 General answer **1-2**

e.g. 'There was a massacre.'
'It followed a protest.'
'Shots were fired.'

Level 2 Describes events **2-5**

e.g. ' The ANC and PAC were protesting about the Pass Laws.'
'The PAC called for a forceful protest on 21st March 1960.'
'Demonstrators were urged to march on police stations without passes to be arrested.'
'There was a clash between police and marchers.'
'Some police opened fire and 69 people died and many were wounded.'
'Many protesters had been shot in the back.'

(b) *Why was Nelson Mandela sentenced to life imprisonment in 1964?*

Level 1 General answer **1**

e.g. 'Because he protested.'

Level 2 Identifies why **2-4**

e.g. 'He was against apartheid.'
'He was a member of the ANC.'
'He started to use political action.'

Level 3 Explains why **4-7**

e.g. 'He was a member of the ANC (from 1943 and governing body from 1948) that called on all black people to ignore segregation and be involved in non-violent protest.'
'Following Sharpeville he was convinced that non-violent protests were useless.'
'He organised the Umkhonto we Sizwe when the ANC went underground and was banned for non-terrorist political action. This was to target power stations and other key economic targets using homemade explosives.'
'In 1962 BOSS (the secret police) tracked him down. He was arrested and imprisoned for five years.'
'In 1964 he was tried for sabotage under the Suppression of Communism Act and sentenced to life imprisonment on Robben Island.'

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(c) *How effective was government action in stopping opposition to apartheid in the period up to 1976? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Very effective as it was difficult and dangerous to oppose.'

Level 2 Identifies effectiveness **2-3**

e.g. 'It was the law.'
'Opposition was stifled through education.'
'Through white liberal opposition.'
'There were the Torch Commando processions.'
'The Black Sash Movement.'
'Students demonstrated against discrimination.'
'The government introduced the Suppression of Communism Act.'
'The ANC encouraged resistance.'
'There were stay at home days.'
'Opposition to education.'

Level 3 Explains effective government OR opposition action **3-5**

Level 4 Explains effective government AND opposition action **5-7**

e.g. 'Apartheid was upheld by the government with the full force of the law through police and army and was difficult to oppose. People were tortured or met their deaths'
'Banning orders prevented people from speaking out.'
'Opposition newspapers were censored and critical article writers could be prosecuted.'
'People who were arrested could be detained without trial.'
'Education was based on the idea that God had created separate nations. White children were encouraged to see blacks as communists and terrorists. The approach encouraged pupils to be passive and uncritical.'
'Protests came from groups such as the Democratic Party, the Black Sash Movement and university students and these were often dealt with severely.'

'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". 'Protesters were arrested but put the issue on the United Nations agenda.'
'Teachers objected to the Bantu Education Act and were dismissed and black children boycotted schools leading to a long and bitter battle.'
'The Freedom Charter was issued but the police took the names and addresses of many present. Later many were charged with treason although after five years everyone was acquitted.'

Level 5 Explains with evaluation of "how effective"

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Question 18

(a) *Describe the events in Soweto in June 1976.*

Level 1 General answer **1-2**

e.g. 'There were protests.'
'It was about teaching in schools.'
'People were killed.'

Level 2 Describes events **2-5**

e.g. 'On 15th June, 15000 pupils in Soweto staged a demonstration.'
'They were protesting about the decision to have half the lessons in Afrikaans.'
'Police stopped the march with tear gas and bullets.'
'A number of children were killed and wounded.'
'Exact numbers are not known as police refused to reveal them.'
'The police confiscated photographer's film.'
'The black community reacted with a wave of demonstrations and violence.'
'The police arrested 6000 and banned the Black Consciousness organisation.'

(b) *Why did apartheid begin to collapse in the early 1980s?*

Level 1 General answer **1**

e.g. 'It was to prevent a complete break down of order.'

Level 2 Identifies why **2-4**

e.g. 'Foreign government support was declining.'
'To prevent a civil war.'
'Fear of investment loss.'
'A fear of boycott.'

Level 3 Explains why **4-7**

e.g. 'PW Botha stated that South Africa had to adapt or die.'
'Modern farming methods left many black farm labourers unemployed.'
'The Bantu Education Act failed to educate black people to the standard required to operate complex factory machinery.'
'Black poverty restricted the sale of manufacturers in South Africa.'
'Foreign companies like Barclays Bank began withdrawing their investments in protest at apartheid.'
'A complete boycott of South Africa was looking likely and SA relied on exports.'
'Botha and the National Party sensed unrest and feared threats from home and abroad.'
'Botha feared the threat of communism following events in Angola and Mozambique. He thought the ANC and PAC were communist.'
'The end of the Cold War meant SAs support against communism was no longer required.'

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(c) *'F. W. de Klerk and Nelson Mandela were equally important in ending minority rule in South Africa.' Do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'NM was the most important as he became President.'

Level 2 Identifies roles **2-3**

e.g. 'DK led the government in change.'
'NM brought change when he was released from prison.'
'Despite the progress there was still unrest in the early days of change.'
'They began to work together to bring change.'

Level 3 Explains role of one **3-5**

Level 4 Explains role of both **5-7**

e.g. 'Beginning change - in 1990 DK removed the ban on the ANC, the PAC and the SACP, he was to release hundreds of political prisoners including NM.'
'The DK government began to abolish the laws of discrimination.'
'A referendum among whites was held which gave DK 70% support for change.'
'The ANC felt that they should show their strength in 1992 and their followed a massacre in the black settlement of Boipatong. The ANC withdrew from negotiations.'
'NM and DK realised they had to work together to prevent anarchy and it was suggested that the ANC and National Party should share power for five years.'
'NM had to go on television to appeal for calm and to many he was becoming the real leader.'
'In Nov 1993 after eight years of negotiation they issued an Interim Constitution to set up a democratic state.'
'The first democratic elections were held in April 1994 with NM elected first black South African president.'

Level 5 Explains role of both with evaluation **8**

Question 19

(a) *What did the Germans want to get from the 'protection treaties' which they made with Namibian leaders?*

Level 1 General answer **1-2**

e.g. 'They wanted safety.'
'They wanted to expand.'
'To introduce control.'

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Level 2 Describes what they wanted **2-5**

e.g. 'To make their claim legal.'
'To divide and rule.'
'The division of the Namibian communities to remove united opposition.'
'To stop the chiefs making treaties with other countries.'
'To get the Chiefs to agree to protect the life and property of Germans on their territory.'
'The hand over justice and law over all Europeans to the German authorities.'
'To ensure that German companies made profits in the country.'

(b) *Why was there conflict between the Germans and the Herero after 1885?*

Level 1 General answer **1**

e.g. 'Because they did not get on.'

Level 2 Identifies why **2-4**

e.g. 'The Herero were unhappy with the way they were treated by the Germans.'
'The treaty was declared invalid.'
'Germany sent troops.'
'von Francois built a fort.'

