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**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

International General Certificate of Secondary Education

# MARK SCHEME for the November 2003 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** |

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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.

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**Grade thresholds** taken for Syllabus 0470 (History) in the November 2003 examination.

| | maximum mark available | minimum mark required for grade: | | | |
|---|---|---|---|---|---|
| | | A | C | E | F |
| Component 1 | 60 | 43 | 34 | 25 | 19 |
| Component 2 | 50 | 33 | 25 | 18 | 12 |
| Component 4 | 40 | 31 | 22 | 18 | 15 |

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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**November 2003**

INTERNATIONAL GCSE

# MARK SCHEME

## MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0470/01

HISTORY
Paper 1

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# SECTION A

**QUESTION 1**

**1(a) Describe the course of the revolution in France during 1848.**

**Level 1 General answer** **1-2**

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

**Level 2 Describes the course of the revolution** **2-5**

e.g. 'In February 1848 a popular revolution in Paris established the second republic.'
On 22 February there was a protest march through Paris and barricades on the streets.'
'On 23 Feb. Louis Philippe dismissed Guizot.'
'In June the new government used force to crush working-class.'
'Many soldiers switched sides because of weakening of authority.'
'In July Louis Philippe abdicated.'
'The second republic introduced universal male suffrage.'
'They created National Workshops in Paris to give jobs to unemployed workers.'
'Fresh opposition (the June Days) was ruthlessly suppressed. Over 1,500 people were killed in four days of bitter fighting. Large numbers executed, exiled or imprisoned.'
'Louis Napoleon Bonaparte was elected president .'

**1(b) Why were there mixed reactions in France to the February revolution of 1848?**

**Level 1 General answer** **1**

e.g. 'People held different views of what was happening.'

**Level 2 Identifies why** **2-4**

e.g. 'A fear of a return to 1789.'
'The government had done nothing to help.'
'Violence was used.'

**Level 3 Explains why** **4-7**

e.g. 'There was a fear of a return to 1789 as people demonstrated and put up barricades. They used the ideas of the French Revolution to justify taking power. This frightened many people.'
'Many were unhappy with the government as they had done nothing about the economic depression that brought unemployment. Secondly many thought the government corrupt. (Financial and sexual scandal.)'
'Some people wanted the republic they had failed to get in 1830.'
'The overthrowing of the old order brought excitement and enthusiasm.'
'Taxpayers were unhappy at having to pay increased taxes for the National Workshops.'
'The revolutionary government established by the people had used violence against the people in June.'
'The introduction of universal male suffrage did not bring any significant support to the radical republicans.'

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**1(c)** **To what extent were other revolutions in Europe in 1848 the consequence of the revolution in France? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'It was because they followed France.'

**Level 2 Identifies reasons** **2-3**

e.g. 'There were copy cat revolutions.'
'There were food shortages.'
'There was unemployment.'
'Nationalism was increasing.'
'Liberalism was challenging values.'
'Population growth and industrialisation caused problems.'

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'French troubles in February 1848, when Louis Philippe lost his throne, triggered copy-cat revolutions in other countries.'
'News of the loss of the throne by Louis Philippe reached Vienna five days later creating hope that some sort of change would take place.'
'Generally the revolutions were the work of middle-class intellectuals whose ideas were mainly of French origin.'

'Now it is the generally accepted view that revolutions took place at the same time because conditions in France, Germany and Austria were similar.'
'They were not brought about by one organisation but sprang from a common background of economic unrest (bad harvests, famine, unemployment) and political sterility.'
Longer term causes included a population growth that the countries of Europe could not sustain, industrialisation which caused caused problems in overcrowded towns and a deterioration in the position of the skilled artisan.'
'Educated professionals were openly critical of a system that denied them appropriate recognition and status in society. This liberalism came into conflict with entrenched opposition from people such as Metternich.'
'The growth of nationalism resulted in a challenge to the legitimacy of for example Habsburg rule.'

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

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## QUESTION 2

**2(a) What were the aims of Reconstruction after the American Civil War?**

**Level 1 General answer** **1-2**

e.g. 'A policy of President Andrew Johnson.'
'To heal the wounds.'

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

e.g. 'Reconciliation.'
'An attempt, that in time, might have allowed North and South to bury their differences.'
'To gain full citizenship rights.'
'To introduce full democracy.'

**2(b) Why did Reconstruction cause bitterness?**

**Level 1 General answer** **1**

e.g. 'Because people were badly treated.'

**Level 2 Identifies why** **2-4**

e.g. 'Because of the views of radical Republicans.'
'Because of discrimination.'
'Because of corrupt government.'
'Because of racial prejudice.'

**Level 3 Explains why** **4-7**

e.g. 'The hardliners of Congress (radical Republicans) wanted to punish the South.'
'They prevented the representatives from the Confederate states from taking their seats in Congress.'
'The Basic Reconstruction Act disqualified Confederate leaders from voting and standing for office.'
'Carpet-baggers from the North and scalawags from the South took control of the state governments of the Deep South and imposed their wishes.'
'The carpet-bag state governments were corrupt and spendthrift.'
'Southerners took the law into their own hands (Ku Klux Klan).'
'As white people re-gained control they discriminated against the Blacks and racial prejudice was rife.'
'The old prosperity had disappeared with many plantation owners bankrupt.'

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**2(c)** **To what extent were black Americans better off as a result of the Civil War? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'They had rights.'

**Level 2 Identifies positive AND/OR negative** **2-3**

e.g. 'They were better off because they were free.'
'The economy declined.'
'There was prejudice.'
'They could vote.'

**Level 3 Explains positive OR negative** **3-6**

**Level 4 Explains positive AND negative** **5-7**

e.g. 'The defeat of the South in the Civil War resulted in slavery being abolished. Therefore they were free.'
'The black vote was confirmed in the Reconstruction Act of 1867.'

'The treatment of the ex-slave population was bad. Blacks were discriminated against and were victims of racial prejudice.'
'The Ku Klux Klan was formed to terrorise black people newly freed from slavery.'
'In Alabama and Texas, Black Codes were introduced that limited rights and tolerated other forms of discrimination.'

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

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## QUESTION 3

**3(a) What were the (i) daimyo, and (ii) samurai.**

**Level 1 General answer** **1-2**

e.g. 'Part of the feudal system.'
'Rulers / warriors.'

**Level 2 Describes** **2-5**

e.g. daimyo
'Feudal lords.'
'Rulers of the han (domain).'
'Could issue their own currency.'

samurai
'The warrior knights.'
'Many were poor and served their masters as officials rather than warriors.'
'Lived by the warrior code of bushido.'

**3(b) Why was the Meiji restored?**

**Level 1 General answer** **1**

e.g. 'To compete.'
'To influence ideas.'

**Level 2 Identifies why** **2-4**

e.g. 'There was increasing western influence being asserted on Japan.'
'To modernise Japan.'
'To introduce natural justice.'
'To change from military rule.'

**Level 3 Explains why** **4-7**

e.g. 'There was an increasing realisation that Japan had to extend its contacts with the western world and learn from the western world.'
'Many Japanese began to demand the restoration of the Emperor as the source of power.'
'To remove the military rule of the Shoguns which had lasted for 268 years.'
'To ensure that the highest offices of state were open to all not just the privileged classes.'

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**3(c)** **How important was the Emperor Meiji in the transformation of Japan between 1868 and 1889? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'Very because there were many significant changes.'

**Level 2 Identifies changes** **2-3**

e.g. 'Feudalism was abolished.'
'The system of government was changed.'
'Social changes took place.'

**Level 3 Explains changes OR continuity/other influences** **3-6**

**Level 4 Explains changes AND continuity/other influences** **5-7**

e.g. 'To strengthen central power feudalism was abolished. This meant one army not powerful private ones and one strong government based in Tokyo.'
'The privileges of the daimyo were abolished and these were returned to the Emperor. The chief advisers played an important part in this.'
'An adviser was sent to study different systems of government and in the years up to 1889 progress was made towards a constitutional monarchy. A peerage was created in 1884 and cabinet government was introduced in 1885.'
'In 1889 the constitution was announced as a 'gift' from the emperor.'
'Social change was introduced to demonstrate that Japan had changed. Western dress was adopted by many and the western calendar adopted in 1872.'
'Leaders recognised the importance of education. New schools were built and education became compulsory in 1872. Japanese skills, attitudes and values were taught alongside Western learning. Tokyo university was founded in 1877.'
'Many new industries developed using government money but these were soon sold to private investors because of increasing costs.'
'A strong an efficient army and navy was being established which was to prove of benefit in later years.'

'One of the aims was to renegotiate the unequal treaties which controlled tariffs levied on goods coming into Japan. These were not removed until 1911.'

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

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## QUESTION 4

**4(a) Describe the Moroccan crisis of 1905.**

**Level 1 General answer** **1-2**

e.g. 'It was between Germany and France.'
'Germany wanted to be important.'

**Level 2 Describes the crisis** **2-5**

e.g. 'The Kaiser wanted to test the strength of the Entente Cordiale.'
'Germany (the Kaiser) wanted to be an important power in N. Africa.'
'The French wanted Morocco as well.'
'The Kaiser suggested that Morocco should be independent. This made the French furious.'
'The conference of 1906 did not support the Kaiser and it led to the Triple Alliance of hostile powers surrounding Germany.'

**4(b) Why did the crisis over Bosnia-Herzegovina not bring war to Europe?**

**Level 1 General answer** **1**

e.g. 'Some countries did not want war.'

**Level 2 Identifies why** **2-4**

e.g. 'Russia backed down.'
'Germany supported the actions of Austria-Hungary.'
'Russia was not ready for war.'
'Serbia needed support.'

**Level 3 Explains why** **4-7**

e.g. 'Russia backed down when Germany made it clear it would support Austria-Hungary.'
'Russia was not ready for war and had to build up its army so that it could fight in the future.'
'Russia did not want to fight both Germany and Austria-Hungary.'
'Serbia was furious but could not gain enough support as Russia failed to help demanding only an international peace conference.'

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**4(c) How far was Germany to blame for the coming of war in 1914? Explain your answer.**

**Level 1 Unsupported assertions 1**

e.g. 'Germany was not solely to blame as it takes more than one country to start a war.'
'It was because they were suspicious of each other.'

**Level 2 Identifies role of Germany and other countries 2-3**

e.g. 'Most counties were building up arms. Britain and Germany were building up their navies too.'
'There was tension in relation to the expansion of empires.'
'There existed a number of alliances.'
'Archduke Ferdinand was assassinated and this was the reason for war.'
'Britain was threatened economically by Germany.'
'Germany declared war on Russia.'

**Level 3 Explains role of Germany OR other countries 3-6**

**Level 4 Explains role of Germany AND other countries 5-7**

e.g. Germany
'Germany was to blame for war as it declared war on Russia and attacked France. In support, Britain declared war on Germany. Austria-Hungary entered to support Germany.'
'Germany began to expand its industrial wealth producing more iron, steel and coal than Britain. Britain felt threatened.'
'The Kaiser wanted his share of Britain and France's empires - hence the events in Morocco.'

Britain and France
'Britain had the strongest navy in the world and feared the impact of the German expansion.'
Britain was in alliance with Russia and France and went to war to support these two countries.'
'France was a bitter enemy of Germany following the events of 1871 and the loss of Alsace and Lorraine. They wanted German expansion blocked and had Britain and Russia as allies.'

The Balkans
'This was an unstable area. Both Russia and Austria-Hungary wanted control. Russia was a close ally of Serbia. Russia backed down when Germany supported Austria-Hungary but Russia and Serbia would not back down again.'
'On 28th June 1914 the fuse was lit when Archduke Ferdinand was assassinated by Bosnian Serbs who hated Austria and wanted to be part of Serbia. The Austrians invaded Serbia and when Russia promised to support Serbia, Germany declared war on Russia.'

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

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## QUESTION 5

**5(a) How did the League of Nations hope to prevent future wars between nations?**

**Level 1 General answer** **1-2**

e.g. 'By dealing with the problem.'
'Apply sanctions.'
'By co-operation.'
'By ending trade and financial relations.' (Source)

**Level 2 Describes ways** **2-5**

e.g. 'By giving all members equal voting rights.'
'By maintaining the peace settlement.'
'By getting the quarrelling members to talk about their problems.'
'By condemning an aggressor – so they felt guilty and backed down.'
'Imposing economic sanctions.'
'Through the use of collective security.'
'Through the encouragement of nations to disarm.'

