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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2004 question paper

0470 HISTORY

0470/01 Paper 1, maximum raw mark 60

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

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

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

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

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

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Grade thresholds taken for Syllabus 0470/01 (History) in the November 2004 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 1	60	44	35	26	20

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 2004

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0470/01

HISTORY
Paper 1

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Application of the Mark Scheme

1. Use of the Mark Scheme

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

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

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

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

1.5. Indicate that all answers have been seen.

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

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

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

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

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

2. Marking

2.1. All marking should be in red.

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

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

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

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

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

3. Assessment Objectives

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

(a) recall, description

(b) recall, explanation

(c) recall, explanation and analysis.

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Section A - Core Content

Question 1

(a) *Describe the events which led to the setting up of the Frankfurt Parliament.*

Level 1 General answer **1-2**

e.g. 'It was wanted.'

'It was a concession.'

Level 2 Describes events **2-5**

e.g. 'Political support for a unified Germany continued to grow and gathered pace in the Year of Revolutions of 1848.'

'Following the fall of Louis Philippe in France the King of Prussia introduced a number of liberal reforms including a parliament.'

'It was a concession to the liberals.'

'It was authorised by the German Diet.'

'It was to be based at Frankfurt.'

'It was to have a constitution.'

(b) *Why did the Frankfurt Parliament fail?*

Level 1 General answer **1**

e.g. 'It could not settle differences.'

'It wasted time on less important matters.'

Level 2 Identifies why **2-4**

e.g. 'It did not deal with the issue of Austro-Hungary.'

'There was a split in the views of who should lead.'

'The political issues were not sorted out.'

'The selected leader rejected the Imperial Crown.'

'Shambolic organisation.'

Level 3 Explains why/argues it did not fail **4-7**

e.g. 'It wasted time debating fundamental rights and boundaries rather than dealing with the Austro-Hungarian Empire when it was in disarray dealing with revolutions in Italy and Hungary.'

'The delegates split into two main groups over the issue of whether Austria was to be included.'

'It was a decision between Austria becoming leader or Prussia.'

'The new Imperial Crown was offered to Frederick William of Prussia but he turned it down because he feared the effects on the Austrians and the Habsburg Empire.'

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(c) *How far did Bismarck plan the unification of Germany? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Yes he did because it happened.'

Level 2 Identifies reasons **2-3**

e.g. 'He planned to make Prussia strong.'

'He was just an opportunist with no plan.'

Any identification of character can be placed in this level.

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

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

Candidates may argue that Bismarck probably did not set out to unify Germany but that he was a brilliant opportunist through some or all of the following. In doing so he manipulated people and countries and provoked quarrels. Others may argue that unification only came about because of the war with France that ended in 1871.

e.g. 'There was a constitutional crisis over the increasing of taxes for the armed forces and King William asked Bismarck to head the government rather than resign.'

'Bismarck solved the problem by ordering the taxes to be collected and the Prussian people paid despite that Bismarck did not have the legal backing to do this.'

'In Bismarck's eyes the end justified the means as the Prussian army was the strongest in Europe.'

'He supported Russia in 1863 thus gaining the Russian support in wars to come.'

'He analysed the strengths and weaknesses in Europe and developed his foreign policy around this.'

'He picked a war with Austria over Schleswig-Holstein and proposed a new North German Confederation. The Hanoverians were defeated and as a result of the war the Treaty of Prague made Bismarck a hero as The North German Confederation became all powerful.'

'War followed with France and at the end William I was named as the new Kaiser of the unified states under the leadership of Prussia.'

'France attacked the German states and they realised the value of unity in responding to this emergency.'

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

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Question 2

(a) *What was the Dred Scott case?*

Level 1 General answer **1-2**

e.g. 'A case about slavery.'

'A case brought by abolitionists.'

Level 2 Describes decision **2-5**

e.g. 'A slave was taken from a slave state to two free states and claimed he was free from slavery.'

'The courts said as a slave he was not a citizen of the US.' 'As he was not a citizen he could not seek the benefits of the courts.' 'Residency in a free state did not free him from slavery in his home state.'