Level 3 Explains why **4-7**

e.g. 'Tension still existed after the protection treaty because of the rudeness shown by the increasing number of Germans coming to Namibia.'
'In 1888 Maharero declared the Treaty with the Germans invalid.'
'British rights and mining concessions were recognised and German ones were ignored.'
'Germany sent troops to Namibia to put down the resistance. They were said to be on a scientific expedition.'
'von Francois built a fort at Windhoek, pretending to create a neutral zone. It was to exercise greater control. Namibians offered peaceful resistance.'

(c) *How far was Namibia affected by the First World War? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'The war had little effect.'

Level 2 Identifies effects **2-3**

e.g. 'South Africa fought the Germans'
'There were no important battles.'
'Namibians were not directly involved in the fighting.'
'The Germans tried to drag the Rehobothers into war.'
'They had to leave settlements.'
'South Africa became the colonial power.'
'It became a mandated territory.'

Level 3 Explains how far OR how little **3-5**

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Level 4 Explains both **5-7**

e.g. 'South Africa sent troops into Namibia and the German troops surrendered.'
'Because of the Treaty of 1885 where the Rehobothers had agreed to do military service for the Germans the Germans wanted them to guard South African POWs. They refused and many were killed.'
'Although not involved in the fighting the Germans evacuated many settlements and the inhabitants were forced to leave behind their possessions.'
'One colonial power, Germany, was replaced by another, South Africa.'
'Disputes with the Portuguese resulted in disturbances near what is now the Angolan border. In February 1917 there was a major battle and over one hundred Namibians were killed.'
'Namibia was given by the L of N to the British and as South Africa was a member of the British Empire it was given the task of administering Namibia.'
'From the start South Africa wanted Namibia as its fifth province.'
'South Africa wanted to exploit the people and natural resources of Namibia, wanted farm land for white South Africans (Boers).'

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

Question 20

(a) *Describe the events of 1946–48 leading to Britain's withdrawal from Palestine.*

Level 1 General answers **1-2**

e.g. 'Because of the violence.'
'Because of the dangers.'
'It was costly.'

Level 2 Describes events **2-5**

e.g. 'Because of the guerrilla war.'
'Violence was increasing such as the bombing of the King David Hotel.'
'The number of deaths of British soldiers police and officials was increasing.'
'It was becoming increasingly difficult to justify the cost.'
'Because of the Zionist campaign of violence.'
'They turned away refugees and were accused of being anti-Semitic.'
'Britain decided to hand over Palestine to the United Nations.'

(b) *Explain why Israel was able to win the war of 1948 – 49.*

Level 1 General answer **1**

e.g. 'Because of the Arabs.'

Level 2 Identifies why **2-4**

e.g. 'They were more prepared.'
'They had to win.'
'The Arabs were not organised.'
'They were better at fighting.'

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Level 3 Explains why **4-7**

e.g. 'The Arabs were badly organised and their leaders distrusted each other.'
'The official leader Abdullah wanted to control Jerusalem and the West Bank. He did little else.'
'The Israelis were supported by US and Soviet governments.'
'A month long truce was arranged by the UN. This gave Israelis time to get supplies of vital arms.'
'The Israelis were disciplined fighters, many with recent experience in World War Two.'

(c) *How far was the Suez War an Arab-Israeli conflict? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'It involved many different countries.'

Level 2 Identifies agreement/disagreement **2-3**

e.g. 'Czechoslovakia provided arms and equipment.'
'Britain and France owned the Canal.'
'The Americans and British refused to supply arms.'
'Britain and France invaded.'
'Russia threatened Nuclear action.'

Level 3 Explains agreement OR disagreement **3-5**

Level 4 Explains agreement AND disagreement **5-7**

e.g. 'Nasser built up the Egyptian army with Russian arms and then began to provoke Israel.'
'He began to organise and supply Palestinian Arabs with arms to conduct terrorist raids against Israel.'
'Egypt blocked the Straits of Tirana to prevent ships reaching the Israeli port of Eilat.'
'Britain and France were outraged that the Canal was to be nationalised and fighting began between Britain, France and Israel on the one side and Egypt on the other. America warned against taking military action.'
'In October the Israelis invaded Egypt and Britain and France began bombing Egyptian military targets and landed troops at Port Said.'
'Israel gained what she wanted, teaching Nasser a lesson and removing the blockade and gaining the whole of Sinai.'
'Britain and France had to withdraw as they did not have American support and they were threatened with Russian nuclear force.'

Level 5 Explains agreement/disagreement and evaluates "how far" **8**

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Question 21

(a) *What territorial gains did Israel make in the Six Day War of 1967?*

Level 1 General answer **1-2**

e.g. 'They gained buffer zones.'

Credit any description of the War in this level.

Level 2 Describes gains **2-5**

e.g. 'Israeli ground forces gained the whole of the Egyptian Sinai peninsula.'
'Israel took control of east Jerusalem which included the old city and the Western Wall.'
'The West Bank with its large Palestinian population fell to the Israelis.'
'After fierce fighting they took the Golan Heights.'

(b) *Why did the Yom Kippur War of 1973 occur?*

Level 1 General answer **1**

e.g. 'Because there had been no peaceful solution.'
'Because of the continued fighting.'

Level 2 Identifies why **2-4**

e.g. 'To remove Israelis.'
'To win back land lost in 1967.'
'To get America involved.'

Level 3 Explains why **4-7**

e.g. 'Sadat, who replaced Nasser after he died, wanted to win back Sinai from Israel and to end the frequent violent classes across the Suez Canal between Israeli and Egyptian troops. These clashes cost money and lives.'
'The Syrians wanted to win back the land lost in 1967.'
'Sadat wanted to re-open the Canal as the Egyptian government was losing tolls and taxes whilst the Canal was closed.'
'Sadat thought the use of military power would bring the Israelis to the conference table.'
'Sadat wanted to gain American friendship as he knew he could not defeat the Israelis. He wanted America to persuade Israel to withdraw from Sinai. America was busy trying to end the war in Vietnam.'

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(c) *How effective was the Palestine Liberation Organisation (PLO) in supporting the Palestinian cause in the period 1964 – 1990? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'It was effective after 1967.'

Level 2 Identifies support **2-3**

e.g. 'It became an independent voice for Palestinians.'
'It believed the Jewish State should be destroyed.'
'There were smaller groups following different policies.'
'Attacked civilians.'
'Gained support through publicity.'
'Many of its violent actions were condemned.'