**5(b) Why did the League of Nations fail to restrict the aggression of Japan in the 1930s?**

**Level 1 General answer** **1**

e.g. 'It did not have the strength.'
'It was not prepared to take action.'

**Level 2 Identifies why** **2-4**

e.g. 'Japan ignored the League.'
'It was too far away.'
'The investigation took too long.'
'Unwilling to impose economic or military sanctions.' (2 marks)

**Level 3 Explains why** **4-7**

e.g. 'Japan was a powerful nation and was determined to ignore the League. The League was powerless.'
'Asia was a long way away and not seen as vital to the countries in Europe.'
'It was thought that Japan had legitimate economic interests in Manchuria.'
'China was weak and some members of the League welcomed the imposition of order.'
'It instigated an investigation (Lytton) which took over a year to complete by which time the invasion was complete.'
'Japan refused to hand back Manchuria and left the League.'
'Members were unwilling to impose economic sanctions as the Depression was already damaging world trade.'
'The Powers were unwilling to impose military action for fear of Japanese attacks on Far East colonies.'

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**5(c) How far was the League of Nations a failure? Explain your answer.**

**Level 1 Unsupported assertions 1**

e.g. 'It was not a failure in the 1920s.'
'It was a failure because it was weak.'

**Level 2 Identifies impact 2-3**

e.g. 'It failed because it did nothing about Manchuria or Abyssinia.'
'It was a failure because the Second World War started.'
'It was a failure because it failed to get disarmament.'
'It failed because they had to introduce other treaties and pacts.'
'It had success in 1920/1 over minor disputes.'
'It was affected by the Great Depression.'
'It was successful in getting refugees back home, improving working conditions and health.'

**Level 3 Explains failure OR success 3-6**

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

Candidates may well use specific incidents to explain failure (or success). These should be credited.

e.g. 'The League was a failure over Abyssinia as it failed to imposed appropriate meaningful sanctions, such as oil, and thus allowed Italian aggression.'
'It was a failure because it was not powerful enough as America was not a member. This made economic sanctions ineffective in for example Abyssinia.'
'Countries such as Britain and France were reluctant to act unless their own interests were threatened as in Manchuria.'
'The impact of the Depression was great and encouraged countries to look after themselves such as Germany and the growth of the Nazis.'
'The league was a failure as it allowed countries such as Germany to rearm and this resulted in the Second World War.'
'The League failed in the 1920s to bring about disarmament with the Washington Conference being as close as it came.'
'Its work had to be assisted by the Locarno Treaties which resolved left over problems from the war and the Kellogg-Briand Pact that encouraged the settlement of disputes by peaceful means.'

'The successes of the League came in the 1920s when it dealt successfully with minor disputes over the Aaland Islands and in Upper Silesia.'
'The League successfully dealt with refugees in Turkey and work to defeat leprosy. It freed large numbers of slaves in Sierra Leone.'

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

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## QUESTION 6

**6(a) When Hitler came to power, what did he hope to achieve in foreign policy?**

**Level 1 General answer** **1-2**

e.g. 'To make Germany a world power.'
'Restoration of national pride.'
'To remove the Treaty of Versailles.'

**Level 2 Describes Hitler's aims** **2-5**

e.g. 'A giant empire in Eastern Europe where pure Aryan Germans would live.'
'To remove the Treaty of Versailles e.g. Saar, Rhineland.'
'To destroy the USSR and those who believed in communism.'

**6(b) Why did Britain go to war over Poland in 1939?**

**Level 1 General answer** **1**

e.g. 'To stop Hitler.'
'They were forced to.'

**Level 2 Identifies why** **2-4**

e.g. 'Appeasement had failed.'
'To defend Poland.'
'Because there was an agreement.'
'Hitler pushed Britain too far.'

**Level 3 Explains why** **4-7**

e.g. 'Hitler, at Munich, had promised that it would never go to war and Chamberlain thought his policy of appeasement had worked. The following year Hitler took Czechoslovakia and appeasement was dead.'
'Britain (and France) had agreed to preserve Poland's independence if Hitler invaded.'
'There was a formal alliance signed with Poland on 25th August 1939.'
'Hitler had ignored the ultimatum to call off the attack of Poland.'
'To avoid national humiliation and the acceptance of German domination of Europe.'

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**6(c)** **How far was the Treaty of Versailles to blame for the outbreak of war in 1939? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'The Treaty was only partly to blame as there were other reasons.'

**Level 2 Identifies reasons** **2-3**

e.g. 'The German people were unhappy with the Treaty.'
'Appeasement failed.'
'Military extremists gained power.'
'Hitler's foreign policy.'
'The League of Nations failed.'
'Germany invaded Poland.'

**Level 3 Explains the impact of the Treaty OR other reasons** **3-6**

**Level 4 Explains the impact of the Treaty AND other reasons** **5-7**

e.g. The Treaty of Versailles
'Germany was one of the nations dissatisfied with the Treaty and Hitler's rise to power was assisted by his promise to destroy the Treaty.'
'The Treaty had taken away the Polish Corridor and Hitler wanted it back. He invaded Poland.'
'It had reduced the armed forces and navy a symbol of German pride.'
'Germany had been humiliated by the Treaty as they were forced to accept responsibility.'
'Germans were not granted self-determination.'

Hitler's foreign policy
'Hitler's desire for lebensraum for German people threatened European peace.'
'He began to re-arm and re-militarised the Rhineland.'
'He first took the Sudetenland and then the whole of Czechoslovakia.'

Failure of Appeasement
'Britain and France responded to Hitler's threats with appeasement – trying to satisfy German demands to preserve peace but this failed.'

Extremists
'The impact of the Great Depression brought extremists to power in many countries.'

Failure of the League of Nations
'The League became powerless after failing to deal with events in Manchuria and Abyssinia.'

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

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## QUESTION 7

**7(a) What was decided at the Yalta Conference?**

**Level 1 General answer** **1-2**

e.g. 'How to organise Europe after the war.'
'Attended by Roosevelt, Stalin and Churchill.'

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

e.g. 'Germany was to be split into four zones of occupation as was Berlin.'
'In Eastern Europe countries were to hold free elections to decide how to be governed.'
'In Poland free elections were to be held. The eastern frontier was to be returned to the pre-1921 position.'
'A United Nations organisation was to be set up.'
'Once Germany was defeated the Soviet Union would join the war against Japan.'

**7(b) Why was Eastern Europe largely in the hands of the USSR by 1946?**

**Level 1 General answer** **1**

e.g. 'It had been liberated from the Nazis.'

**Level 2 Identifies why** **2-4**

e.g. 'Because the Red Army remained in those countries.'
'Because they were occupied by the Soviet Union.'
'To act as a buffer zone.'

**Level 3 Explains why** **4-7**

e.g. 'Privately Roosevelt and Stalin seemed to accept the other superpower's right to dominate and control 'their half' of Europe – their spheres of influence.'
'Both super powers left Potsdam determined to keep their half of Europe.'
'These countries had been occupied by the Nazis during the War and had been liberated by the Soviet Union Red Army. The Soviet Union was determined that these countries remained friendly.'
'The democratic elections were rigged by Stalin.'
'To ensure that there was a buffer zone against any future attacks from the West.'

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**7(c)** **Only Stalin of the Allies achieved what he wanted as a result of the war with Germany.' Do you agree? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'This is true as far as America was concerned.'

**Level 2 Identifies achievements** **2-3**

e.g. 'Each had their spheres of influence.'
'Stalin felt he had greater protection.'
'The west feared the growth of communism.'

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'The Soviet Union ensured that every country in eastern Europe had a government that was communist and sympathetic to the Soviet Union.'
'The control of eastern Europe ensured that it acted as a buffer zone to prevent the Soviet Union being attacked.'
'In Poland Stalin wanted the Lublin Poles to have control. This had happened by 1945.'

'Britain and America wanted to support 'free peoples' by resisting communism but had to resort to the idea of containment.'
'America thought that western Europe was ripe for communism and encouraged them to remain democratic by sending Marshall Aid to rebuild their economies.'

**Level 5 Explains with evaluation** **8**

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## QUESTION 8

**8(a) Describe the Bay of Pigs incident.**

**Level 1 General answer** **1-2**

e.g. 'It was a disaster.'
'It was a landing at the Bay of Pigs.'

**Level 2 Describes the incident** **2-5**

e.g. 'The USA decided to support those Cuban exiles forced out by Castro.'
'The exiles received training and weapons from the CIA.'
'Kennedy supported an invasion by these exiles.'
'They intended to establish a base in Cuba.'
'There was no popular uprising and the exiles were easily killed or captured by the larger Cuban forces.'
'Although not directly implicated, Kennedy was humiliated.'

**8(b) Why did the USSR install missile bases in Cuba?**

**Level 1 General answer** **1**

e.g. 'To give support.'

**Level 2 Identifies why** **2-4**

e.g. 'To threaten the USA.'
'To extend communism.'
'To show strength.'

**Level 3 Explains why** **4-7**

e.g. 'Following the Bay of Pigs incident Castro felt he required more support to defend Cuba against possible American attack.'
'To force the USA to bargain to remove their missiles from Turkey.'
'To threaten the USA by placing missiles as close as possible to the USA – in their own 'back yard'.'
'To prevent the USA from invading Cuba.'
'To test America's resolve - communism v containment.'

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**8(c)** **'The Cuban Missile Crisis was not as serious as it appeared at the time.' Do you agree? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'Yes it was, as it increased world tension.'

**Level 2 Describes the crisis** **2-3**

e.g. 'A US spy plane took pictures which showed missile bases being built in Cuba.'
'Soviet ships sailing towards America had on board missiles for the new bases.'
'Khrushchev wrote to Kennedy on two occasions.'

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'It was serious as it brought to two super powers to the brink of nuclear war.'
'If the bases being built in Cuba became operational, much of the USA would be brought in range of Soviet Missile attack.'
'Most of the developed sites could be ready to fire within seven days. It was estimated that within minutes of firing 80 million Americans would be dead.'
'US placed a naval blockade around Cuba. What was to have happened when the Soviet ships reached the blockade?'
'Kennedy decided to ignore the second letter demanding that the US remove its missiles from Turkey. To accept would have made Kennedy look weak.'
He took the chance of just replying to the first letter accepting the offer and the Soviets began to dismantle the bases.

'It might be argued that it was just a risky strategy with the Soviets testing the resolve of America, to trap the USA into being drawn into a nuclear war or just to get the upper hand in the arms race.'
'Kennedy faced pressure from different groups in his own country. Some wanted swift military action and others suggested caution. It might be argued he was in a no win situation.'

**Level 5 Explains with evaluation** **8**

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# SECTION B

# DEPTH STUDIES

## QUESTION 9

**9(a) Describe the effects of the hyperinflation of 1923 on the lives of German people.**

**Level 1 General answer** **1-2**

e.g. 'Workers carried their wages home in wheel barrows.'
'Many people were hungry.'
'Money had no value.'

**Level 2 Describes the effects** **2-5**

e.g. 'Prices rose to unbelievable heights.'
'Wages were paid daily.'
'Those with savings lost everything.'
'Pensions for the elderly lost their value.'
'Businesses went bankrupt.'
'Standards of living fell as many could not eat properly.'
'Those who had borrowed money found they could pay it back out of a week's wages.'

**9(b) Why did France and Belgium occupy the Ruhr in 1923?**

**Level 1 General answer** **1**

e.g. 'France lost patience.'

**Level 2 Identifies why** **2-4**

e.g. 'Germany failed to pay reparations.'
'To get their payment.'
'To uphold the Treaty.'

**Level 3 Explains why** **4-7**

e.g. 'Reparations had been fixed at £6600 million in 1921 but in late 1922 Germany failed to make payment.'
'They intended to take the value of the missing payments in goods.'
'They invaded the Ruhr as this is where they could seize coal and iron as reparations.'
'France needed the money to pay off their war debt to the USA.'

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**9(c)** **'How far did Stresemann restore pride and prosperity to Germany? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'He did as there was no revolution.'

**Level 2 Identifies actions** **2-3**

e.g. 'He introduced a new currency, the Rentenmark.'
'He ended hyperinflation.'
'He dealt with opposition.'
'He helped the economy to recover.'
'Political instability still existed.'
'Streseman accepted the Treaty.'