'It ruled that the Missouri Compromise was against the Constitution as it deprived an owner of his property.'

(b) *Why were the southern states alarmed by the election of Lincoln as President?*

Level 1 General answer **1**

e.g. 'Lincoln opposed slavery.'

Level 2 Identifies why **2-4**

e.g. 'He was going to raise taxes.'

'He was a republican.'

' Slavery would be completely abolished.'

Level 3 Explains why **4-7**

'There was a move to extend slavery into the western territories and Lincoln was a staunch opponent of this.'

'He was a member of the Republican Party that had come about in 1856 after a split in the main political parties. The Republicans opposed slavery.'

'There were economic differences between the slave and non-slave states and Lincoln promised to raise taxes which would hit the slave states.'

'The south was now in a permanent minority and it was only a matter of time before slavery would be completely abolished.'

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(c) *Was the Civil War a disaster for the South? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Yes because it was never the same again.'

Level 2 Identifies reasons **2-3**

e.g. 'The south was devastated by war.'

'It had to suffer harsh penalties.'

'It was affected by carpetbaggers.'

'The north enjoyed an industrial boom.'

'Many people were killed.'

'No, because Johnson offered reconciliation.'

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

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

e.g. Much of the south had been devastated by war including buildings, roads and railways and needed rebuilding.'

'The South's economy had collapsed and inflation soared.'

'Because of the attitude of malice to the south the wounds remained open until well into the twentieth century.'

'Johnson tried to follow a policy of reconciliation to help bridge differences and the southern states were allowed to send representatives to Washington.'

'The hard line radical Republicans wanted to punish the South and they prevented the representatives from sitting in Congress. This gave them overall power to pass any laws.'

'They passed the Basic Reconstruction Act which prevented Confederate leaders from standing for office.'

'Unscrupulous politicians sought to take advantage by entering the South as "carpetbaggers" (corrupt and spendthrift) and they took control of state governments imposing their wishes on the peoples of the South.'

'The people of the South were trying to restore their towns and plantations to their former glory but were prevented by the carpetbaggers.'

'The Ku Klux Klan was formed to warn off the scalawags and carpetbaggers.'

By 1877 the white people of the southern states had gained control of their own state governments.'

'These governments discriminated against the blacks who suffered racial prejudice.'

'The old prosperity had gone, the way of life destroyed, plantation owners were bankrupt and once thriving plantations were split into smallholdings.'

Level 5 Explains with evaluation/judgement **8**

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Question 3

(a) *Describe Perry's expeditions to Japan.*

Level 1 General answer **1-2**

e.g. He was an important person in the American navy.'

'He was wanting to help improve trade.'

Level 2 Describes expeditions **2-5**

e.g. 'The Americans wanted a base for their trading ships to take on provisions and Japan was ideal.'

'An armed naval mission under Perry was sent to negotiate with the Shogun.'

'The Japanese view was not to agree and drive America away using force.'

'In 1854 Perry returned and signed the Treaty of Kanagawa.'

'The position of the Shogun was weakened.'

(b) *Explain why the Japanese restored supreme political power to the Meiji Emperor in 1868.*

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.'

'The fear of changes was gradually removed.'

'The military training was important.'

'Because of the Civil War.'

Level 3 Explains why **4-7**

e.g. 'There was an increasing realisation that Japan had to extend its contacts with the western world. But this was difficult as many Japanese hated foreigners and feared they would change the culture, language and heritage. This view was supported by the Emperor and his court.'

'Many Japanese began to demand the restoration of the Emperor as the source of power.'

'The Satsuma appreciated the power of western weapons and realised they could not expel foreigners until they had this power.'

'The Royal Navy began to train young samurai to become officers of the new ships from Britain.'

'There was a civil war and the new shogunate realised the days of Shogun power were over and he agreed to the restoration of power.'

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(c) *How far had Japan been modernised by 1900? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Fully because it had become very powerful.'

Level 2 Identifies ways **2-3**

e.g. 'They had abolished feudalism.'

'They had become more democratic.'

'Their armed forces were now very well trained.'

'Education was seen as important.'