Level 3 Explains effectiveness OR lack impact **3-5**

Level 4 Explains effectiveness AND lack of impact **5-7**

e.g. 'In 1967, after the Fatah, PLO became an independent voice for the Palestinians themselves rather than a front for Arab governments.'
'The PLO believed the Jewish State had no right to exist and must be destroyed. Those who had arrived in Palestine since the First World War should be expelled. They waged guerrilla warfare to drive out by force but the Israeli forces were too strong.'
'They began to attack Israeli civilians and many condemn this as acts of terrorism.'
'The splinter groups used violence that gained massive publicity including destroying three airliners in Jordan, killing 11 Israeli athletes at the Olympic Games in Munich and hijacking and flying a French plane to Entebbe. After this hijackings became less common.'
'Many people condemned the PLO for its violence against civilians others admired it for resisting Israeli power.'
'The Arab League declared the PLO to be the legitimate representative.'
'Arafat's position was strengthened when he was invited to speak to the United Nations in 1974.'
'The rise of the PLO caused tension in Jordan which was their main base. The PLO wanted to topple King Hussein and the Jordanian army thought they were becoming too powerful. Fierce fighting broke out and Jordan suffered heavy casualties.'
'The PLO leaders moved to Lebanon and this country was invaded by Israel and the PLO was forced to move to Tunisia.'
'Although recognised as the voice of the Palestinian community the use of force had brought little success in the struggle with Israel.'
'In trying to bring peace America refused to negotiate with the PLO until it rejected the use of terrorism. Arafat abandoned claims to control all Israel and the PLO recognised Israel.'

Level 5 Explains with evaluation of 'how effective' **8**

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Question 22

(a) *Describe housing conditions in mid nineteenth century Britain.*

Level 1 General answer **1-2**

e.g. 'Everything was dirty.'
'They lacked basic facilities.'

Level 2 Describes why **2-5**

e.g. 'Toilets were outside and shared between families.'
'Houses were damp and this was unhealthy.'
'There was a lack of clean water.'
'Proper sewerage systems did not exist.'
'Housing was built close together and was often overcrowded.'
'People lived in cellar dwellings and back to back housing.'

(b) *Explain why the Public Health Act of 1848 was not effective.*

Level 1 General answer **1**

e.g. 'It did not work properly.'

Level 2 Identifies reasons **2-4**

e.g. 'It was not compulsory.'
'The Boards had limited powers.'
'It only lasted for a short time.'
'The death rate had to be high before it could be introduced.'
'People didn't like being told to clean up.'
'Because of Chadwick.'

Level 3 Explains reasons **4-7**

e.g. 'It was controlled from London which was too remote.'
'It could only be introduced under certain circumstances such as if requested by 10% of the population.'
'Reform was slow and the Board disappeared with only one-sixth of the population covered.'
'A laissez-faire attitude existed with people not wanting to be told what to do.'

(c) *'Improvements in conditions in the towns in the period up to 1900 were mainly due to the work of Joseph Chamberlain.' How far do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Many people helped but it was mainly Chamberlain.'
'Another person who helped was Cadbury.'

Level 2 Identifies improvements OR improvers **2-3**

e.g. 'Slum dwellings were cleared.'
'Sewers were built and water supply improved.'
'Chamberlain improved Birmingham.'

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Level 3 Explanation to agree OR disagree with hypothesis **3-5**

Level 4 Explanation to agree AND disagree with hypothesis **5-7**

e.g. 'Chamberlain as mayor, cleared away slums and built better houses for the people of Birmingham.'
'The introduction of the Artisans Dwellings Act allowed slum clearance to take place.'
'The 1875 Act made local councils responsible for public health.'
'Under the Act councils had to provide efficient sewers and clear street refuse.'
'Sir Titus Salt built housing of a high standard with a park.'
'William Hesketh Level founded the garden village of Port Sunlight and George Cadbury established Bournville with tree-lined streets and open spaces for their workers.'

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

Question 23

(a) *Describe the work of Friendly Societies.*

Level 1 General answer **1-2**

e.g. 'Provided benefits.'
'Open to people in work.'

Level 2 Describes work **2-5**

e.g. 'Provided benefits to members at times of sickness and unemployment.'
'Met funeral expenses.'
'Provided benefits for widows and orphans.'
'Open to craftsmen and workers.'
'Help to remove the fear of the workhouse.'

(b) *Explain why the Grand National Consolidated Trades Union (GNCTU) collapsed.*

Level 1 General answer **1**

e.g. 'Because it tried to do too much too soon.'

Level 2 Identifies reasons **2-4**

e.g. 'The funds were limited.'
'It was too big.'
'Because policy was unclear.'
'Leadership was poor.'
'Because of the Tolpuddle Martyrs.'
'Communication was poor.'
'Members were poor.'
'Because of the "document".'

Level 3 Explains reasons **4-7**

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e.g. 'Members of the more well established craft unions did not join. Its members were mainly manual workers.'
'It was short of funds as members were not well paid.'
'Its leaders could not agree on policy because it represented so many groups and views.'
'It was badly co-ordinated and found it difficult to communicate because of poor communication systems.'
'More energy was being put into factory reform, Chartism and the ACLL.'
'The impact of the sentence on the Tolpuddle Martyrs reduced its popularity.'
'Many workers were forced to sign the "document" promising that they would not support the GNCTU.'

(c) *How far was the failure of the Chartist Movement due to the use of 'physical force'? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'It was because people did not like violence.'
'It was ridiculed.'

Level 2 Identifies reasons **2-3**

e.g. 'Members were split on methods.'
'There were risings in Monmouthshire and "Plug Riots" in Lancashire.'
'There were other movements to follow.'
'Prosperity was increasing.'

Level 3 Explains impact of physical force OR other reasons **3-5**

Level 4 Explains impact of physical force AND other reasons **6-7**

e.g. 'The Chartists presented a petition to Parliament. It contained many false signatures and it was ridiculed.'
'Because of the spilt in policy many turned to alternative movements such as the ACLL.'
'In the 1840s there was an upturn in trade giving more jobs and therefore less need to protest.'
'A physical force approached lacked respectability.'

Level 5 Explains and evaluates 'how far' **8**

Question 24

(a) *Describe common features of British colonial rule in Africa.*

Level 1 General answer **1-2**

e.g. 'It was "indirect rule".'
'It was local.'

Level 2 Describes system **2-5**

e.g. ' System of control without offending local people.'
'It often ignored heritage and tradition.'
'Advice came from the senior resident British official.'

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(b) *Why was there a growth in European Imperialism in the nineteenth century?*

Level 1 General answer **1**

e.g. 'To increase strength.'
'To increase wealth.'
'To get more land.'

Level 2 Identifies why **2-4**

e.g. 'A balance of power amongst countries.'
'It encouraged patriotism.'
'To establish trade.'
'For strategic reasons.'

Level 3 Explains why **4-7**

e.g. 'Many statesmen wanted colonies to maintain the balance of power with other countries and to stake a claim to greatness.'
'The empire was expected to contribute raw materials and food products as well as provide a market for manufactured goods.'
'It was necessary, in the days of steam, to have coaling stations. This was important for trade and a powerful navy.'

(c) *'The Treaty of Nanking showed that China was completely under European control.' How far do you agree with this view? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'It was unfair on China.'