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'He ended hyperinflation and brought confidence back by introducing a new currency and reducing government spending.'
'He put down left wing uprisings in Thuringia and dealt with the Munich putsch.'
'He negotiated the Dawes Plan to get loans from America and re-negotiated reparations. (Young Plan)'
'He negotiated loans which enabled German industry to be rebuilt.'
'Germany was accepted back into the international community. He signed the Locarno Pact, joined the League of Nations and signed the Kellogg-Briand Pact against the use of war.'
'There was an art and cultural revival through newspapers, theatres, painters and literature.'

'He was strongly criticised for being too willing to co-operate with Germany's former enemies. He believed that change could only come in this way. People such as Hitler disagreed.'
'Some argued that the new ideas of culture and art were unpatriotic and they wanted to celebrate traditional values. They argued this new phase meant that Germany was going into moral decline.'
'Economic prosperity was based largely on foreign loans. Exports were falling and yet huge sums were being spent on welfare and health care.'
'Farmers had not shared in the prosperity with many going into debt.'
'Political stability was wafer thin. Many did not accept the Treaty and in 1925 Hindenburg was elected president and he was a supporter of the Kaiser. This indicated the true feelings of many.'

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

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## QUESTION 10

**10(a) What was the Enabling Law of March 1933?**

**Level 1 General answer** **1-2**

e.g. 'A Law he introduced when he gained a two-thirds majority.'
'A Law introduced by Hitler.'
'It was passed as the building was surrounded by Stormtroopers.'

**Level 2 Describes the Law** **2-5**

e.g. 'A Law that changed the constitution. (441-84 votes)'
'A Law that effectively made Hitler dictator.'
'A Law that removed parliamentary democracy.'
'It gave Hitler power to make laws without the Reichstag.'
'The power lasted for four years.'

**10(b) Why did Hitler seek to control all forms of the media?**

**Level 1 General answer** **1**

e.g. 'To get across his message.'

**Level 2 Identifies why** **2-4**

e.g. 'To issue propaganda.'
'To praise Hitler.'
'To prevent opposition.'
'To remove independent thought.'
'To ensure popular support.'

**Level 3 Explains why** **4-7**

e.g. 'To continually put across a limited number of ideas – indoctrination.'
'Control of the media ensured that ideas / messages against Hitler's values and ideas were not spread.'
'To ensure that non-Nazi ideas were not heard so that only the Nazi message was heard and that there was no alternative way.'
'To show how popular Hitler and the Nazis were and to motivate the ordinary Nazi.'
'So that Hitler's speeches were broadcast.'

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**10(c)** **How far had Hitler's policies gained the support of the German people by 1939? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'They were not because he had to resort to terror.'

**Level 2 Identifies policies / describes support** **2-3**

e.g. 'There were policies to win over the hearts and minds of the young (Hitler Youth).'
'Conscription and re-armament were introduced.'
'Policies were introduced that reverted to the traditional role of women.'
'Education had a Nazi slant.'
'Those who opposed or did not fit in were dealt with severely.'

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'The Hitler Youth had 100,000 members in 1933. It was made compulsory in 1936. To many it offered activities such as sports and camping. Some were reluctant to join – about 1 million.'
Conscription was re-introduced and this was supported by many as it helped to reduce unemployment as did work on public works.'
'In relation to women the Nazis introduced the traditional view that it was the woman's job to run the home and raise children. This was accepted by many women especially those who believed in the traditional role. Not all women accepted this particularly those who had progressed during the Weimar years. They joined opposition groups like the Communists or Social Democrats.'
'The Nazis used the Jews as the scapegoat and blamed them for 1918 and propaganda was used to turn people against them.'
'Nazi views were emphasised in the classroom but not all young Germans were brainwashed.'

'Opposition to the Hitler Youth came from the 'Swing' movement who preferred jazz to regimentation. There were also the Edelweiss Pirates who rejected authority and beat up members of the Hitler Youth.'
'The use of the SS and concentration camps suggests that not all supported the policies of Hitler.'

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

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## QUESTION 11

**11(a) What was the 'war communism'?**

**Level 1 General answer** **1-2**

e.g. 'It was harsh economic measures.'
'It was between 1918-21.'

**Level 2 Describes war communism** **2-5**

e.g. 'It was ensuring that the Russian economy supplied the needs of the Red Army.'
'It nationalised industry and controlled the production and distribution of goods.'
'Discipline for workers was strict and strikers could be shot.'
'Peasants had to hand over surplus food to the government.'
'It redistributed wealth among the Russian people.'

**11(b) Why were the Reds successful in the Civil War?**

**Level 1 General answer** **1**

e.g. 'Because they were better organised.'

**Level 2 Identifies why** **2-4**

e.g. 'The Reds had a better army.'
'The Whites were divided.'
'The Reds controlled the central areas.'
'Trotsky was a better leader.'
'The Reds were ruthless and efficient.'

**Level 3 Explains why** **4-7**

e.g. 'The Whites were not united in their aims. Their leaders worked independently and were geographically scattered. They lacked co-ordination.'
'The Reds held a central position, Russia's two greatest cities and had a simple aim of survival.'
'Trotsky created a disciplined, effective fighting force (Red Army).'
'The army gained supplies through war communism to keep them going.'
'The Cheka intimidated the opponents through fear.'

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**11(c) How far did the New Economic Policy prove that the Bolsheviks had failed to establish a communist state in Russia? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'It did as it reflected non-communist ideas.'

**Level 2 Describes NEP** **2-3**

e.g. 'Introduced by Lenin in 1921.'
'Replaced the harsh War Communism.'
'The state controlled major industries and transport system.'
'Business people encouraged to start up shops and small factories.'
'Peasants were encouraged to produce more food.'
'Goods were available.'
'Disaster was averted.'
'NEP was a return to capitalism.'

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'Capitalism and a free market had to be brought back if disaster was to be avoided. An example was where business people were not only allowed to start up shops and small factories but were allowed to make a profit.'
State control was relaxed and peasants were allowed to make a profit on what they produced. This was the incentive to produce more food.'
'For many communists this was a bitter humiliation but they realised their survival depended on it.'
'Goods began to emerge on sale and a new class of profiteers (NEPmen) emerged.'

'Lenin argued that so long as the Soviet government controlled the major industries, the transport system, the banks and foreign affairs, it still controlled the whole economic system.'
'He argued that NEP Russia would become socialist Russia and the USSR was established in 1922.'

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

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## QUESTION 12

**12(a) What were the advantages of collective farming?**

**Level 1 General answer** **1-2**

e.g. 'It brought modernisation.'
'It improved efficiency.'

**Level 2 Describes advantages** **2-5**

e.g. 'Farms large enough to use machinery and modern methods.'
'Increased production of cheap grain to feed industrial workers and to sell for export.'
'To keep the price of grain low.'
'It gave Stalin control of agriculture and to sell produce for hard currency.'
'By 1940 agricultural production was beginning to exceed 1928 levels.'
'Since 1933 it has avoided famine in the Soviet Union.'
'From Stalin's view it enabled him to control the peasants.'

**12(b) Why was collectivisation opposed by many peasants?**

**Level 1 General answer** **1**

e.g. 'Because they got nothing from it.'

**Level 2 Identifies why** **2-4**

e.g. 'It left many peasants starving.'
'They lost their wealth.'
'It was compulsory.'
'It did not make things better.'

**Level 3 Explains why** **4-7**

e.g. 'Because they had to meet their quota for the state many of the peasants were starving.'
'The richer peasants would have to give up all their wealth they had acquired for an equal share in the profits of a collective farm.'
'It was made compulsory and so many destroyed their farms and animals.'
'The changes did not necessarily improve the situation with agriculture remaining in depression.'
'It was an attempt to stir up hatred between different classes of peasant.'
'Because of the brutal way in which the kulaks were destroyed.'

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**12(c) How successful were Stalin's economic policies? Explain your answer.**

**Level 1 Unsupported assertions 1**

e.g. 'They must have been as production increased.'

**Level 2 Identifies aims / policies 2-3**

e.g. 'He introduced the First Five-Year Plan in 1928. This concentrated on heavy industry.'
'He wanted to transform Russia into an industrial power.'
'To pay for it agriculture had to be modernised.'
'He introduced collectivisation.'
'The second Five-Year Plan (1933) concentrated on transport and the production of machinery.'

**Level 3 Explains agreement OR disagreement 3-6**

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

e.g. 'It is impossible to know exactly how successful the Five-Year Plans were. Any Soviet figures are unreliable. The Soviet Union was certainly reformed but could it have been achieved with less drastic methods?'

'The Five-Year Plans made the Soviet Union the second greatest industrial power in the world.'
'By 1932 the growth in industry was astonishing at a time when there was the Great Depression, although oil was the only one to reach the target. Even the least successful had grown by nearly 50%.'

'The success of the First Plan brought problems as transport could not cope and towns and cities had to expand rapidly. The system was close to collapse.'
'Increase in production brought a decline in living standards with rationing being introduced.'
'An endless barrage of propaganda urged the workers to produce more with tough discipline.'
'The need to produce resulted in quantity rather than quality.'
'The state took over agricultural production with collectivisation. The change was fiercely resisted by the peasants and it took much violence to force this through.'
'With the brutality in agriculture Stalin gained control but production suffered.'

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

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## QUESTION 13

**13(a) in what ways did the 'boom' of the 1920s make life easier for Americans?**

**Level 1 General answer** **1-2**

e.g. 'New household goods became widely available.'
'Prices reduced.'

**Level 2 Describes ways** **2-5**

e.g. 'Mass production made it easier and cheaper to manufacture goods.'
'Industry was boosted giving stability and jobs with many to purchase commodities.'
'Consumer goods such as washing machines and fridges saved time.'
'Wages went up so people had more to spend.'
'Hire purchase was readily available.'
'Mail order catalogues made goods available across the country.'
'New technology brought new, cheaper materials such as rayon and bakelite.'
'New forms of entertainment (radio and cinema) allowed for relaxation.'

**13(b) Why did some industries expand rapidly in the 1920s?**

**Level 1 General answer** **1**

e.g. 'Because of new ideas of production.'

**Level 2 Identifies why** **2-4**

e.g. 'Because of demand.'
'Hire purchase was available.'
'Automation was applied to newer industries.'

**Level 3 Explains why** **4-7**

e.g. 'The growth of national wealth meant people had money to spend on goods that were new or previously considered luxuries, such as cars.'
'Some industries expanded rapidly as they could be automated as cars and radios on huge assembly lines.'
'Goods were easier to buy as they could be paid for in instalments – hire-purchase.'
'Consumer goods were in great demand due to advertising and the need to keep up with the neighbours.'
'Family and working lives were changing and housewives demanded the new labour saving electrical devices such as vacuum cleaners.'

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**13(c)** **To what extent was the end of the 'boom' caused by ignorance and greed? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'People wanted a share in prosperity and did not worry how that came about.'

**Level 2 Identifies why boom ended** **2-3**

e.g. 'Exports were reducing.'
'There was over production.'
'Wages were reducing.'
'It was never considered that share prices would fall.'
'There was the Wall Street Crash.'
'Money was readily available to speculate.'

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'Other countries were introducing taxes on American imports making it harder for the USA to sell goods abroad.'
'More goods were being produced and there were people to buy them. As a result profits declined.'
'The US economy was slowing down, demand for consumer goods was falling and confidence in the US economy started to decline.'

'The burden of debt created by hire purchase was becoming a worry. The boom was financed by borrowing.'
'Shares had been profitable and a safe bet. Investors did not consider failure. Buying on the margin was prevalent where profit was made and cost repaid as share prices rose. Many saw this as the perfect way to make money.'
'Banks were keen to lend money to buy on the margin and speculators were ignoring the fact that the price of shares should reflect the value of that business.'
'There was a desire to own new consumer goods and this was helped by import duties making foreign goods more expensive.

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

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## QUESTION 14

**14(a) What opposition was there to the 'New Deal'?**

**Level 1 General answer** **1-2**

e.g. 'Businessmen objected.'
'It was costly.'
'It wasted money.'

**Level 2 Describes the opposition** **2-5**

e.g. 'The rich and businessmen resented government interference in the economy.'
'It was thought to be a form of socialism and was un-American.'
'The judiciary considered it unconstitutional.'
'The New Deal did not go far enough in helping the poor. (Father Coughlin). They said it was for preserving rather than changing society.'
'Republicans still believed in 'rugged individualism' and the New Deal was doing too much to help.'
'Money was being wasted on worthless jobs.'