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

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

e.g. 'They abolished feudalism;

this allowed the formation of one army rather than individual ones;

semi-independent governments became one strong government based in Tokyo;

the privileges of the Samurai were abolished. This resulted in uprisings but the Samurai were defeated.'

'Constitutional change:

At first any criticism of 'democracy' was met by tighter control and press censorship;

Views were expressed for an elected assembly and following visits to Europe a constitutional monarchy was introduced. However the Emperor continued to hold significant power over the appointment of ministers;

First elections were held in 1890 but friction remained particularly over the passing of the budget.'

'Social changes:

Western clothing was adopted;

Gas lighting introduced as well as electricity;

Education became compulsory with traditional Japanese skills taught alongside Western learning. Japanese students were sent to foreign universities.'

'Economic changes:

'Some modernisation took place in farming but there was still much poverty in the countryside;

many new factories were opened with government money such as shipbuilding and textile mills but the government soon sold these to private investors because of increasing costs.'

'Military Changes:

They bought British warships and had their officers trained by the Royal Navy;

Conscription was introduced in 1873 and by 1894 the Japanese army was equipped with modern arms and was highly efficient.'

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

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Question 4

(a) *Describe the Anglo-German naval rivalry that existed in the early years of the twentieth century.*

Level 1 General answer **1-2**

e.g. 'Both wanted powerful navies.'

'Both wanted to be the most powerful.'

Level 2 Describes rivalry **2-5**

e.g. 'Britain since Trafalgar had been undisputed ruler of the seas.'

'Britain's navy guarded its Empire.'

'In 1898 Kaiser Wilhelm announced his intention to build a powerful German navy.'

'Britain felt threatened by this. Why did Germany want a large navy?'

'The Kaiser thought it was needed to protect Germany's growing trade.'

'Britain was not convinced and launched HMS Dreadnought in 1906, a new class of warship.'

'Germany responded and the naval race was on.'

(b) *Why did France begin to mobilise its forces in early August 1914?*

Level 1 General answer **1**

e.g. 'To prepare for war.'

Level 2 Identifies why **2-4**

e.g. 'To meet their Treaty obligations.'

'To defeat Germany.'

'To support Russia.'

'To put their military plans into operation.'

'Increased tension.'

Level 3 Explains why **4-7**

e.g. 'France had Plan 17 and they wanted to be ready to put this into place.'

'The Germans had the Schlieffen Plan under which they would quickly attack France and defeat her.'

'A German army had marched into Belgium on 3 August 1914.'

'Germany declared war on Russia and so as part of Triple Entente support, France mobilised.'

'France viewed Germany with some mistrust following events in Morocco.'

'France's long-term fear of Germany, stemming from 1871.

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(c) *'In August 1914 a German army marched into Belgium.' Was this action the main reason for the First World War? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Tension had been building for years.'

'There was an arms race going on.'

Level 2 Identifies reasons **2-3**

e.g. 'Europe was divided into rival Alliances to help each other in case of war.'

'Earlier events such as Morocco fuelled suspicion.'

'Britain and Germany were building bigger ships.'

'There had been disputes in the Balkans.'

'The Archduke was assassinated in Sarajevo.'

'Germany, economically, was gaining in strength.'

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

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

e.g. 'On 3rd August 1914 Germany with over one million men marched into Belgium. The Belgians put up fierce resistance. This gave France time to send troops to meet the invading forces. Russia on 19th August invaded Germany. Germany's invasion had given Britain the excuse it needed. Under the Treaty of London it had promised to protect Belgium's neutrality. On 4th August Britain declared war on Germany. The Kaiser said, "Over a scrap of paper," Britain has gone to war.'

'In 1914 the major powers in Europe were divided into two main groups under the Triple Entente and Triple Alliance. There was a deep suspicion even between allies.'

'Britain felt Germany was threatening its economic superiority. To increase its wealth, Britain feared Germany would try taking over parts of Europe.'

'There was a fear that Germany wanted an Empire and that Germany might use its strength to acquire colonies. This had happened in Morocco where the Kaiser had challenged French control.'