Level 2 Identifies reasons **2-3**

e.g. 'Britain gained territory.'
'China had to pay compensation.'
'Britain had a say in trade.'
'It opened up China.'

Level 3 Explains reasons OR impact **3-5**

Level 4 Explains reasons AND impact **5-7**

e.g. 'Drug addicts and dealers in opium had been clamped down on by the Chinese and this had affected trade between Britain and China. Trading between the countries was resumed under the Treaty.'
'Five Treaty Ports were established and British merchants were allowed to live their. They were controlled by British Consuls and made to pay taxes to the Chinese government.'
'The island of Hong Kong was ceded to Britain. Giving Britain control of an important area.'
'The British had sent an expedition to deal with the opium issue and China had to pay the cost of this and for the loss of 20,ooo chests of opium.'
'Britain was given "most favoured nation" status. This meant that if any other country was given trading rights any extra concessions would be given to Britain.'
'They could not deal with foreign criminals under Chinese law. British citizens were to be tried according to British not Chinese law.'
'Britain had to agree to any tariffs China wished to impose on foreign imports.'

Level 5 Explains reasons and evaluates impact **8**

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Question 25

(a) *Describe how France and Belgium treated people in their colonies in Africa.*

Level 1 General answer **1-2**

e.g. 'Belgium treatment was harsh.'
'France treated them well.'

Level 2 Describes treatment **2-5**

e.g. 'Belgium officials treated the peoples of the Congo extremely harshly. This allowed them to raise a massive fortune for the King.'
'France tried to assimilate each of their territories into the French way of life.'
'Algeria was made part of France.'
'France tried to treat peoples in their territories as equals.'

(b) *Why was the Berlin Conference, 1884–85, important?*

Level 1 General answer **1**

e.g. 'To sort out Africa.'

Level 2 Identifies why **2-4**

e.g. 'To ensure order in colonising.'
'To deal with African colonisation.'

Level 3 Explains why **4-7**

e.g. 'Called by Bismarck to ensure that the partition of Africa would be carried out in an orderly and peaceful fashion.'
'Countries were after colonies and it was an attempt to sort things out properly.'
'European countries were keen to expand their empires.'
'To prepare for newcomers to the scramble for Africa so that they had to give formal notice.'

(c) *'European imperialism was more harmful than beneficial to Africa.' Do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertion **1**

e.g. 'It was more beneficial as Africa became more developed.'
'It introduced conflict.'

Level 2 Identifies benefits or harmful effects **2-3**

e.g. 'It gained cultural benefits.'
'New buildings appeared.'
'Trade developed.'
'Europeans made a lot of money.'

Level 3 Explains benefits to Africa OR harmful effects **3-5**

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Level 4 Explains benefits to Africa AND harmful effects **5-7**

e.g. 'Africa gained the benefits of great civilisations with customs, languages, Christian religion, medicine and a sophisticated way of life.'
'They had built for them roads, dams, schools and clinics. These replaced mud huts and primitive shelters.'
'Europeans opened mines and started plantations to produce cocoa, groundnuts, palm oil, rubber and other valuable cash crops.'
'Many traditions already existed before the Europeans including languages and religions. It was wrong for Europeans to assume that theirs was a superior culture.'
'All Europeans wanted to do was to make as much money as possible. Communications were improved to benefit trade.'
'The wealth from minerals and crops produced was taken by the West.'

Level 5 Explains with evaluation **8**

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INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 0470/02

HISTORY
Paper 2

UNIVERSITY of CAMBRIDGE
International Examinations

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19th CENTURY OPTION : Why were there revolutions in Italy in 1848?

Question 1

Study Sources A and B. How far do these sources agree about the situation in Milan? Explain your answer using details of the sources.

L1 Paraphrases sources, no genuine matching **1-2**
or
Answers based on provenance. **1**

L2 Identifies things in one that are not in the other. **2-3**

L3 Identifies agreements i.e. there is a crisis, or disagreements i.e. anti-Austrian/anti Milanese; Austrians in control, Milanese in control, Radetzky ferocious, Radetzky timid. **4-5**

L4 Identifies agreements and disagreements. **6-7**

Question 2

Study Sources C and D. Are you surprised by what the Pope said in Source D? Explain your answer using details of the sources and your own knowledge.

L1 Copy sources – no matching, unsupported assertions. **1**

L2 Use of provenance of Source D – he would say this if his army commander had disobeyed orders. **2**

L3 Not surprised because Popes are conservatives/rulers. **3**

L4 Cross-reference to other sources – no contextual knowledge. **4-5**

L5 Cross-reference to contextual knowledge. **6-7**

L6 Uses contextual knowledge or sources to express surprise and not surprise. **8**

Question 3

Study Source E. Why do you think this cartoon was drawn? Explain your answer using details of the source and your own knowledge.

L1 Describes cartoon/unsupported assertions. **1**

L2 Asserts it was drawn because Pius was two faced/because it is after the revolutions **2**
or
Asserts valid purpose. **3**

L3 First type of L2 explained through cross-reference to sources or knowledge. **4-5**

L4 As L3 but explains significance of date. **6**

L5 Explains possible purpose in context. **7**

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Question 4

Study Sources F, G and H. 'Sources G and H prove that Source F is wrong'. How far do you agree with this statement? Explain your answer using details of the sources and your own knowledge.

L1	Unsupported assertions/general answers lacking any matching.	**1**
L2	Rejects G and H because biased, different times – not developed.	**2**
L3	Argues they do prove F is wrong because they contradict F.	**3-4**
L4	Argues they do not prove F is wrong because different parts of Italy.	**4**
L5	Argues they do not prove F is wrong because G and H are about different things e.g. middle class concerns.	**5**
L6	Contextual use of provenance to evaluate G/H, or evaluates content of G/H e.g. bad harvests, south and north were under different rule.	**6-8**

Question 5

Study Sources I and J. Do these two sources prove that Charles Albert had changed has mind? Explain your answer using details from the sources and your own knowledge.

L1	Unsupported assertions, writes about sources – no matching.	**1**
L2	Answers that explain why he changed his mind before 1848 or Does not change his mind because I and J about different things.	**2-3** **2-3**
L3	He did change his mind because of surface differences between I and J.	**3-4**
L4	Answers based on the qualification that I was not necessary reflecting Charles Albert's position OR just because he didn't like Garibaldi doesn't mean he didn't like the struggle against Austria Only award 7 marks if both are done.	**5-7**
L5	Contextual knowledge of his actions after July1848 used to explain that he did/did not change his mind about opposing Austria.	**7-8**

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Question 6

Study <u>all</u> the sources. How far do the sources support the view that the revolutions in Italy in 1848 were caused only by hatred of Austrian rule? Use the sources to explain your answer.