**14(b) Why did FDR win such a great victory in the election of 1936?**

**Level 1 General answer** **1**

e.g. 'He was popular with the voters.'

**Level 2 Identifies why** **2-4**

e.g. 'Because of his New Deal.'
'He kept the people informed.'
'He put over his personality.'
'He sold his policies.'
'He brought hope.'
'He got people into work.'

**Level 3 Explains why** **4-7**

e.g. 'He spent public money to create jobs and put the USA back to work.'
'His strategies reduced unemployment significantly.'
'It restored the faith in government.'
'The measures of the NRA strengthened the position of unions against the large industrial giants.'
'Many black Americans benefited from slum clearance and housing projects.'
'It lifted the depression by attempting to provide jobs, housing and food.'

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**14(c) 'Roosevelt was not an outstanding President in his first two terms of office.' Do you agree? Explain your answer.**

**Level 1 Unsupported assertions 1**

e.g. 'He must have as he was re-elected.'

**Level 2 Identifies strengths/weaknesses 2-3**

e.g. 'He gave the country direction.'
'He found jobs.'
'He got industry going.'
'He did little for the poor.'
'He failed to help black Americans.'

**Level 3 Explains agreement OR disagreement 3-6**

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

e.g. 'He gave hope back to the USA. His open, optimistic personality was ideal for coping with the challenges of the Depression.'
'He was able to give a sense that the whole nation was united in facing its problems together.'
'It was totally successful as America was put back to work, industry was moving again and the country was dragged out of depression.'
'The lives of American farmers improved and incomes rose.'

'Many argued that it was the rearmament programme and American entry into the Second World War that revived the economy and reduced unemployment.'
'Unemployment was not solved by the New Deal but the Second World War although numbers unemployed reduced and work provided employment for millions.'
'Some argued that there was too much bureaucracy and inefficiency and that it would have been better to allow free enterprise to run industry.'
'Some argued that what he did still did not do enough to protect the poor. The opposition was led by Father Coughlin and Heuy Long. They wanted pension reform.'
'He did little to improve the position of black Americans and they were denied full rights as Roosevelt depended on the support of the Democrats from the south.'
'Critics argued that American greatness was founded on citizens being responsible for supporting themselves. They criticised new sickness benefits and pensions as handouts. The road to socialism.'

**Level 5 Explains with evaluation 8**

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## QUESTION 15

**15(a) How was a co-operative farm organised?**

**Level 1 General answer** **1-2**

e.g. 'They helped each other.'
'It depended on what you put in.'

**Level 2 Describes the organisation** **2-5**

e.g. 'Farmers kept their own land but shared their animals and labour.'
'Mutual-aid teams joined together and farmed as one unit.'
'Profits were shared out among members according to the amount of land, tools and hours of work they put in.'
'The co-operatives were able to buy machinery and better seeds.'
'Farmers became wage earners.'
'More food grown and peasants ate better.'

**15(b) Why did the Communists introduce land reforms as soon as they came to power?**

**Level 1 General answer** **1**

e.g. 'To change farming.'

**Level 2 Identifies why** **2-4**

e.g. 'To satisfy the peasants.'
'To remove the landlords.'
'To increase production.'
'To re-allocate land.'
'To introduce communist ideas.'

**Level 3 Explains why** **4-7**

e.g. 'To change the system of landowner by removing ownership from the rich and transferring it to the poor peasants.'
'To increase the share of food for the poorer peasants.'
'To re-educate the landlords in the way of communism or give them death sentences to destroy the threat of the landowning class to communism.'
'To increase grain production by using modern methods.'

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**15(c)** **How successful were the agricultural policies of Mao's government in the first fifteen years of Communist rule? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'it was successful as methods were changed.'

**Level 2 Identifies impact** **2-3**

e.g. 'Production increased.'
'Collectives were introduced.'
'Grain had to be imported.'
'Some were starving.'

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'In 1952, following the Act of 1950, grain production reached record heights.'
'During the 1950s the system of landholding and work methods by introduced gradually to avoid the same mistakes Stalin made.'
'The Act of 1950 transferred land to the poor peasants and gave the opportunity for this group to deal with those who had oppressed them.'

'Larger families often bought up land that affected the original idea of the share-out'
To increase agricultural production resources had to be pooled and collectivisation was introduced. Despite this there was underemployment.'
'The record harvest of 1958 was followed by three disastrous years where it was even necessary to import wheat. Some Chinese were starving.'
'Food production slumped and by 1961 China was importing grain from abroad.'

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

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## QUESTION 16

**16(a) Describe the relations between China and the USSR from 1949 to 1953.**

**Level 1 General answer** **1-2**

e.g. 'The USSR was on good terms with China.'
'China was helped by the USSR.'

**Level 2 Describes the Great Leap Forward** **2-5**

e.g. 'USSR gave aid to help re-build China.'
'USSR gave advice and assistance.'
'In the midst of the Cold war USSR sought friendship with a new fellow-communist state.'
'In February 1960 Mao made a state visit to Moscow.'
'On this visit The Treaty of friendship was signed.'
'Mao insisted that the Soviet Union should not dominate the Chinese revolution.'

**16(b) Why did relations between China and the USSR worsen?**

**Level 1 General answer** **1**

e.g. 'Because they held different views .'

**Level 2 Identifies why** **2-4**

e.g. 'China feared domination.'
'Concern over border security.'
'Mao did not like Khrushchev.'
'They did not like the USSR's foreign policy.'

**Level 3 Explains why** **4-7**

e.g. 'In the view of Khrushchev, Mao wanted to rule the world and he saw this as a threat.'
'The Soviet Union refused to honour an agreement with China that promised help in building atomic weapons.'
'The Soviet Union refused to back China's claims for border areas in India and her claim to Taiwan.'
'There were disputes over border territory in 1969 and the strength of Soviet troops on the China border.'
'There was a dispute over the Soviet occupation of Afghanistan.'
'China saw their relationship with the USSR as an equal one, the USSR viewed it differently.'
'Mao did not like Khrushchev as he seemed to be encouraging co-existence with the West. Secondly he gave privileges to party members so they lost contact with the people.'
'Mao disapproved of the USSR invasion of Czechoslovakia.'

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**16(c) Had China become a superpower by 1990? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'No, it is not like the USA.'

**Level 2 Identifies reasons / defines superpower** **2-3**

e.g. 'A country that dominates the world economy.'
'A country where there is internal stability and unity.'
'A country that is strong militarily.'
'Nuclear power available.'
Developing a Greater China.'
'Poor communications.'

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'China's modernisation policy introduced by Deng Xiaoping after 1978 has been a tremendous success. In the 1990s growth averaged 12.6%.'
'Foreign investment is flowing into China to deal with identified underdeveloped areas of natural resources and manpower.'
'A massive military might with comparable armaments to the West.'
'There has been the emergence of a Greater China with some nuclear capability.'
'China has joined the space race and is capable of launching humans into space.

'China is suffering from high inflation that is not being effectively controlled.'
'The infrastructure is not equipped to cope with transport and communication networks are often inadequate.'
'Is China politically stable? Criminal activity rife. Crime is growing faster in the provinces where reform has been more successful.'
'Some would argue that the fall of the Soviet block affected the ideology that underpins China and that democratic influences are playing a role.'

**Level 5 Explains with evaluation** **8**

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## QUESTION 17

**17(a) in what ways was South Africa changed by the Second World War?**

**Level 1 General answer 1-2**

e.g. 'Changes worried many white people.'
'Living and working conditions were often poor.'

**Level 2 Describes change 2-5**

e.g. 'A higher proportion of black Africans were in skilled jobs in towns.'
'THE ANC were campaigning for the abolition of the Pass Laws from 1943.'
'Blacks were demanding better living and working conditions.'
'South Africa was cut off from its usual suppliers and as a result the economy expanded and new industries were established.'
'A wave of migration to the towns created a shortage of houses.'
'The new industries began to overtake mining as the major employers.'
'In 1942, pass-law enforcement was relaxed.'
'A non-racial health programme was recommended.'
'Because of conditions there was a dramatic increase in strikes.'
'Large numbers of blacks settled in squatter camps near Johannesburg.'

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

**Level 1 General answer / describes raid 1**

e.g. 'They had a more organised campaign.'

**Level 2 Identifies why 2-4**

e.g. 'They appealed to white voters.'
'They won on a legality.'
'They had the support of the press.'

**Level 3 Explains why 4-7**

e.g. 'Despite only gaining 39% of the votes they won because of a Constitutional Clause that gave rural areas a larger weighting.'
'They conducted an efficient election campaign that promoted policies through organisations such as Broederbond and it also had the support of the press.'
'Strong use was made of cultural heritage among Afrikaners rather than the British.'
'The Nationalists, with their hard-hitting campaign won over the Transvaal farmers and the white workers in the industrial heart of South Africa.'

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**17(c)** **How far did the policy of apartheid make life worse for South Africans? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'It did as they were not treated equally.'

**Level 2 Identifies features of apartheid** **2-3**

e.g. 'Marriages between of different races were illegal.'
'Separate public areas existed to separate the races.'
'There were laws to separate where races lived.'
'Black children were taught differently to whites.'
'Protesting was harshly punished.'

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'The areas where different racial groups lived was strictly controlled and people were forced to leave some areas and relocated. In the countryside Bantu homelands were set up.'
'Under the Bantu Labour Act of 1964 it made it illegal for black people to seek work in the towns.'
'People were prevented from exercising civil rights and demonstrating for any political, industrial, social or economic change.'
'Cape Coloured people had the right to vote removed.'
'Education deliberately set out to limit black advancement and ambition.'
'Blacks had to carry passes which had to be shown on demand.'

'Even in the period 1911 to 1936 there were numerous Acts passed that discriminated on the grounds of race.'
'By 1910 blacks had to carry passes for travel, work and other reasons. These laws were bitterly resented.'
'The relocation of people actually allowed, in some instances, made it possible for white workers to move closer to their place of employment.'
'The process of taking away land from black people began in 1913 but a more complex plan was introduced under apartheid.'

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

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## QUESTION 18

**18(a) Describe the happenings 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 happenings** **2-5**

e.g. 'On 15th June, 15,000 pupils in Soweto staged a demonstration.'
'They were protesting about the decision to half the lessons in Africaans.'
'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 6,000 and banned the Black Consciousness organisation.'

**18(b) Why was the death of Biko important?**

**Level 1 General answer** **1**

e.g. 'It helped to remove a threat.'
'It increased publicity.'

**Level 2 Identifies why** **2-4**

e.g. 'Biko was raising black consciousness.'
'He was a threat to apartheid.'
'He founded the SASO.'
'It inflamed public opinion against South Africa.'

**Level 3 Explains why** **4-7**

e.g. 'The 'wind of change' was blowing through Africa and white South Africans were finding it increasingly difficult to prevent demonstrations and opposition and Biko was a 'dangerous man' in the eyes of white supremacists.'
'A Black Consciousness movement, led by Biko, taught that Blacks should celebrate their blackness and stop thinking of themselves as second-class citizens.'
'As many of this group were young and better-educated they were determined to get their voice heard.'
'Black frustration boiled over into rioting and the events at Soweto. Whilst not directly involved it was inspired by Biko's ideas.'
'After his death resistance seemed futile as the government, backed by a powerful army and police force, appeared invincible.'

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**18(c)** **By 1977, how successfully had the South African government dealt with opposition to apartheid? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'They were successful for a short time.'

**Level 2 Identifies actions / opposition** **2-3**

e.g. 'It was dealt with as it was the law.'
'All opposition was dealt with harshly.'
'It prevented free speech.'
'The ANC encouraged peaceful resistance.'
'There was a Defiance Campaign.'

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'All opposition was met with harsh measures by the government and secret police.'
'Political activists were arrested and sometimes tortured or murdered. A number met suspicious deaths.'
'Banning orders prevented people speaking out.'
'Anything that could 'seriously endanger public peace' could be banned.'
'Newspapers opposed to the regime were censored and some were banned.'
'Any one writing critical articles could be prosecuted.'
'People were frightened by the fact that, if arrested, they could be detained for 90 days (later 180) without trial.'
After the Congress of the People gathering many were charged with treason.'