'France had been a bitter enemy of Germany since it had been humiliated in the Franco-Prussian War where it had lost two valuable provinces. France wanted Alsace and Lorraine back and German expansion blocked.'

'Britain was concerned that Germany was threatening her naval power by building up her naval strength.'

'Rivalry in the Balkans between Russia and Austria Hungary threatened to erupt. In June the heir to the throne of Austria-Hungary and his wife were assassinated during a state visit to Sarajevo by a Serb.'

Level 5 Explains with evaluation **8**

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Question 5

(a) *Describe what Clemenceau and Lloyd George each wanted to achieve in the peace settlement of 1919-20.*

Level 1 General answer **1-2**

e.g. 'They wanted peace.'

'To reduce German power.'

'Cripple Germany; revenge; humiliate.

Level 2 Describes aims **2-5**

e.g. 'Clemenceau wanted France to be secure from future German attacks.'

'He wanted to cripple Germany and reduce its military strength.'

'France wanted revenge on Germany for the destruction caused.'

'Lloyd George wanted to protect British interests by ending the threat to navy and empire but was aware that treating Germany too harshly was storing up trouble for the future.'

'He promised to "squeeze until the pips squeak".'

'To ensure that France did not become too powerful.'

Note: max of 4 marks for ONE person. If personalities not identified keep in Level 1.

(b) *Why did the Treaty of Versailles cause problems for Germany in the years up to 1923.*

Level 1 General answer **1**

e.g. 'It was unfair/harsh.'

Level 2 Identifies why **2-4**

e.g. 'It affected the strength and wealth of the country.'

'It caused inflation/hyperinflation.'

'They lost their military power.'

'It led to an invasion.'

'They could not pay the reparations.'

'Political unrest.'

Level 3 Explains why **4-7**

e.g. 'They thought the terms were harsh and unreasonable and they were not allowed to negotiate. This upset the German people.'

'Many Germans did not realise they had lost the war and blamed the Weimar Republic for accepting the harsh terms of the Treaty. There were extremist attempts to overthrow the Weimar Republic such as the Spartacus League and the extreme nationalist Freikorps.'

'Germany delayed reparations payments and French and Belgian forces occupied the Ruhr in 1923. The government action of printing more money caused the German mark to lose its value.'

'The Ruhr crises caused Germany to become bankrupt. A new government (Stresemann) accepted that reparations would have to be paid.'

'The harshness of the reparations made it extremely difficult for Germany to recover economically and made future war likely.'

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(c) *Was the Treaty of Versailles fair? Explain your answer.*

Level 1 Unsupported assertions **1**

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

Level 2 Identifies reasons/describes terms **2-3**

'It was not fair because it was dictated.'

'It was unfair on the German people.'

'It was fair because Germany had agreed to an armistice agreement.'

'Germany should not have been blamed.'

'It was not fair because of reparations.'

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

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

e.g. 'The German view was it was not fair. They thought it was harsh and as they had not been in the talks considered them a "diktat".'

'As many Germans did not accept they had lost the war the Weimar Republic took the blame for accepting the harsh terms such as the reparations.'

'The harshness of the reparations made it extremely difficult for Germany to recover economically and made future war likely.'

'Germany felt they had been left vulnerable to future acts by the reduction in the armed forces.'

'Was it right to put total blame on Germany for starting the war when other countries were just as aggressive in the years leading up to 1914?'

'It was unfair because it punished the ordinary people of Germany rather than the rulers through reparations.'

'The Germans felt they would be dealt with under the Fourteen Points. This was not so.'

'The Treaty aimed to destroy Germany economically. Europe needed a strong German industry.'

'Could a compromise be fair? – explain aims of leaders.'

'On the other hand many thought the peacemakers did a reasonable job. It was a complex matter and given the demand for revenge they could have been harsher as was the German peace treaty with Russia.'

'The Treaty was not as bad as Germany argued. By 1925 German steel production was twice that of Britain.'

Level 5 Explains with evaluation **8**

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Question 6

(a) *What were the aims of the League of Nations?*

Level 1 General answer **1-2**

e.g. 'To impose a peace settlement.'