L1	No valid source use.	**1-3**
L2	Uses sources to support or reject the statement.	**4-6**
L3	Uses sources to support and reject the statement.	**7-10**

Up to 2 bonus marks for any evaluation of sources (no more than 1 per source).Source use in L2 and L3 must be reference to a source by letter, provenance or direct quote. There must be an explanation of how source content supports/rejects the statement.

Use Y in the margin for each source support of statement, and a N for each source rejection of the statement.

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20th CENTURY TOPIC : Why did the USA introduce the Marshall Plan?

Question 1

Study Source A. Who does the author blame more for the increasing tensions of the Cold War – the USA or the USSR? Explain your answer using details of the source.

L1 Paraphrasing/copying the source, or unsupported assertions, or answers that explain who was to blame but fail to use the source. **1**

L2 Uses content of source but misreads to blame USSR or to argue USA not to blame. **2-3**

L3 Uses isolated parts of source to explain USA to blame – does not consider the source as a whole. **4-5**

L4 Shows how the source as a whole blames the USA. Answers might also show how USSR to blame but can explain in a conclusion how the source is mainly blaming the USA. This conclusion must be based on some evidence.
NB Conclusion only needed if blames USA and USSR. **6**

Question 2

Study Sources A and B. Are you surprised by what Source B tells you? Explain your answer using the sources and your own knowledge.

L1 Copying sources – no matching, unsupported assertions e.g. I know Stalin was suspicious or matches/mismatches B with other sources/contextual knowledge but does not explain if surprised. **1**

L2 Simple use of provenance – answers based on the fact that Molotov was his boss, answers based on the fact that he would know what he is talking about, and undeveloped assertions about the fact that he is now free to say what he likes. **2**

L3 Not surprised/surprised because of the Cold War OR because claims that Stalin was a suspicious man– not developed. **3**

L4 Cross-reference to other sources – no contextual knowledge displayed. **4-5**

L5 Cross-reference to contextual knowledge to explain why surprised/not surprised. **6-7**

L6 Explains not surprised about a particular point in Source B because B was written post-Cold War. **8**

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Question 3

Study Sources C, D and E. How far do Sources D and E agree with Source C. Explain your answer using the sources and your own knowledge.

L1	General answers lacking any matching.	**1**
L2	Identifies things in C that are not in D or E.	**2**
L3	One-sided match i.e. identifies a valid point in one source and simply asserts that the other source agrees.	**3**
L4	Answers based on a misreading of Source D e.g. America is good.	**4**
L5	Either matches C and E or mismatches D and C (both C and E say Marshall P. and Truman D. are the same, D says they are different). 5-6 for one, 7 for both.	**5-7**
L6	Matches C and D. Explains that in D there is no real choice.	**8-9**

Question 4

Study Sources F and G. Are the messages of these cartoons the same? Explain your answer using details of the sources.

L1	Description of cartoons – no interpretation or unsupported assertions.	**1**
L2	Interprets sub-message of F and/or interprets big message of G – no comparison, OR compares 2 sub-messages.	**2-3**
L3	Compares sub-message of F with big message of G or Interprets big message of F (must make the point that F is saying America was good) – no comparison with big message of G.	**4** **4**
L4	Compares big message of both sources.	**5-6**
L5	Explains difference in big message qualified by similarity e.g. America powerful in both.	**7**

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Question 5

Study Sources H and I. Does Source H mean that Marshall is lying in Source I? Explain your answer using details of the sources and your own knowledge.

L1 Answers that have a go but do not understand the question
What they write is reasonable enough re. the Marshall Plan or the sources but not in relation to the question **1**

L2 Fails to see any connection between these sources e.g. they are just two different men saying different things. What one says doesn't mean the other is lying. OR evaluates H but no move to I. **2**
or
Answers based on provenance e.g. Kennan would know because he was there, answers based on difference time, references to big impact of H. **2-3**
Award 3 marks if does both Level 2s

L3 Answers based on differences in content between H and I – therefore one of them is lying OR Answers internal to I - explains he appears to be lying in I but he is really telling the truth in the sub-text. **4-5**

L4 Cross-references to knowledge or sources to evaluate I (can ignore H) **5-7**
Award 7 if tests sub-text of I (must confirm it) rather than testing surface of I (can agree or disagree with it) or evaluates H to comment on I.

L5 Explains how H and I can be reconciled. **8**

Question 6

Study <u>all</u> the sources. How far do the sources support the view that the USA introduced the Marshall Plan as a way of gaining control of Europe? Use the sources to explain your answer.

L1 No valid source use **1-3**

L2 Uses sources to support or reject the statement **4-6**

L3 Uses sources to support and reject the statement **7-10**

Up to 2 bonus marks for any evaluation of sources (no more than 1 per source).

Source use in L2 and L3 must be reference to a source by letter, provenance or direct quote. There must be an explanation of how source content supports/rejects the statement.

Use Y in the margin for each source support of statement, and a N for each source rejection of the statement.

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June 2004

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 40

SYLLABUS/COMPONENT: 0470/04

HISTORY
Paper 4 (Alternative to Coursework)

UNIVERSITY of CAMBRIDGE
International Examinations

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This paper is marked out of a maximum of 40 marks. Candidates must choose ONE Depth Study to attempt. Questions and Marking Schemes for each Depth Study have been developed to follow a pattern. In every case, part (a) questions concentrate on source material provided in the Paper and are worth a total of 20 marks. Part (b) questions deal with subject matter closely related to the source material and also have a total value of 20 marks. Whilst marking schemes are based on the same model, they have been printed separately to allow exemplars of skill and information levels which candidates may use. These exemplars are not intended to be exclusive or exhaustive.

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Depth Study A: Germany, 1919-1945

(a)	**(i)**	Level 1	Repeats material stated in source, no inference made.	**(1-2)**
		Level 2	Makes valid inferences, not supported from source e.g. There were different views about it etc.	**(3-4)**
		Level 3	Supports valid inference(s) with reference to the source e.g. Refers to the views expressed specifically.	**(5-6)**
	(ii)	Level 1	Agrees OR disagrees with no support from the source.	**(1-2)**
		Level 2	Agrees OR disagrees, supported from source e.g. Yes, asserts that if allies had been conciliatory the Germans would have accepted guilt etc OR No, as they did not get their way, the Germans want revenge etc.	**(3-5)**
		Level 3	Agrees AND disagrees, supported by the source. Addresses the issue of "how far?"	**(6-7)**
	(iii)	Level 1	Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information.	**(1)**
		Level 2	Useful/not useful - one is a British textbook, the other is from an Englishwoman so they could both be biased/unreliable.	**(2)**
		Level 3	Choice made on the nature or amount of information given. Must specify what information.	**(3-5)**
		Level 4	Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. (6 marks for one source, 7 marks for both)	**(6-7)**
(b)	**(i)**		One mark for each valid detail to a maximum of two e.g. The Weimar Govt and/or members who accepted Treaty of Nov 1919, thus hated.	**(1-2)**
	(ii)	Level 1	Identifies feature e.g. right wing, in Berlin etc.	**(1-2)**
		Level 2	Describe features. Award an extra mark for each feature described in additional detail e.g. Armed group of ex-soldiers, hated Republic, defeated by General Strike etc.	**(2-4)**
	(iii)	Level 1	Single reason. One for the reason, one for explanation e.g. Extreme parties; impact of Rev in Russia; paramilitary groups; Govt officials; judiciary; police; universities etc supported by old style regime; Treaty etc.	**(1-2)**
		Level 2	Multiple reasons. One for the reason, one for the reason explained.	**(2-6)**
	(iv)	Level 1	Simple assertions. No, they had little support.	**(1)**