'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'.'
'Black children boycotted schools leading to a long and bitter battle.'
'The Congress of the People gathering resulted in the issuing of the Freedom Charter that dealt with such issues of equal rights, equality before the law and human rights.'
Although in 1956, 156 were arrested and brought to trial for treason, after 5 years every one was acquitted.'
'Sharpeville revealed the level of frustration among the people and the level of fear amongst state officials. It created a worldwide revulsion to South Africa's policies.'
'Education was a key issue. The strength of the opposition to the government's education policy was crucial. It prevented the government from fully carrying out its policy and made it impossible to control the levels of violence and wipe out resistance.'

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

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## QUESTION 19

**19(a) Describe the German colonisation of Namibia to 1900.**

**Level 1 General answer** **1-2**

e.g. 'Germany wanted to gain power.'
'There were many disputes.'

**Level 2 Describes colonisation** **2-5**

e.g. 'During the nineteenth century, merchants from Germany tried to trade with Africa.'
'With the establishment of the German Empire (1871) there was a demand that Germany should have its own colonies.'
'In 24th April 1884 Namibia was declared as being under German 'protection'.
'To support this claim warships were sent.'
'It was called German South West Africa. There was little activity.'
'Land holding was increased around Walvis Bay.'
'Chief Maharero refused to co-operate.'
'In 1895 a number of protection treaties were drawn up.'

**19(b) Why did the Herero and other Namibians rebel against the Germans?**

**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 invalid.'
'Germany sent troops.'
'von Francois built a fort.'
'Germany was after land.'

**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 ignored.'
'Germany sent troops to Namibia to put down 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.'

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**19(c)** **'The people of Namibia benefited from the First World War.' Do you agree? Explain your answer.**

**Level 1 Unsupported assertions** **1**

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

**Level 2 Identifies how / describes the war** **2-3**

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

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'The majority of Namibians were not affected by the fighting as this was mainly between Germany and South Africa.'
'The defeat of Germany removed control from a harsh and often cruel country.'
'Namibia became a mandated territory. It was the intention that the mandate was to prepare a country for independence.'

'During the war the Germans evacuated many settlements with the inhabitants forced to leave behind all their possessions.'
'The defeat of Germany did not mean the end of colonial oppression as the country was now occupied by a South African army.'
'The mandate was to be administered by South Africa who wanted to annexe Namibia and make it the fifth province. The L of N refused to agree.'
'South Africa wanted to exploit the people and the natural resources through oppression and exploitation.'
'Farmland was wanted and a large settlement of Boers started on land stolen from Namibians.'

**Level 5 Explains with evaluation** **8**

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## QUESTION 20

**20(a) Describe the events of 1948-9 following the end of the British mandate in Palestine.**

**Level 1 General answer** **1-2**

e.g. 'Violence broke out.'
'It was the first Arab-Israeli war.'
'Israel was the stronger.'

**Level 2 Describes the events** **2-5**

e.g. 'Ben-Gurion proclaimed the existence of the state of Israel on the 14th May 1948.'
'Arab governments proclaimed war.'
'Palestine was invaded by 30,000 soldiers.'
'The Israelis resisted fiercely.'
'Israel received support from USA and Soviet governments.'
'On 11th June UN arranged a months truce.'
'By early 1949 Israel controlled almost all of Palestine.'
'On 24th Feb 1949 an armistice treaty was signed.'

**20(b) Why were Jews and Arabs in Palestine in opposition to each other at that time?**

**Level 1 General answer** **1**

e.g. 'They hated each other.'

**Level 2 Identifies why** **2-4**

e.g. 'The Arabs lost land.'
'The Jews wanted Palestine.'
'Because of Arab nationalism.'
'Because of religious differences.'

**Level 3 Explains why** **4-7**

e.g. 'Jews had been allowed to buy up large areas of land from absent Arab landowners.'
'The Arabs did not like this and there was a full scale civil war in 1937 and this was ruthlessly suppressed by the British. From this the Arabs hated both the Jews and the British.'
'The Jews wanted a separate Jewish state to avoid further atrocities.'
'Ben-Gurion became leader of the Jews and he was very demanding.'
'The Palestinians were determined not to lose Palestine to the Jews. They also wanted to keep Jerusalem.'
'Because of the proclamation of the state of Israel.'
'Both wanted secure and independent states.'

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**20(c) To what extent had the Israelis achieved their aims in the Middle East by 1967? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'They have because Israel still exists.'

.'

**Level 2 Identifies aims** **2-3**

e.g. 'To create a homeland.'
'To gain equality.'
'To be free and independent.'

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'In May 1948 the state of Israel came into existence.'
'They had gained the support of America and this replaced the role of the British.'
'Following the first Arab-Israeli War, Israel controlled most of Palestine.'
'Many Israelis feared conflict in 1967, but the war was a tremendous triumph for Israel. This success included the conquest of east Jerusalem, an important religious site.'

'They had wanted a Jewish state large enough to take all Jews. Britain refused and ships were sent back to where they had come from (e.g. Exodus).'
'They wanted a peaceful transfer of Arab refugees but many were driven out by force.'
'Israel was not recognised by the Arabs who say it as Palestine, an Arab country.'
'Although victorious in 1956 (Suez) they were later forced to withdraw from land seized from Egypt.'
'Israel is still subject to insecurity and terrorism.'

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

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## QUESTION 21

**21(a) Describe life in Palestinian refugee camps.**

**Level 1 General answer** **1-2**

e.g. 'Facilities were poor.'
'Life was difficult.'

**Level 2 Describes the camps** **2-5**

e.g. 'Located on the borders of Israel.'
'Many have lived there for over fifty years.'
'Difficult to find employment.'
'Limited rations and welfare services provided by UN.'
'Some lived in tents.'
'Death from malnutrition and disease was common.'
'Lack of heating.'

**21(b) Why were so many Palestinians in refugee camps by the 1980s ?**

**Level 1 General answer** **1**

e.g. 'Nowhere else to go.'

**Level 2 Identifies why** **2-4**

e.g. 'They had lost their lands.'
'Their property has been destroyed.'
'Israel did not want them.'

**Level 3 Explains why** **4-7**

e.g. 'They moved from their homes because they feared Jewish terrorist gangs and being massacred.'
'Arab villages destroyed and the inhabitants expelled.'
'Jewish settlements developed on land and in villages deserted by the Arabs.'
'Because Israel maintained the problem was started by the Arabs who started the war in 1948.'
'Despite UN requests, Israel refused to accept any 'returners'. These were known as infiltrators and viewed with great suspicion.'
'Since the late 1960s, Palestinian politics have been dominated by the PLO. The PLO was committed to the use of armed force and the destruction of Israel. As this was not successful, it did not help the refugees.'

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**21(c)** **'The most serious problem faced by the Palestinians up to 1990 was the lack of support they received from other Arab states.' Do you agree? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'Yes because they did not regain their land.'

**Level 2 Identifies serious problems / lack of support** **2-3**

e.g. 'Refugees were a problem.'
'Arab nations were badly organised.'
'Arab nations had little military success.'
'Egypt split the Arab world.'
'Palestinians relied on the PLO.'
'America gave support to the Israel.'

**Level 3 Explains lack of support OR other serious problems** **3-6**

**Level 4 Explains lack of support AND other serious problems** **5-7**

e.g. 'From 1948 there was the serious problem of refugees which Arab states were reluctant to get involved with.'
'Following the outstanding victory for Israel in the Six Day War the Palestinians felt that they had been let down by the Arab nations and were prepared to regain their homeland by their own efforts.'
'In the Yom Kippur War again the Arab nations failed to make any progress against Israel. At this time King Hussein used his army against Palestinian refugee camps. About 10,000 Palestinians were killed.'
'The Sadat peace initiative split the Arab world after Egypt went alone and The Palestinians refused to accept the agreement.'

'The Arab states supported Palestine in 1948 when the state of Israel was declared but this support was badly organised and resulted in the Arab states and their leaders being discredited.'
'American initial support for Israel made it difficult for the Arabs to make an impact despite Soviet assistance.'

**Level 5 Explains with evaluation** **8**

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## QUESTION 22

**22(a) Describe the main problems of moving goods by canal in the early nineteenth century.**

**Level 1 General answer** **1-2**

e.g. 'it was slow.'
'Weather was a problem.'

**Level 2 Describes problems** **2-5**

e.g. 'Some canals (and locks) were of different widths.'
'Journeys were slow and therefore perishable goods could not be carried.'
'Tolls were often high thus increasing the cost of goods.'
'Goods were often left on wharves where there was a risk of theft.'
'Weather could affect canals such as being frozen in winter.'
'Early tunnels were built without a towpath and boats had to be 'legged' through.'
'Canals did not always serve the areas that needed the goods.'
'Boats had to be taken through locks.'

**22(b) Why did many canals fall into disuse in the nineteenth century?**

**Level 1 General answer** **1**

e.g. 'There was an alternative form of transport.'

**Level 2 Identifies why** **2-4**

e.g. 'Canals were too slow.'
'Not suitable for passengers.'
'Because of railways.'
'The railway companies allowed it to happen.'

**Level 3 Explains why** **4-7**

e.g. 'Railways were much faster and therefore able to carry perishable goods.'
'Railways could carry more thus reducing costs.'
'Railways were more reliable and not governed by locks or the weather.'
'Passengers could be carried more cheaply and quickly to their destination.'
'Canal companies were bought out by the railways and allowed to fall into disuse to avoid competition.'

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**22(c)** **'To what extent did the growth of heavy industry in the nineteenth century depend upon developments in transport? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'It did because heavy industry needed raw material to be brought in.'

**Level 2 Identifies dependency / describes industry / railways** **2-3**

e.g. 'Railways were important.'
'Bulky goods had to be carried.'
'The steel industry grew.'
'Trade used ships'
'Stability.'
'The value of the empire.'

**Level 3 Explains agreement OR disagreement** **3-6**

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

e.g. 'The rapid growth of the textile industry was aided by the development of steam driven machinery. Coal powered the steam engines and large quantities had to be taken to the towns by the railways.'
'The Bessemer Converter for the mass production of steel required non phosphorous ores, much of which had to be imported and moved in bulk by train.'
'Steel was used in making steam ships that were developing to carry exports around the world.'

'Developments depended on the availability of large quantities of coal and the deeper reserves were enormous.'
'For most of the nineteenth century Britain was not affected by war or revolution as other developed countries and could invest money in industrial development.'
'The growth of the British Empire provided raw material and a huge market for exports.'

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

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**QUESTION 23**

**23(a) What laws were made to help trade unions between 1875 and 1914?**

**Level 1 General answer** **1-2**

e.g. 'Laws allowing pickets.'
'Laws about strike action.'
'Laws about the political levy.'

**Level 2 Describes laws** **2-5**

e.g. 'Conspiracy and Protection of Property Act, 1875 permitted trade unions to use peaceful picketing during strikes.'
'In 1906, a Trades Dispute Act was introduced which stated that unions were not liable for losses caused by strike action. This followed the Taff Vale judgment.'
In 1913 The Trade Union Act allowed anyone who did not want to pay a political levy to 'contract out'. This followed the Osborne Judgment of 1909.'

**23(b) Why did the number of trade unionists grow significantly between 1875 and 1914?**

**Level 1 General answer** **1**

e.g. 'Unions did more for their members.'

**Level 2 Identifies why** **2-4**

e.g. 'Because of the match girls.'
'Because of the dockers strike.'
'Workers more informed.'
'Workers wanted better conditions.'

**Level 3 Explains why** **4-7**

e.g. 'The growth was in unions for the unskilled and the subscriptions were low.'
'They were more militant than earlier unions.'
'They concentrated on improving pay, reducing hours and improving conditions.'
'During trade depressions they were a way of fighting high unemployment.'
'Unskilled workers were more aware of their rights through increased education.'
'Membership increased because of the success of the match girls and dockers.'

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**23(c) 'How successful had trade unions been by 1914? Explain your answer.**

**Level 1 Unsupported assertions 1**

e.g. 'Very as they got more people joining.'

**Level 2 Identifies developments 2-3**

e.g. 'The match girls were successful.'
'The dockers were successful.'
'Farm workers did not succeed.'
'At times they were prevented from picketing.'
'Only war made things better.'

**Level 3 Explains successes OR problems 3-6**

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

e.g. 'Because of their moderation New Model Unions helped to make trade unions acceptable and in 1868 the TUC became the central organisation for trade unions.'
'Trade Unions began to develop to represent the unskilled and were successful in ensuring mines were tested for safety everyday, ensuring that the strike of the match girls was successful and that the dockers strike was brought to a satisfactory conclusion.' (Some explanation of these is required.)
'By the end of the century successes had resulted in trade union membership doubling.'
'The Trade Union Act, 1871 made trade unions full legal organisations.'