Level 2 Describes aims **2-5**

e.g. 'To maintain peace'

'To encourage international co-operation.'

'To introduce collective security.'

'To settle all disputes peacefully.'

'To encourage countries to disarm.'

'To encourage co-operation between countries on matters of international concern such as fighting disease.'

'To improve living and working conditions of people in all parts of the world.'

'Encourage economic co-operation.'

(b) *Why did the League of Nations have some successes during the 1920s?*

Level 1 General answer **1**

e.g. 'It was able to settle disputes.'

Level 2 Identifies why/describes successes. **2-4**

e.g. 'Because its decisions were accepted.'

'Disputes were often between smaller countries.'

Candidates may describe the successes without any indication of why it was a success. This may well include reference to the Aaland Islands, Greek-Bulgarian War and Upper Silesia.

Level 3 Explains why **4-7**

e.g. 'Early successes of the League gave nations confidence and they wanted it to work.'

'War had just ended and countries did not want more hostility.'

'Countries such as Germany and Japan were not powerful and therefore not a problem.'

'Most of the disputes in this period involved smaller nations and they accepted more readily the L of N judgement.'

'Finland and Sweden were in dispute over the Aaland Islands (1920). The League studied the case and both countries accepted the League's decision.'

'In the Greek – Bulgarian border dispute both sides stopped fighting. The Greeks were fined. Both sides obeyed the League's orders.'

'The L of N was able to help prevent the collapse of the Austrian and Hungarian economies by arranging international help.'

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(c) *How far can the failure of the League of Nations in the 1930s be blamed on the Great Depression? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'It can because it was ignored as countries tried to improve their economies.'

'It failed to deal with powerful countries.'

Level 2 Identifies reasons **2-3**

e.g. 'Because of the pre-occupation with unemployment.'

'Because of the rise in nationalism and extremist parties.'

'Because of the rise in militarism.'

'It failed because of Manchuria and Abyssinia.'

'Because of the failure of collective security.'

'USA not a member.'

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

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

e.g. 'The world economic crisis caused by the Great Depression caused millions to lose their jobs. In desperation they turned to extreme political parties. In Germany the Nazi Party were elected to solve economic and social problems and to overthrow the Treaty.'

'Britain was suffering high unemployment. It was not willing to get involved in sorting out international disputes while its economy was suffering.'

'In Italy economic problems economic problems encouraged Mussolini to look abroad for distractions from the difficulties facing government.'

'In Japan the country's economy was in collapse and this led to the take over of Manchuria.'

'The Japanese occupied the whole of Manchuria. The League instructed Japan to withdraw but it refused. The League did not have the power to force Japan to obey. Everything seemed very distant to League members as Asia matters were not vital to Europe. The Lytton Committee reported in 1932 and condemned Japan's actions. Japan left the League.'

'In 1935 Italy invaded Abyssinia with a modern army. The League imposed sanctions but these did not include oil and other war materials. Britain and France were not prepared to back tough action and the League's actions failed and so it lost its credibility.'

'Powerful nations were not members e.g. USA and others e.g. Germany withdrew and began to re-arm against the Treaty.'

'Another aspect was militarism and countries such as Germany, Italy and Japan built up military strength often with Treaties such as Anglo-German Naval Treaty and Nazi-Soviet Pact.'

'The structure of the League was weak. America were not members and they had no army.'

Level 5 Explains with evaluation **8**

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Question 7

(a) *Describe how the Berlin Wall affected the people living in Berlin***.**

Level 1 General answer **1-2**

e.g. 'It was a physical barrier.'

'It split Berlin.'

Level 2 Describes effects **2-5**

e.g. 'West Berlin was cut off from East Berlin.'

'If you tried to cross you were shot.'

'It took no account of roads and buildings.'

'It put some people in communist held area and others in capitalist area.'

'It stopped the movement of refugees.'

'People from the east could not move to the more prosperous west.'

'There was only one crossing point – Checkpoint Charlie.'

'Families were divided.'

(b) *Why was the Berlin Wall built?*

Level 1 General answer **1**

e.g. 'As a warning.'