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Level 2 Explanation of success OR lack of success, single factor given e.g. Yes, American loans, Stresemann's Golden Years, international acceptance, new, stable currency, feel good factor etc OR
No, Legacy of Putsch, need to reorganise, stability, 'image' did not suit the period, not enough dissatisfaction for a demand for change etc. **(2)**

Level 3 Explanation of success OR lack of success, multiple factors given. Allow single factor with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief). **(3-5)**

Level 4 Answers that offer a balanced argument. **(6-8)**
BOTH sides of success AND lack of success must be addressed.

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Depth Study B: Russia, 1905-1941

(a)	**(i)**	Level 1	Repeats material from source, no inference made.	**(1-2)**
		Level 2	Makes valid inferences, not supported from source e.g. Foreign intervention had the opposite of the desired effect etc.	**(3-4)**
		Level 3	Supports valid inference(s) with reference to the source e.g. Rather than shorten the war with a White victory, they prolonged it and gave the people cause to fight for "Mother Russia" etc.	**(5-6)**
	(ii)	Level 1	Agrees OR disagrees with no support from the source.	**(1-2)**
		Level 2	Agrees OR disagrees, supported from source e.g. Yes, 70% of population, majority of peasants, land issue. No, 'a majority', 'do not oppose', 'lack of hostility' are not overt, universal support.	**(3-5)**
		Level 3	Agrees AND disagrees, supported by the source. Addresses the issue of "how far?"	**(6-7)**
	(iii)	Level 1	Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information.	**(1)**
		Level 2	Useful/not useful - one is from a British book, the other is from a British agent so they could both be biased/unreliable.	**(2)**
		Level 3	Choice made on the nature or amount of information given. Must specify what information.	**(3-5)**
		Level 4	Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. (6 marks for one source, 7 marks for both)	**(6-7)**
(b)	**(i)**		One mark for each valid example to a maximum of two e.g. GB, USA, France, Japan. Accept Poland and Czech Legion.	**(1-2)**
	(ii)	Level 1	Identifies role. One mark for each valid factor to a maximum of two.	**(1-2)**
		Level 2	Describes role. Award an extra mark for each factor described in additional detail e.g. Secret police to root out opponents of Revolution. Lubyanka prison, torture, execution, families wiped out, Red Terror etc.	**(2-4)**
	(iii)	Level 1	Single reason. One for the reason, one for explanation.	**(1-2)**
		Level 2	Multiple reasons. One for the reason, one for the explanation e.g. To win the Civil War by confiscating food to feed the soldiers and factory workers, to control transport and means of supply, to control production etc.	**(2-6)**

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(iv) Level 1 Simple assertions. **(1)**
Yes, he was a great leader.

Level 2 Explanation in support of Trotsky OR in support of other factors. **(2)**
Single factor given e.g.
Yes, leadership/organisational skills, inspirational oratory, harsh discipline, Brest-Litovsk etc OR
No, other Bolsheviks' contributions, Cheka, incompetence and different goals of Whites etc.

Level 3 Explanation of support of Trotsky OR in support of other factors, multiple factors given. Allow single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief). **(3-5)**

Level 4 Answers that deal with the issue of "how far?". **(6-8)**
BOTH sides of support for Trotsky AND support of other factors must be addressed.

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Depth Study C: The USA, 1919-1941

(a)	**(i)**	Level 1	Repeats material stated in source, no inference made.	**(1-2)**
		Level 2	Makes valid inference, not supported from source e.g. Bitterness, blames bankers/Republicans, turned to Democrats etc.	**(3-4)**
		Level 3	Supports valid inference(s) with reference to the source e.g. Points to the deceit of banks secretly exchanging shares for cash etc.	**(5-6)**
	(ii)	Level 1	Agrees OR disagrees with no support from the source.	**(1-2)**
		Level 2	Agrees OR disagrees, supported from source e.g. Yes, they pulled out with a profit. No, they tried to save it; already falling before they took action; a very narrow interpretation of a vast problem etc.	**(3-5)**
		Level 3	Agrees AND disagrees, supported by the source. Addresses the issue of "how far?"	**(6-7)**
	(iii)	Level 1	Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information.	**(1)**
		Level 2	Useful/not useful - one is from an American, the other is from Britain so they could both be biased/unreliable.	**(2)**
		Level 3	Choice made on the nature or amount of information given. Must specify what information.	**(3-5)**
		Level 4	Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level those that cross-reference between A and B to show reliability. (6 marks for one source, 7 marks for both)	**(6-7)**
(b)	**(i)**		One mark for each valid weakness to a maximum of two e.g. No government regulation; too involved in speculation; insufficient liquidity; too many small banks etc.	**(1-2)**
	(ii)	Level 1	Identifies aspects of both e.g. Buying stock with a 10% deposit: attracted small speculators, fuelled rising stock prices etc.	**(1-2)**
		Level 2	Describes aspects of both. Award an extra mark for each aspect described in extra detail (definition and effects).	**(2-4)**
	(iii)	Level 1	Single reason. One for the reason, one for explanation e.g. Unequal distribution of wealth (top 5% received 33% of all income); 'rugged individualism'; overproduction led to unemployment; farmers; black population etc.	**(1-2)**
		Level 2	Multiple reasons. One for each reason, one for each reason explained.	**(2-6)**
	(iv)	Level 1	Simple assertions. Yes, it followed afterwards.	**(1)**
		Level 2	Explanation of Crash as the cause OR other cause(s), single factor given e.g. Yes, because Crash caused loss of confidence/bank closures/stopped new investment OR No, production already falling by summer '29; demand slowing; agriculture weak throughout '20s; foreign loans; tariff barriers etc.	**(2)**

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Level 3 Explanation of Crash as cause OR other cause(s), multiple factors given. Allow single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief). **(3-5)**

Level 4 Answers that deal with the issue of "how far?". **(6-8)**
BOTH the Crash as cause AND other cause(s) must be addressed.