'The Agricultural Labourers' Union was not successful as many farmer workers lived in tied cottages and they did not want to lose their homes by striking.'
'In 1867 (Hornby v Close) trade unions found they were not protected by the law if their funds were stolen.'
'The power of unions was weakened in 1871 when picketing was prohibited and sentences were harsh. This ruling was reversed in 1875 when peaceful picketing was made legal.'
'The impact of the Taff Vale Judgment in 1901 made strikes almost impossible although in 1906 unions were made not liable for losses caused by strike action.'

'The period 1900-14 was a period of increasing conflict between employers and unions particularly in the coal and shipbuilding industries. A crisis 'was only prevented by the outbreak of war. Many argued the unions were becoming too powerful.'

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

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## QUESTION 24

**24(a) What agreements over the partition of Africa were made in the second half of the nineteenth century between European countries?**

**Level 1 General answer** **1-2**

e.g. 'Agreements to ensure order and peace.'
'To notify those attending the Berlin Conference of a countries intentions.'

**Level 2 Describes agreements** **2-5**

e.g. 'That territories should only be acknowledged as colonies where there was 'effective occupation'.
'Germany's claim to Tanganyika was accepted.'
'The Congo Free State was recognised as King Leopold's personal property. All nations were free to trade there.'
'There was to be free navigation along the Congo and Niger.'
'Slavery was to be abolished.'
'Africans were not to be exploited.'

**24(b) Why did European countries want African territories?**

**Level 1 General answer** **1**

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

**Level 2 Identifies why** **2-4**

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

**Level 3 Explains why** **4-7**

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

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**24(c)** **Who gained more from European colonisation of Africa – the Africans or the Europeans? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'The Africans as the country became more developed.'

**Level 2 Identifies reasons** **2-3**

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

**Level 3 Explains benefits for ONE group** **3-6**

**Level 4 Explains benefits for BOTH groups** **5-7**

e.g. 'Explorers and settlers gave the people of Africa the benefits of customs and languages of great civilisations.'
'It brought the advantages of a Christian religion, medicines and a sophisticated way of life.'
'Europeans built roads, dams, schools, churches, clinics, railways, airports and cities. These improved on the mud huts and primitive shelters.'
'Europeans opened mines and started plantations to produce cocoa, groundnuts, palm oil, rubber and other valuable cash crops.'

'Europeans assumed their civilisation was a superior one. This was not so as Africa had its own languages, laws, governments, religions and traditions long before the Europeans came.'
'All the Europeans wanted to do was to make as much money as possible. Roads and railways were built to make it easier to send goods back to Europe.'
'The minerals and crops went for use in factories in Europe. The wealth produced by mines and plantations was taken by the West and not Africa.'

**Level 5 Explains with evaluation** **8**

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## QUESTION 25

**25(a) What do you understand by the phrase 'the white man's burden'?**

**Level 1 General answer** **1-2**

e.g. 'The need to help others.'
'To help the underdeveloped.'

**Level 2 Describes the meaning** **2-5**

e.g. 'The moral obligation of the civilised to those who are not.'
'Nobless oblige.'
'To bestow aid, kindness and civilisation upon those nations in need.'
'The belief that civilised white man could and should Imperialise and colonise lesser nations to assist them in joining the civilised world.'
'An action that often brings blame and hate.'

**25(b) Why were European countries in the late nineteenth century anxious to add to their overseas empires?**

**Level 1 General answer** **1**

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

**Level 2 Identifies why** **2-4**

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

**Level 3 Explains why** **4-7**

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

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**25(c)** **Did the imperialist ideas of Europeans lead to non-Europeans being helped or being harmed? Explain your answer.**

**Level 1 Unsupported assertions** **1**

e.g. 'The Africans as the country became more developed.'

**Level 2 Identifies reasons** **2-3**

e.g. 'Africa gained cultural benefits.'
'The infrastructure improved.'
'Trade developed.'
'Developments benefited Europeans more.'
'Africans were exploited.'
'Attempts were made to change Indian culture.'

**Level 3 Explains benefits for ONE group** **3-6**

**Level 4 Explains benefits for BOTH groups** **5-7**

e.g. 'Explorers and settlers gave the people of Africa the benefits of customs and languages of great civilisations.'
'It brought the advantages of a Christian religion, medicines and a sophisticated way of life.'
'Europeans built roads, dams, schools, churches, clinics, railways, airports and cities. These improved on the mud huts and primitive shelters.'
'Europeans opened mines and started plantations to produce cocoa, groundnuts, palm oil, rubber and other valuable cash crops.'

'Europeans assumed their civilisation was a superior one. This was not so as Africa had its own languages, laws, governments, religions and traditions long before the Europeans came.'
'In India many British failed to adapt to the culture and lifestyle preferring to bring Britain to India with balls and tea parties and their rule was challenged.'
'The British system of 'indirect rule' caused resentment as officials failed to study the heritage and traditions of the peoples they governed.'
'Uprisings were crushed as though the colonial armies were dealing with animals not people.'
'All the Europeans wanted to do was to make as much money as possible. Roads and railways were built to make it easier to send goods back to Europe.'
'The minerals and crops went for use in factories in Europe. The wealth produced by mines and plantations was taken by the West.'
'Technological advances (steamships, machine guns) made it easier for the people of Europe to impose their will on the less advanced countries.'
'King Leopold dealt out harsh treatment to the people of the Congo.'

**Level 5 Explains with evaluation** **8**

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CAMBRIDGE
INTERNATIONAL EXAMINATIONS

**November 2003**

INTERNATIONAL GCSE

# MARK SCHEME

## MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 0470/02

HISTORY
Paper 2

UNIVERSITY of CAMBRIDGE
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## OPTION A : 19TH CENTURY TOPIC

## DID THE JAPANESE WELCOME WESTERNISATION?

**Q1 Study Sources A and B. How far do these two sources differ? Explain your answer.**

| | | |
|---|---|---|
| **L1** | REPEATS WHAT THE SOURCES SAY – NO EXPLICIT COMPARISON | 1 |
| | OR | |
| | COMPARES SOURCE TYPE | 1 |
| | OR | |
| | CLAIMS BOTH ARE ABOUT MODERNISATION | 1 |
| **L2** | ONE SOURCE SAYS SOMETHING THE OTHER DOES NOT | 2 |
| **L3** | VALID AGREEMENTS(S) OR DISAGREEMENT(S) | 3-4 |
| **L4** | VALID AGREEMENT(S) AND DISAGREEMENT(S) | 5-6 |

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**Q2 Study Sources C and D. What do these sources tell you about Japan in the second half of the nineteenth century? Explain your answer.**

| | | |
|---|---|---|
| **L1** | UNSUPPORTED ANSWERS | 1 |
| **L2** | DESCRIBES THE SOURCES | 2 |
| **L3** | MAKES UNSUPPORTED INFERENCES | 2-3 |
| **L4** | MAKES SUPPORTED INFERENCES<br>OR<br>MAKES INFERENCE ABOUT MODERNISATION – NOT SUPPORTED | 4<br><br>3 |
| **L5** | COMPARES SOURCES THROUGH SUPPORTED INFERENCES ABOUT MODERNISATION | 5 |
| **L6** | AS FOR L5 BUT ANSWER INFORMED BY CONTEXTUAL KNOWLEDGE | 6 |

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**Q3 Study Sources E and F. How reliable are these sources as evidence about Japanese attitudes towards the West? Explain your answer.**

**L1** EVALUATION BY SOURCE TYPE 1

**L2** RELIABLE/NOT RELIABLE BECAUSE JAPANESE/BRITISH 2
Must make basic points e.g. British so would not know about Japan
OR
UNDEVELOPED ANSWERS BASED ON TYPICALITY 2

**L3** THEY ARE RELIABLE BECAUSE THEY TELL US A LOT 3
Must say what they tell us.

**L4** EXPLAINS HOW THEY ARE USEFUL AS EVIDENCE OF ATTITUDES 4-5

**L5** EVALUATES SOURCES BY CROSS-REFERENCE TO OTHER SOURCES OR TO KNOWLEDGE 5-6

**L6** EVALUATES BY EXPLAINING THE PURPOSE OF THE SOURCES 7-8

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**Q4 Study Source G. Why was this cartoon published in 1895? Explain your answer.**

**L1** DESCRIPTION OF CARTOON 1

**L2** MAKES INFERENCES (UNSUPPORTED) WITHOUT GETTING TO PURPOSE 2-3

OR

MAKES PASSING REFERENCE TO SINO-JAPANESE WAR 2

**L3** MAKES INFERENCES (SUPPORTED) WITHOUT GETTING TO PURPOSE 4-5

**L4** ANSWERS BASED ON CONTEXTUAL REFERENCE TO WAR WITH CHINA 5-6

**L5** ANSWERS THAT EXPLAIN PURPOSE OF CARTOONIST 7
Must be warning people about potential danger from Japan.

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**Q5 Study Sources H and I. Did the writer of Source I reach his interpretation because he had read Source H? Explain your answer.**

**L1** GENERAL CLAIMS ABOUT HISTORIANS/SOURCES 1
OR
CLAIMS HE COULD HAVE USED IT BECAUSE H PRE-DATES I 1

**L2** FINDS MATCHES/MISMATCHES BETWEEN H AND I 2-3

**L3** EXPLAINS DIFFERENCE OF EMPHASIS BETWEEN H AND I
e.g. I more in favour of modernisation, H more concerned about the soul of Japan. 3

**L4** COMBINES LEVELS 2 AND 3 4

**L5** EXPLAINS HOW AUTHOR OF I COULD HAVE USED OTHER SOURCES 5

**L6** EXPLAINS WHY I WOULD/WOULD NOT USE SOURCE H BECAUSE OF EVALUATION OF SOURCE H 6

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**Q6 Study Source J. Are you surprised by what Source J describes? Explain your answer.**

**L1** UNSUPPORTED ASSERTIONS 1-2

**L2** NOT SURPRISED BECAUSE AN AMERICAN WOULD SAY THIS 2

**L3** DATE USED TO EXPRESS NO SURPRISE BECAUSE THE FOREIGNERS HAVE BEEN THERE FOR SOME TIME – JOB DONE 3

**L4** EXPLAINS SURPRISED/NOT SURPRISED BY CROSS-REFERENCE 4-5

**L5** EXPLAINS SURPRISED AND NOT SURPRISED BY CROSS-REFERENCE 6-7

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**Q7 Study all the sources. How far do these sources show that the Japanese welcomed westernisation? Explain your answer.**

**L1** NO VALID SOURCE USE 1-2

**L2** USES SOURCES TO SUPPORT OR REJECT THE HYPOTHESIS 3-5

**L3** USES SOURCES TO SUPPORT AND REJECT THE HYPOTHESIS 6-8

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

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

Use Y in margin for each support of the hypothesis, an N for each source rejection of it.

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## OPTION B : 20TH CENTURY TOPIC

## WAS APPEASEMENT OVER THE SUDETENLAND JUSTIFIED?

**Q1 Study Source A. Why do you think Hitler made this speech in September 1938? Explain your answer.**

**L1** CLAIMS HITLER WAS SIMPLY INFORMING PEOPLE WHAT WAS HAPPENING 1
These answers will treat the source simply as information
e.g. Hitler wanted to tell people that the Sudeten Germans were being mistreated.

**L2** RECOGNISES HITLER'S PURPOSE E.G. IS TRYING TO JUSTIFY HIS ACTIONS OR IS LOOKING FOR EXCUSES – NOT EXPLAINED 2

**L3** AS FOR LEVEL 2 BUT USES SOURCE A TO EXPLAIN 3-4

**L4** AS FOR LEVEL 2 BUT USES CONTEXTUAL KNOWLEDGE TO EXPLAIN 4-5

**L5** EXPLAINS HITLER'S PURPOSE AS IN LEVEL 3 BUT IN ADDITION EXPLAINS WHY THE SPEECH WAS MADE 'THEN' 6

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**Q2 Study Sources B and C. Does Source B show that Chamberlain was lying to the British people in Source C? Explain your answer.**

**L1** UNSUPPORTED ANSWERS 1
These answers will not use the sources.

**L2** ANSWERS BASED ON THE FACT THAT THE SOURCES COME FROM DIFFERENT DATES – NO CONTEXTUAL EXPLANATION
OR
UNEXPLAINED ANSWERS BASED ON PROVENANCE 2
e.g. He wouldn't lie in his diary.
OR
MAKES MATCHES/MISMATCHES BETWEEN B AND C BUT NOT USED TO PASS JUDGEMENT ON C

**L3** B DOES NOT SHOW HE WAS LYING IN C BECAUSE THEY AGREE – AGREEMENT IDENTIFIED 3
e.g. They both say that Czechoslovakia was nothing to do with Britain.