Level 2 Identifies why **2-4**

e.g. 'To maintain the east-west split.'

'Because Kennedy would not back down.'

'To prevent people moving from the east.'

Level 3 Explains why **4-7**

e.g. 'The city had been split at the end of the war and the west enjoyed a higher standard of living.'

'Many skilled people left East Germany for the West. This loss of citizens was humiliating for communism.'

'Berlin was a focus of Cold War tensions with Khrushchev trying to force the west out of Berlin.

'It was to prevent refugees escaping to the west.'

'The East German authorities said it was to keep spies from the west out of East Berlin.'

'To try to help the Soviet Union maintain control of its east European satellites.'

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(c) *How far can the decline of Soviet power in Eastern Europe be blamed on the Solidarity Movement? Explain your answer.*

Level 1 Unsupported assertions **1**

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

'Gorbachev was more important.'

Level 2 Identifies reasons **2-3**

e.g. 'Solidarity challenged the Soviet Union.'

'The Soviet Union was in crisis.'

'Gorbachev introduced perestroika and glasnost.'

'The Soviet Union lost its power over eastern Europe because of Gorbachev.'

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

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

e.g. 'Solidarity began calling for greater political and religious freedoms. As it was strong the government feared to take action, as did the Soviet Union.'

'The tough moves of threats, banning and imprisonment did not work and Solidarity went from strength to strength. In the free elections of 1989 Solidarity won massive support and Walesa became President of the first non-communist post-war Poland.'

'This set an example to communist control for the rest of eastern Europe.'

'Solidarity was a mouthpiece for opposition to communism.'

'Crisis in Soviet Union and communism played its part:

Communism is based on equality and fairness but many had lost faith in the government as there was much corruption;

Industry and agriculture were inefficient leading to significant levels of imports;

Large sums of money were being spent on defence and the Afghanistan war.'

'Gorbachev introduced "perestroika" to industry. This was the introduction of capitalist ideas and methods.'

'He introduced "glasnost" where Soviets were allowed to criticise the government.'

'He made rapid moves to establish more friendly relations with the west and signed arms reduction treaties.'

'The problem was that the reforms were introduced too quickly and without preparation. The Soviet Union was in confusion and economic chaos.'

'During 1989 one by one the communist regimes of eastern Europe toppled as Gorbachev's reforms signalled that the Soviet Union could no longer dominate their lives.'

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

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Question 8

(a) *Describe relations between Cuba and the USA in the period 1959-61?*

Level 1 General answer **1-2**

e.g. 'It was tense/frosty.'

'There was no direct confrontation.'

Level 2 Describes relations **2-5**

e.g. 'It was tense as the USA had supported Batista but he had been overthrown by Castro who they feared would be communist. The USA continued to support exiled Cubans.'

'In January 1961 the USA broke off diplomatic relations (January 1961) as it was unable to tolerate Soviet influence so close.'

'America refused to buy Cuban sugar (July 1960), and in October 1960 ended all trade with Cuba.'

'The USA was unwilling to get directly involved even though they were concerned as Castro took over American owned companies and land. Kennedy supported exiles who tried to overthrown Castro (Bay of Pigs). Kennedy was humiliated. Kennedy feared other countries becoming communist.'

(b) *Why was the USA concerned about Soviet missiles in Cuba?*

Level 1 General answer **1**

e.g. 'They were too close.'

Level 2 Identifies why **2-4**

e.g. 'Because of the nearness and therefore threat to the USA.'

'It gave strength to Cuba.'

'They saw them as a challenge to Kennedy.'

'There was a threat to world peace.'

'There was a threat to the USA.'

'Within the sphere of influence.'

Level 3 Explains why **4-7**

e.g. 'Cuba was gaining in USSR military strength in America's backyard and they were concerned about the USSR putting missiles on Cuba.'

'In the context of the Cold War America was concerned that the USSR was trying to draw them into nuclear war.'

'Khrushchev wanted to test the USA to see how strong they really were.'

'There was potential for a war and for over a week the world was on the brink of nuclear war.'

'USSR wanted the missiles as bargaining power to get the USA to remove its missiles from Turkey.'