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Depth Study D: China, 1945-c1990

(a)	**(i)**	Level 1	Repeats material stated in source, no inference made.	**(1-2)**
		Level 2	Makes valid inference, not supported from source e.g. The victims were humiliated etc.	**(3-4)**
		Level 3	Makes valid inference(s) with reference to the source e.g. The victims were humiliated by the use of ink, notices, punishment etc.	**(5-6)**
	(ii)	Level 1	Agrees OR disagrees with no support from the source.	**(1-2)**
		Level 2	Agrees OR disagrees, supported from source e.g. Yes, lost years, no qualifications, skills etc. No, still proud of China, wants to give something back, only one Red Guard's view etc.	**(3-5)**
		Level 3	Agrees AND disagrees, supported from source. Addresses the issue of "how far?"	**(6-7)**
	(iii)	Level 1	Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information.	**(1)**
		Level 2	Useful/not useful - one is from an eyewitness, the other is from a Red Guard so they could both be biased/unreliable.	**(2)**
		Level 3	Choice made on the nature or amount of information given. Must specify what information.	**(3-5)**
		Level 4	Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. (6 marks for one source, 7 marks for both)	**(6-7)**
(b)	**(i)**		One mark for each valid aspect to a maximum of two e.g. Contained the "Thoughts of Chairman Mao"; manifesto of the Cultural Revolution; passport for Red Guards to act etc.	**(1-2)**
	(ii)	Level 1	Identifies elements. One for each valid element to a maximum of two.	**(1-2)**
		Level 2	Describes elements. Award an extra mark for each element described in additional detail e.g. Mao's enforcers during CR; to accuse, humiliate and punish bourgeois teachers etc; destroy the past; add energy to CR; finally got out of control etc.	**(2-4)**
	(iii)	Level 1	Single reason. One for the reason, one for the explanation.	**(1-2)**
		Level 2	Multiple reasons. One for the reason, one for the reason explained e.g. to restore his power base and influence; add energy to revolution; overcome critics; disguise previous failures etc.	**(2-6)**
	(iv)	Level 1	Simple assertions. Yes, it was chaotic.	**(1)**

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Level 2 Explanation of mistake OR of success, single factor given e.g. **(2)**
Yes, dangerous disruption, ruined millions of lives, held up economic development for 10 years, individual CCP politicians damaged, destroyed antiquities and education base etc OR
No, economy recovered quickly, did not destroy all progress made since 1949, China remained a loyal entity, strengthened Mao's position etc.

Level 3 Explanation of mistake OR of success, with multiple factors. Allow single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief). **(3-5)**

Level 4 Answers that deal with the issue of "how serious a mistake?". **(6-8)**
BOTH sides of mistake AND of success must be addressed.

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Depth Study E: Southern Africa in the 20th Century

(a)	**(i)**	Level 1	Repeats material stated in source, no inference made.	**(1-2)**
		Level 2	Makes valid inferences, not supported from source e.g. Foolish, not to be trusted.	**(3-4)**
		Level 3	Supports valid inference(s) with reference to the source e.g. Foolish as, having beaten Boers, they give them not only their land back but the Cape and Natal as well etc.	**(5-6)**
	(ii)	Level 1	Agrees OR disagrees with no support from the source.	**(1-2)**
		Level 2	Agrees OR disagrees, supported from source e.g. Yes, NNC, missionaries and 'even' Transvaal landowners protested. No, only NNC said it was completely wrong; missionaries wanted sites for the evicted to relocate, and was not opposing eviction *per se*; it was landowners policy, but wanted time to get it right.	**(3-5)**
		Level 3	Agrees AND disagrees, supported by the source. Addresses the issue of "how far?"	**(6-7)**
	(iii)	Level 1	Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information.	**(1)**
		Level 2	Useful/not useful - one is the view of a black South African, the other is from a member of the NNC so they could both be biased/unreliable.	**(2)**
		Level 3	Choice made on the nature or amount of information given. Must specify what information.	**(3-5)**
		Level 4	Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. (6 marks for one source, 7 marks for both)	**(6-7)**
(b)	**(i)**		One mark for each valid term to a maximum of two e.g. Blacks could no longer buy land from whites; could only own land in Transkei or Zululand (7% of SA); could only live on white farms if labourers; banned sharecropping (called 'on the halves' in SA).	**(1-2)**
	(ii)	Level 1	Identifies effects e.g. Squatters and stock evicted quickly; share croppers had to accept poor tenancy deals; gradually independent black farming destroyed; became labourers in white farms or in towns/mines; reserves soon overcrowded.	**(1-2)**
		Level 2	Describes effects. Award an extra mark for each valid effect described in additional detail.	**(2-4)**
	(iii)	Level 1	Single reason. One for the reason, one for explanation.	**(1-2)**

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Level 2 Multiple reasons. **(2-6)**
One for each reason, one for each reason explained e.g. Felt it was a SA internal matter; worried about Germany, wanting to keep Afrikaners pro-British; more involved with mining than farming; many in GB Govt held same views as Afrikaners (Churchill 'Black Peril'); more concerned with Indian rights; NNC slow to press case.

(iv) Level 1 Simple assertions. **(1)**
Yes, it took black land.

Level 2 Explanation of damaging OR other more damaging policy, single factor given e.g. **(2)**
Yes, permanently divided SA into areas of exclusive white/black land ownership; forced rural blacks into dependence OR
No, not able to implement in Cape because of franchise rights lost in '36 - very damaging; 1911 Mines and Works Act had introduced colour bar, strengthened in '26 and Hertzog Govt making more jobs 'whites only'; 1923 Natives (Urban Areas) Act.

Level 3 Explanation of damaging OR other more damaging policy, with multiple factors given. Allow single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief). **(3-5)**

Level 4 Answers that address the issue of "how far?". **(6-8)**
BOTH sides of damaging AND other policy must be addressed.

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Depth Study F: Israelis and Palestinians, 1945-c1994

(a)	**(i)**	Level 1	Repeats material stated in source, no inference made.	**(1-2)**
		Level 2	Makes valid inferences, not supported from source e.g. Sadat is being more friendly etc	**(3-4)**
		Level 3	Supports valid inference(s) with reference to the source e.g. Name calling, "so-called Israel" replaced by a wish to live in peace etc.	**(5-6)**
	(ii)	Level 1	Agrees OR disagrees with no support from the source.	**(1-2)**
		Level 2	Agrees OR disagrees, supported from source e.g. Yes, Palestinians rolling up red carpet would indicate dissatisfaction. No, smiles, handshake and olive branch would indicate a more peaceful outcome.	**(3-5)**
		Level 3	Agrees AND disagrees, supported by the source. Addresses the issue of "how far?"	**(6-7)**
	(iii)	Level 1	Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information.	**(1)**
		Level 2	Useful/not useful - one is from Sadat, the other is from Britain so could both be biased/unreliable.	**(2)**
		Level 3	Choice made on the nature or amount of information given. Must specify what information.	**(3-5)**
		Level 4	Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. (6 marks for one source, 7 marks for both)	**(6-7)**
(b)	**(i)**		One mark for each valid term to a maximum of two e.g. 5 year plan for Israeli troop withdrawal from Gaza and West Bank; development of Palestinian self Govt. Israel to withdraw from Sinai; Israel's shipping through Suez and Straits of Tiran.	**(1-2)**
	(ii)	Level 1	Identifies benefits. Peace and security.	**(1-2)**
		Level 2	Develops benefits. Award an extra mark for benefits described in additional detail e.g. End of 30 years of war, right to live in peace agreed; secure boundaries; trade and tourism; reversion of some areas in Sinai to Egypt.	**(2-4)**
	(iii)	Level 1	Single reason. One for the reason, one for explanation.	**(1-2)**
		Level 2	Multiple reasons. One for the reason, one for the reason explained e.g. Abandoned 30 years of joint Arab hostility; appeared selfish as he did the deal to save money to spend on internal needs - agriculture, health, housing, industry, food in Egypt. An unthinkable liaison etc.	**(2-6)**

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(iv) Level 1 Simple assertions. **(1)**
Yes, USA always tries to help.