**L4** B DOES SHOW HE WAS LYING/NOT LYING IN C BECAUSE OF THE DIFFERENCES BETWEEN THE SOURCES 4
e.g. In C he tries to justify the German claims.

**L5** EVALUATES SOURCE C BY CROSS-REFERENCE TO OTHER SOURCES OR CONTEXTUAL KNOWLEDGE (IGNORES B) 5

**L6** EVALUATES SOURCE B TO JUDGE SOURCE C 6
Allows answers that claim B more likely to be the truth because private and then explain Chamberlain's purpose in C.

**L7** ANSWERS THAT CONCENTRATE ON USING CONTEXTUAL KNOWLEDGE TO USE THE CHANGED CIRCUMSTANCES TO EXPLAIN WHY B AND C DIFFER 7

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**Q3 Study Sources D and E. 'These two cartoons prove it was right for Hitler to demand that all Germans should be united.' How far do you agree with this statement? Explain your answer.**

**L1** UNDEVELOPED ANSWERS BASED ON SOURCE TYPE 1
OR
DESCRIPTIONS OF THE CARTOONS 1

**L2** ANSWERS BASED ON MISREADING OF THE CARTOON(S) 2-3

**L3** UNCRITICAL ACCEPTANCE OF MESSAGE OF CARTOONS 4-5
These answers are based on valid reading of the cartoons
If argue the cartoons cannot prove it because disagree = 5 marks

**L4** CROSS-REFERENCE OR CONTEXTUAL KNOWLEDGE USED TO EVALUATE CARTOONS 5-6
If interpret cartoons but only identify e.g. bias = 5 marks. If evaluation is developed = 6 marks.

**L5** EVALUATES CARTOONS ON BASIS OF THEIR PURPOSE – MUST BE EXPLAINED 7
This level can be reached by using just 1 cartoon.

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**Q4 Study Sources F and G. How far would the cartoonist who drew Source F have agreed with Source G? Explain your answer.**

**L1** UNDEVELOPED ANSWERS BASED ON SOURCE TYPE/DATE 1

**L2** MATCHES/MISMATCHES MESSAGE BUT NOT SUPPORTED 2-3

**L3** MATCHES OR MISMATCHES MESSAGE – MUST EXPLAIN F 4-5

**L4** MATCHES AND MISMATCHES MESSAGE – MUST EXPLAIN F 6

**L5** L3 OR L4 PLUS EXPLAINS QUALIFICATION BASED ON DATES OF SOURCES 7

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**Q5 Study Sources H and I. How far do these two sources show that Chamberlain should have gone to war over Czechoslovakia in 1938? Explain your answer.**

**L1** UNSUPPORTED ASSERTIONS OR ANSWERS THAT FAIL TO USE SOURCES 1

**L2** UNDEVELOPED USE OF PROVENANCE 1-2

**L3** AGREES OR DISAGREES WITH THE STATEMENT – SUPPORTED BY EVIDENCE FROM ONE OR BOTH SOURCES 3

**L4** AGREES AND DISAGREES WITH THE STATEMENT – SUPPORTED BY EVIDENCE FROM ONE OR BOTH SOURCES 4

**L5** DISAGREES WITH THE STATEMENT BECAUSE H AND I AGREE WITH EACH OTHER 5

**L6** CROSS-REFERENCES TO OTHER SOURCES OR TO CONTEXTUAL KNOWLEDGE TO CONFIRM/DISCONFIRM H AND I 6-7

OR

QUESTIONS I BECAUSE IT USES HINDSIGHT

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**Q6 Study Sources J and K. Do you think that Churchill (Source J) would have agreed with the Soviet historian (Source K)? Explain your answer.**

**L1** COPIES/PARAPHRASES SOURCES – NO ANALYSIS 1

**L2** ANSWERS BASED ON THINGS IN ONE SOURCE THAT ARE NOT IN THE OTHER 1-2

**L3** ANSWERS BASED ON UNDEVELOPED PROVENANCE 2-3
e.g. Churchill would not agree with communists
OR
INFERS AGREEMENT/DISAGREEMENT WITHOUT SUPPORT 2
e.g. They both think that it was a mistake to allow Hitler to take the Sudetenland.

**L4** INFERS AGREEMENT/DISAGREEMENT BETWEEN THE TWO – MUST BE SUPPORTED FROM SOURCES 3-4

**L5** CONTEXTUAL KNOWLEDGE USED TO EXPLAIN WHY CHURCHILL WOULD AGREE/NOT AGREE 5
Contextual knowledge can be about either J or K.

**L6** COMBINED LEVEL 4 AND LEVEL 5 6

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**Q7 Study all the sources. How far do these sources show that appeasement over the Sudetenland was justified? Explain your answer.**

**L1** NO VALID SOURCE USE 1-2

**L2** USES SOURCES TO SUPPORT OR REJECT THE HYPOTHESIS 3-5

**L3** USES SOURCES TO SUPPORT AND REJECT THE HYPOTHESIS 6-8

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

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

Use Y in margin for each support of the hypothesis, an N for each source rejection of it.

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CAMBRIDGE
INTERNATIONAL EXAMINATIONS

**November 2003**

INTERNATIONAL GCSE

# MARK SCHEME

## MAXIMUM MARK: 40

SYLLABUS/COMPONENT: 0470/04

HISTORY
Paper 4 (Alternative to Coursework)

UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

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**Depth Study A: Germany, 1918 – 1945.**

**(a)**

**(i)**

Level 1 Repeats material stated in source, no inference made e.g. The Nazis thought they needed political, cultural teachings etc. (1 – 2)

Level 2 Makes valid inference(s), not supported from the source e.g. the young must be kept busy etc. (3 – 4)

Level 3 Makes valid inference with reference to the source e.g. Exercise had a military purpose first, and a fitness purpose second etc. (5 – 6)

**(ii)**

Level 1 Agrees OR disagrees about effectiveness, no support from the source e.g. No, many young Germans joined. (1 – 2)

Level 2 Agrees OR disagrees about effectiveness, supported from source e.g. No, very strict discipline. Yes, not much by way of constructive activity, threats, one-third attendance. (3 – 5)

Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of "How far?" (6 – 7)

**(iii)**

Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 Not useful – One is from a private letter, the other is from a British magazine so they could both be biased/unreliable. (2)

Level 3 Choice made on the nature or amount of information given. Must state 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)

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**(b)**

**(i)** One mark for each valid example to a maximum of two e.g. Teachers had to belong to Nazi teaching organisation, curriculum – history, biology, PE etc. (1 – 2)

**(ii)**

Level 1 Identifies ideas.
One mark for each idea to a maximum of two. (1 – 2)

Level 2 Describes ideas.
Award an extra mark for each idea described in additional detail e.g. KKK, homemaker, mother, support for husband, to bear many children etc. (2 – 4)

**(iii)**

Level 1 Single reason.
One for the reason, one for the explanation. (1 – 2)

Level 2 Multiple reasons.
One for each reason, one for each reason explained e.g. Promote an ideal image of simple, loyal family life; reduce male unemployment and create large families – the Nazis and soldiers of the future; Aryan dream; happy, employed families would be pro-Nazi etc. (2 – 6)

**(iv)**

Level 1 Simple assertions.
Yes, they hated the Jews. (1)

Level 2 Explanation of domination OR lack of domination. Single factor given. (2)

Level 3 Explanation of domination OR lack of domination with multiple factors given. Allow single factors with multiple reasons e.g. **Yes,** strict Aryan policies re Jews, minorities, Slavs; family; exploitation of "inferior" workers etc**. No,** totalitarian state, getting rid of opposition; Lebensraum, economy, re-armament etc.

**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?"
BOTH domination AND lack of domination of policies must be addressed. (6 – 8)

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**Depth Study B: Russia, 1905 – 1941.**

**(a)**

**(i)**

Level 1 Repeats material stated in source, no inference made e.g. The generals complained of poor equipment etc. (1 – 2)

Level 2 Makes valid inference(s), not supported from source e.g. It was very badly prepared. (3 – 4)

Level 3 Makes valid inference with reference to the source e.g. Unable to fight effectively as it lacked basic arms, bullets, medical support etc. (5 – 6)

**(ii)**

Level 1 Agrees OR disagrees, with no support from sources e.g. Yes, the soldiers were in St. Petersburg for the 1917 Revolution etc. (1 – 2)

Level 2 Agrees OR disagrees, supported from the sources e.g. Yes, B – morale low; C – troops deserting. No, B – prepared to die; C – officer tried to prevent desertion. (3 – 5)

Level 3 Agrees AND disagrees, supported from sources. Addresses the issue of "How far?" (6 – 7)

**(iii)**

Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 Not useful – A is a politician, B is from a letter and C is from a diary 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 sources 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 two or more. (6 – 7)

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**(b)**

**(i)** One mark for each valid reason to a maximum of two e.g. German, Rasputin, rumours etc. (1 – 2)

**(ii)**

Level 1 Identifies elements.
One mark for each valid element. (1 – 2)

Level 2 Describes elements.
Award an extra mark for each element described in additional detail e.g. Demonstrations, Kronstadt sailors, Kerensky has uprising put down, Bolsheviks and Trotsky arrested, Lenin in hiding etc. (2 – 4)

**(iii)**

Level 1 Single reason.
One for the reason, one for explanation. (1 – 2)

Level 2 Multiple reasons.
One for each reason, one for each reason explained e.g. Continued the war, no elections, did not satisfy peasants re land, Bolshevik propaganda etc. (2 – 6)

**(iv)**

Level 1 Simple assertions.
Yes, everyone was unhappy with the Tsar. (1)

Level 2 Explanation of War's impact OR other reasons. Single factor. (2)

Level 3 Explanation of War's impact OR other reasons, with multiple factors given. Allow single factors with multiple reasons e.g.

War – Constant defeat reminded Russians that land reform had failed, caused industrial unrest and repression, revived revolutionary parties, discredited royal family, lowered morale, caused breakdown of old order; immediacy of events.

Other – Stolypin's reforms, improved industrial conditions and schemes, revolutionary parties in decline after 1905, loyalty of Russians at out break of war BUT Tsar unpopular before war etc.

**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?"
BOTH sides of the War's impact AND impact of other reasons must be addressed. (6 – 8)

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**Depth Study C: The United States, 1919 – 1941.**

**(a)**

**(i)**

Level 1 Repeats material stated in source, no inference made e.g. It says there was blood on the leaves. (1 – 2)

Level 2 Makes valid inference(s), unsupported from source e.g. Black people lived in danger etc. (3 – 4)

Level 3 Makes valid inferences with reference to the source e.g. Despite the victimisation of blacks, Billie Holliday is a successful singer. (5 – 6)

**(ii)**

Level 1 Agrees OR disagrees that racism was accepted, with no reference to the source e.g. Racism was everywhere in the 1920s. (1 – 2)

Level 2 Agrees OR disagrees that racism was accepted supported from the source e.g. Yes, Garvey agreed with Harding's statement. No, NAACP opposed Garvey's views. (3 – 5)

Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of "How far?" (6 – 7)

**(iii)**

Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 Not useful – One is a communist poem, the other is from a leader of one of the Negro movements 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)

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**(b)**

**(i)** One mark for each valid example to a maximum of two e.g. intermarriage forbidden; property qualification to vote; separate facilities, schooling etc. (1 – 2)

**(ii)**

Level 1 Identifies aims and/or methods.
One mark for each valid aspect to a maximum of two. (1 – 2)

Level 2 Describes aims and/or methods.
Award an extra mark for aspects described in additional detail e.g.
Aims – preserve WASP USA; resist communism etc.
Methods – secrecy; rituals; intimidation; control of local government/law enforcement 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. secessionist legacy; number of blacks; poor whites in agriculture felt increasingly vulnerable to competition for jobs; re-formed in the South in 1915 (4m. members by 1925). (2 – 6)

**(iv)**

Level 1 Simple assertions.
Yes, blacks were victimised. (1)

Level 2 Explanation of tolerance OR intolerance. Single factor. (2)

Level 3 Explanation of tolerance OR intolerance with multiple factors. Allow single factors with multiple reasons e.g.