'It was a threat to USA supremacy in the arms race.'

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(c) *'Khrushchev claimed that the Cuban Missile Crisis was a victory for the Soviet Union.' Do you agree with this view? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'It was because they still had nuclear weapons.'

Level 2 Identifies reasons **2-3**

e.g. 'He retained Cuba.'

'Kennedy's reputation increased.'

'It reduced the threat of nuclear war.'

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

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

e.g. 'The crisis had given the world a scare, and both sides took steps to avoid a repeat by setting up the "hot line".'

'In 1963 a Nuclear Test Ban Treaty was signed.'

'Khrushchev could claim that he had ensured the safety of his ally Cuba.'

'American nuclear missiles were quietly removed from Turkey in 1963.'

'The crisis had seriously damaged Khrushchev's prestige as he backed down. In 1964 he was overthrown by his opponents in the USSR.'

'Kennedy could claim he had stood up to Khrushchev and his decisive action removed the threat of a nuclear missile base in Cuba.'

'Kennedy could claim success for his policy of containment.'

Level 5 Explains with evaluation **8**

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Section B – Depth Studies

Question 9

(a) *Describe the ideas and policies of the Nazi Party in the 1920s.*

Level 1 General answer **1-2**

e.g. 'They used violence / extremist.'

'Anti-semitic.'

'The 25 points.'

'Restore to former glory.'

Level 2 Describes ideas/policies **2-5**

e.g. 'It was opposed to the Weimar Republic.

'Wanted to overthrow the Treaty of Versailles.'

'To gain more territory for its people in a single country.'

'Only pure blooded Germans to be citizens. Jews were blamed for the problems.'

'Belief in the use of rallies, parades and marching songs.'

'Deal strongly with opponents (SA).'

'There was a fear of communism.'

'Dictatorship/one party state.'

(b) *Explain why the Nazi Party had little success before 1930.*

Level 1 General answer **1**

e.g. 'They could not gain enough votes.'

'They were not in power.'

'they were not popular.'

Level 2 Identifies why **2-4**

e.g. 'The Weimar Republic was doing well.'

'The party was banned.'

'Hitler was put in jail.'

'They used violent tactics.'

'Not national enough.'

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Level 3 Explains why **4-7**

e.g. 'The success of Stresemann's policies meant there was little support for extremists. **(MAX 2 MARKS)**

'Hitler was put in jail following the Munich putsch and the Nazi Party was banned.'

'The Party had extremist ideas, nationalism, anti-Semitism, and these were unacceptable to many.'

'They set up the SA and its violent tactics were notorious.'

'They did not appeal to the working classes as they were more likely to support the communists.'

(c) *'The effects of the Wall Street Crash provided the main reason why Hitler was able to become Chancellor of Germany by 1933.' Do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Yes because the country looked for something different to help them.'

Level 2 Identifies reasons **2-3**

e.g. 'Depression caused mass unemployment and the recall of loans.'

'The Nazi Party staged mass rallies to "sell themselves".'

'There was the threat of the communists.'

'People lost faith in the government.'

'The Nazi Party gained more seats in the Reichstag.'

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

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

e.g. 'In October 1929 Germany sunk into economic depression because of the Wall Street Crash. People lost faith in the Weimar Republic and turned to parties such as the Nazis as they offered a radical solution.'

'US loans stopped because of the Wall Street Crash and German industry collapsed. Millions were unemployed.'

'The Weimar Government made matters worse by cutting welfare payments leaving some unemployed without any money.'

'At the same time Stresemann died and Germany had lost a most able politician and one who had steered them out of a depression before.'

'The Weimar politicians could not cope with the effects of the depression. No one party had enough support and President Hindenburg ruled by decree. As a result of the July 1932 elections the Nazis became the largest party. Von Papen persuaded Hindenburg to appoint Hitler Chancellor.'

'The elite groups in Germany considered it better for Germany to have a strong, authoritarian government rather than the President acting alone. These groups preferred the Nazi Party rather than the communists.'

'Hitler held huge rallies and promised to tackle unemployment and restore the economy and this appealed to the millions who were out of work.'