Level 2 Explanation of American efforts OR Arab efforts, single factor given e.g. **(2)**
USA - Camp David, even though US known to be pro-Israel; wanted to protect US interests in ME; personal ambition of Clinton to find a solution OR
Arabs - Initially an Egyptian initiative; other Arab states have supported Arafat who has used appeals to UNO for international support and sympathy; Accept Oslo Accords.

Level 3 Explanation of American efforts OR Arab efforts, with multiple factors given. Allow single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief). **(3-5)**

Level 4 Answers that offer a balanced account. **(6-8)**
BOTH sides of American AND Arab efforts must be addressed.

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Depth Study G: The Creation of Modern Industrial Society

(a)	**(i)**	Level 1	Repeats material stated in source, no inference made.	**(1-2)**
		Level 2	Makes valid inference, not supported from source e.g. They have produced many benefits etc.	**(3-4)**
		Level 3	Supports valid inference(s) with reference to the source e.g. Increased loads and passengers at much lower cost etc.	**(5-6)**
	(ii)	Level 1	Agrees OR disagrees with no support from the source.	**(1-2)**
		Level 2	Agrees OR disagrees, supported from source e.g. Yes, the speaker; the promise of excitement and bustle. No, nostalgia for rural life etc.	**(3-5)**
		Level 3	Agrees AND disagrees, supported by the source. Addresses the issue of "how far?"	**(6-7)**
	(iii)	Level 1	Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information.	**(1)**
		Level 2	Useful/not useful - Source A is from a magazine, B is from a supporter, and C is an artist's impression so they could all be biased/unreliable.	**(2)**
		Level 3	Choice made on the nature or amount of information given. Must specify what information.	**(3-5)**
		Level 4	Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A, B and C to show reliability. (6 marks for one source, 7 marks for more than one source)	**(6-7)**
(b)	**(i)**		One mark for each valid engineer to a maximum of two e.g. Expect Stephenson and Brunel, but also accept Trevithick, Blenkinsop, Hedley etc.	**(1-2)**
	(ii)	Level 1	Identifies objections. Safety, noise, pollution etc.	**(1-2)**
		Level 2	Describes objections. Award an extra mark for objections described in additional detail e.g. Frighten horses, dry up cows, human flesh fall of at speed etc. Also allow canal owners objections.	**(2-4)**
	(iii)	Level 1	Single reason. One for the reason, one for explanation.	**(1-2)**
		Level 2	Multiple reasons. One for the reason, one for the reason explained e.g. Obvious benefits of speed and load; passenger travel; money to be made by entrepreneurs and developers; investors - 'Railway Mania.'	**(2-6)**

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(iv) Level 1 Simple assertions. **(1)**
Yes, it created jobs.

Level 2 Explanation of importance OR lack of importance, single factor given e.g. **(2)**
Yes, jobs, cheap travel, live away from work, holidays, fast transport of fresh food, short haul coaching, increased demand for iron etc.
No, noise, pollution, already living close to work, harmed canal and long haul coaching drew people away from countryside etc.

Level 3 Explanation of importance OR lack of importance, multiple factors given. Allow single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief). **(3-5)**

Level 4 Answers that deal with the issue of "how important?". **(6-8)**
BOTH sides of importance AND lack of importance must be addressed.

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Depth Study H: The Impact of Western Imperialism in the 19th Century

(a)	**(i)**	Level 1	Repeats material stated in source, no inference made.	**(1-2)**
		Level 2	Makes valid inference, not supported from source e.g. Underestimates the West, thinks soldiers incompetent etc.	**(3-4)**
		Level 3	Supports valid inference(s) with reference to the source e.g. Underestimates because of different fighting methods, strange uniforms etc.	**(5-6)**
	(ii)	Level 1	Agrees OR disagrees with no support from the source.	**(1-2)**
		Level 2	Agrees OR disagrees, supported from source e.g. Yes, actually seeking support, an audience - some listening intently. No, small scale, social gathering, only speaker looks animated etc.	**(3-5)**
		Level 3	Agrees AND disagrees, supported from source. Addresses the issue of "how far?"	**(6-7)**
	(iii)	Level 1	Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information.	**(1)**
		Level 2	Useful/not useful – Source A is from a Chinese official, B is from a British magazine, and C is a Boxer poster so they could all be biased/unreliable.	**(2)**
		Level 3	Choice made on the nature or amount of information given. Must specify what information.	**(3-5)**
		Level 4	Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A, B and C to show reliability. (6 marks for one source, 7 marks for more than one source)	**(6-7)**
(b)	**(i)**		Award one mark for each valid example to a maximum of two e.g. USA, France, Germany, Russia, Japan. Also possible Italy, Portugal, Belgium, Austria-Hungary.	**(1-2)**
	(ii)	Level 1	Identifies losses. Lost control of land, commerce, money and jurisdiction.	**(1-2)**
		Level 2	Describes losses. Award an extra mark for each loss described in additional detail e.g. Ceded Hong Kong, opened ports, paid war indemnities, had to allow ambassadors, British citizens in China not subject to Chinese law.	**(2-4)**
	(iii)	Level 1	Single reason. One for the reason, one for explanation.	**(1-2)**
		Level 2	Multiple reasons. One for the reason explained e.g. Narrow anti-West base in such a vast country, the overwhelming strength and unity of imperialist powers, they killed missionaries, attacked technology etc.	**(2-6)**

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(iv) Level 1 Simple assertions. **(1)**
Yes, China was too big.

Level 2 Explanation of lack of success OR successful imposition, single factor given e.g. **(2)**
Yes, country too vast, trade was primary focus, communications, embedded culture etc OR
No, impact of missionaries, Europeanised trading ports, Chinese travelling West to complete education (Sun Yat-sen) etc.

Level 3 Explanation of lack of success OR successful imposition, multiple factors given. Allow single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief). **(3-5)**

Level 4 Answers that offer a balanced argument. **(6-8)**
BOTH sides lack of success AND successful imposition must be addressed.

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