Tolerance – Depended on part of USA; most citizens accepted.

Intolerance – Almost any group qualifies. Expect examples from among the following: Black or native Americans; women; Catholics; Jews; Germans; Italians; immigrants etc.

**OR** Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)

Level 4 Answers that develop a balanced argument.
BOTH sides of tolerance AND intolerance must be addressed. (6 – 8)

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**Depth Study D: China, 1945 – c.1990.**

**(a)**

**(i)**

Level 1 Repeats material seen in source, no inference made e.g. It is possible to acquire a fridge etc. (1 – 2)

Level 2 Makes valid inference(s), not supported by source e.g. It is possible to have a higher standard of living etc. (3 – 4)

Level 3 Makes valid inference with reference to the source e.g. Different parts of China better off, use of Western HP systems etc. (5 – 6)

**(ii)**

Level 1 Agrees OR disagrees with no reference to source e.g. Yes, all dictators are less popular after death etc. (1 – 2)

Level 2 Agrees OR disagrees supported from source e.g. Yes, at the height of communist control such criticism would not have been possible.
No, one article in a newspaper does not mean that China has ceased to be communist. (3 – 5)

Level 3 Agrees AND disagrees, supported from source. Addresses the issue of "How far?" (6 – 7)

**(iii)**

Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 Not useful – Both are from British newspapers so they could 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 based 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)

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**(b)**

**(i)** One mark for each valid example to a maximum of two e.g. Hong Kong, Macao. (1 – 2)

**(ii)**

Level 1 Identifies Gang.
One mark for each valid element to a maximum of two. (1 – 2)

Level 2 Describes Gang.
Award an extra mark for each element described in additional detail e.g. Names of Gang, pro-Cultural Revolution; changed circumstances after Mao's death, trial punishment etc. (2 – 4)

**(iii)**

Level 1 Single reason.
One for the reason, one for explaining it. (1 – 2)

Level 2 Multiple reasons.
One for each reason, one for each reason explained e.g. Relaxation of some control (criticism) had caused some Chinese to speak their minds and demand more reform – Democracy Wall. Students then reacted to CCP attempts to re-establish control. CCP determined not follow the Russian, Polish liberalisation. (2 – 6)

(iv)

Level 1 Simple assertions.
Yes, Deng was very liberal. (1)

Level 2 Explanation of change OR lack of change. Single factor. (2)

Level 3 Explanation of change OR lack of change, with multiple factors. Allow single factors with multiple reasons e.g.

Change – Initially more liberal introduced economic reforms/workers' incentives; knew he had to work with rest of the world in finance etc.

No change – still one party state, much policy remained the same; most Chinese would not have realised there was any difference.

**OR** Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)

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

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**Depth Study E: Southern Africa in the Twentieth Century.**

**(a)**

**(i)**

Level 1 Repeats material seen in source, no inference made e.g. John Bull is beating the Transvaal. (1 – 2)

Level 2 Makes valid inference(s), unsupported from source e.g. Britain is stronger than the Transvaal. (3 – 4)

Level 3 Makes valid inferences, with reference to the source e.g. The parent, John Bull, is exercising his right to punish his recalcitrant child, Transvaal (Kruger) over the Uitlander issue. (5 – 6)

**(ii)**

Level 1 Agrees OR disagrees with no reference to the source e.g. Yes, the Boers always felt threatened by Britain etc. (1 – 2)

Level 2 Agrees OR disagrees supported from source e.g. Yes, surrounded, railway had military significance. No, railway can be used for trade, help link up; are there other reasons for feeling threatened? (3 – 5)

Level 3 Agrees AND disagrees, supported from source. Addresses the issue of "How far?" (6 – 7)

**(iii)**

Level 1 Not useful – Choice made on basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 Not useful – One is a cartoon, the other is just a map so they could both be biased/unreliable/incomplete. (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 based 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)

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**(b)**

**(i)** One mark for each valid example to a maximum of two e.g. Rhodes' Gold Field Co; Consolidated; Wernher & Beit; Eckstein & Co; Lewis & Marks; Joseph B Robinson; Barney Barnato; Goertz. (1 – 2)

**(ii)**

Level 1 Identifies Raid.
One mark for each valid aspect to a maximum of two. (1 – 2)

Level 2 Describes Raid.
Award an extra mark for aspects of the raid described in additional detail e.g. Conspiracy Rhodes/Jameson/Uitlanders/Randlords with knowledge of Chamberlain to overthrow Kruger. Launched from frontier railway; Jameson went ahead despite aborted Uitlander rising; arrested, deported; Rhodes forced to resign. (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. It was seen as the issue which would decide the control of "Boer territories". GB wanted to overthrow Kruger and Boers, to gain territory, authority and natural resources. Boers were resisting GB influence, control, defending way of life etc. (2 – 6)

(iv)

Level 1 Simple assertions.
Yes, he was a fanatic. (1)

Level 2 Explanation of Kruger's role OR other reasons. Single factor. (2)

Level 3 Explanation of Kruger's role OR other reasons with multiple factors. Allow single factor with multiple reasons e.g.

Kruger – determination to resist GB; maintain Boer way of life and independence; imbued with GB/Boer conflicts; unwilling to compromise in face of overwhelming odds etc.

Other – Ambitions of Rhodes, Jameson, Milner, Chamberlain; Randlords; interference of Germany etc.

**OR** Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)

Level 4 Answers that offer a balanced argument.
BOTH Kruger's role AND other reasons must be addressed.
(6 – 8)

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**Depth Study F: Israelis and Palestinians.**

**(a)**

**(i)**

Level 1 Repeats material stated in source, no inference made e.g. Created a culture of national and universal significance etc. (1 – 2)

Level 2 Makes valid inference(s), not supported from source e.g. They were very proud of their achievement. (3 – 4)

Level 3 Makes valid inference with reference to the source e.g. They were proud of re-establishing their state and of its heritage. (5 – 6)

**(ii)**

Level 1 Agrees OR disagrees with no support from source e.g. Yes, it is their homeland. (1 – 2)

Level 2 Agrees OR disagrees with support from source e.g. Yes, we are owed it after the Holocaust. No, ignores historic claim, acknowledges Palestinian claims. (3 – 5)

Level 3 Agrees and disagrees, supported from source. Addresses the issue of "How far?" (6 – 7)

**(iii)**

Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 Not useful – They are both written by Jewish/Israeli writers so could 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)

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**(b)**

**(i)** One mark for each valid example to a maximum of two e.g. Irgun, Stern, Haganah. (1 – 2)

**(ii)**

Level 1 Identifies opposition.
One mark for each aspect to a maximum of two. (1 – 2)

Level 2 Describes opposition.
Award an extra mark for each aspect described in additional detail e.g. From Palestinians (their land), from Arab states (in support of Palestinians and defence of own interests), different levels of opposition from other states e.g. GB. (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 establish, populate and defend homeland; to establish religion, culture and community; to develop industry and agriculture; to provide a haven for persecuted Jews etc. (2 – 6)

**(iv)**

Level 1 Simple assertions.
Yes, it made all Arab people angry. (1)

Level 2 Explanation of UN blame OR lack of blame. Single factor. (2)

Level 3 Explanation of UN blame OR lack of blame with multiple factors.
Allow single factors with multiple reasons e.g.

Yes, too many Jews arriving, putting pressure on Palestinian towns, Jews occupying what they saw as their land; international disagreement; Palestinians thought it unfair and insulting etc.

No, Cultural, religious, language and social problems already there; immigration merely made matters worse; it was the loss of Palestinian land and imposition of language, culture etc. that made things worse.

**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?"
BOTH UN blame AND lack of blame must be addressed.
(6 – 8)

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**Depth Study G: The Creation of Modern Industrial Society.**

**(a)**

**(i)**

Level 1 Repeats material seen in source, no inference made e.g. They protested about unemployment etc. (1 – 2)

Level 2 Makes valid inference(s), not supported from source e.g. They co-operated with each other etc. (3 – 4)

Level 3 Makes valid inference with reference to the source e.g. Their protests were opposed by the authorities (police) etc. (5 – 6)

**(ii)**

Level 1 Agrees OR disagrees with no support from source e.g. Yes, it was hugely successful etc. (1 – 2)

Level 2 Agrees OR disagrees with support from source e.g. Yes, British people were won over to the compelling cause. No, little sympathy in the early days; exaggeration by the biased writer of the source etc. (3 – 5)

Level 3 Agrees AND disagrees with support from source. Addresses the issue of "How far?" (6 – 7)

**(iii)**

Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 Not useful – One is a drawing, the other is from a striking docker so they could 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)

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**(b)**

**(i)** One mark for each valid example to a maximum of two e.g. Government, employers, legislation, communications etc. (1 – 2)

**(ii)**

Level 1 Identifies "New Unionism".
Allow one mark for each aspect to a maximum of two. (1 – 2)

Level 2 Describes "New Unionism".
Award an extra mark for each aspect described in additional detail e.g. Technology had increased the need (and clout) of workers – docks, gas. General unions within one industry; low subscription; concentrated on working condition, pay; peaceful picketing allowed after 1875; contribution to establishment of Labour Party 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. Skilled were better educated, qualified, paid; quality of Gen. Secs; legislation; fear of dismissal; technology had not developed sufficiently so unskilled were replaceable - always someone else to take the job; communications better – newspapers, post etc. (2 – 6)

**(iv)**

Level 1 Simple assertions.
Yes, there were many strikes. (1)

Level 2 Explanation of success OR lack of success. Single factor. (2)

Level 3 Explanation of success OR lack of success with multiple factors.
Accept single factors with multiple reasons e.g.

Yes, examples of successes of New Model Unions and New Unionism; formation of Labour Party.

No, examples of how successes were only scratching the surface; many not in unions; working conditions and pay still needing much attention etc.

**OR** Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)

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

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

**(a)**

**(i)**

Level 1 Repeats material stated in sources, no inference made e.g. It is our duty to give them justice etc. (1 – 2)

Level 2 Makes valid inference(s), not supported from source e.g. Whatever the Indians think, the British view is paramount etc. (3 – 4)

Level 3 Makes valid inference with reference to the source e.g. To treat them well as long as they obey British laws and customs etc. (5 – 6)

**(ii)**

Level 1 Agrees OR disagrees with no support from source e.g. No, it was the Indians who mutinied etc. (1 – 2)

Level 2 Agrees OR disagrees with support from source e.g. Yes, concession just after the mutiny, change of administrative system. No, peace and more effective administration will improve things for everyone. (3 – 5)

Level 3 Agrees AND disagrees, supported from source. Addresses the issue of "How far?" (6 – 7)

**(iii)**

Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 Not useful – All three sources offer British views so could be biased/unreliable. (2)

Level 3 Choice made on the nature or amount of information given. Must state what information. (3 – 5)

Level 4 Choice made on the grounds of reliability.
Discussion of utility must be based 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 two or more. (6 – 7)

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**(b)**

**(i)** One mark for each valid example to a maximum of two e.g. Bentinck, Dalhousie, Canning. (1 – 2)

**(ii)**

Level 1 Identifies customs.
Award one mark each to a maximum of two. (1 – 2)

Level 2 Describes customs.
Award an extra mark for each custom described in additional detail e.g. Suttee – the burning of widows; thuggee – religious fanatics who murdered; infanticide. (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. Long term – the reforms of Dalhousie, and treatment of sepoys by British officers; Short term - the Crimean War service; the cartridge issue upset both Hindus and Moslems. (2 – 6)

**(iv)**

Level 1 Simple assertions.
Yes, the system of government was changed. (1)

Level 2 Explanation of Indian gain OR British gain. Single factor. (2)

Level 3 Explanation of Indian gain OR British gain with multiple factors.
Allow single factors with multiple reasons e.g.

Indian – Change of government system; GB more aware of Indian sensibilities; Congress Party; Civil Service jobs; education. Empress of India BUT still under British rule etc.

GB – Peaceful rule; maintained control; free hand; much profit; co-operative population, mostly; now controlled all of India etc.

**OR** Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)

Level 4 Answers that offer a balanced argument.
BOTH sides of Indian gain AND British gain must be addressed. (6 – 8)