'Hitler had always insisted that he would destroy the Treaty of Versailles and make Germany strong again. This appealed to all who felt the Treaty was unfair and all who had made sacrifices.'

Level 5 Explains with evaluation **8**

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Question 10

(a) *Describe the actions taken by Hitler to reduce unemployment.*

Level 1 General answer **1-2**

e.g. 'Through public works.'

'By the state employing people.'

Level 2 Describes role **2-5**

e.g. 'He began to re-arm and the armaments industry provided jobs.'

'He increased the armed forces by introducing conscription.'

'Public works schemes such as the construction of autobahns, hospitals and schools.'

'Help was given to private firms to build houses and workers were needed to build them.'

'Millions were organised under the National Labour Service.'

'Removed Jews from public office; women from work.'

(b) *Why did the Nazis discourage women from going out to work?*

Level 1 General answer **1**

e.g. 'They held traditional views.'

Level 2 Identifies why **2-4**

e.g. 'It was a male dominated society.'
'So she could support her husband.'
'To have children.'
'To decrease male unemployment.'
'To reduce unemployment figures.'

Level 3 Explains why **4-7**

e.g. 'Motherhood and family life were important parts of Nazi propaganda. They had traditional views about family matters.'

'Women were not equal with men. They were expected to remain at home to raise children.'

'Hitler was alarmed at the falling birth rate and women were encouraged to have large families.'

'Working women took the jobs of men and some professional jobs were barred to women.'

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(c) *How total was the control the Nazis had over the German people before 1939? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'It was full control as people could not disagree.'

Level 2 Identifies control **2-3**

e.g. 'People were indoctrinated.'

'Control was exercised through propaganda.'

'There were no opposing views.'

'Opponents were dealt with.'

'Through the Hitler Youth.'

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

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

e.g. 'The Nazis used propaganda to get their message over. So people were constantly aware of the Nazi message at mass rallies, such as Nuremberg, and by the flying of the Nazi flag everywhere.'

'Mass media was controlled and only allowed to put forward one view.'

'Culture in the form of literature, art and the theatre had to be approved and other material destroyed.'

'Education became indoctrination of for example history from only one point of view.'

'Radios were cheap and available for homes to hear the message.'

'The Enabling Laws of 1933 gave Hitler power to crush political opposition. All other political parties were banned.'

'The Gestapo hunted down any opposition which was often sent to concentration camps run by the SS.'

'Networks of informers made it unsafe to express anti-Nazi views.'

'Judges were loyal to the Nazi Party and this affected court decisions.'

'It is difficult to judge opposition and many opponents left the country.'

'The Pope denounced the Nazis as anti-Christian and many churchmen of all religions denounced the Nazis.'

'Some, such as the "Swing" movement rejected the influence of the Hitler Youth. They were regarded as delinquents.'

'Some young people were known as Edelweiss Pirates and they rejected authority.'

Level 5 Explains with evaluation **8**

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Question 11

(a) *Describe War Communism*

Level 1 General answer **1-2**

e.g. 'It was harsh economic measures.'

'It was to feed the army.'

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.'

(b) *Explain why the Bolsheviks were successful in the Civil War, 1918-21.*

Level 1 General answer **1**

e.g. 'The Bolsheviks were better organised.'

Level 2 Identifies why **2-4**

e.g. 'The Bolsheviks had a better army.'

'The Whites were divided.'

'The Reds controlled the central area.'

'Trotsky was a better leader.'

'The Reds were ruthless and efficient.'

'Use of railway.'

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 Bolsheviks held a central position, Russia's two greatest cities and had a simple aim of survival.'

'Trotsky created a disciplined, effective fighting force – the Red Army.'

'The army gained supplies to keep them going through War Communism.'

'The Cheka intimidated the opponents with fear.'

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(c) *'Lenin's New Economic Policy (NEP) was a success.' How far do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Life improved so it must have been a success.'

Level 2 Identifies reasons/describes NEP **2-3**

e.g. 'Grain requisitions were stopped.'

'Peasants could sell grain on the open market.'

'Smaller factories producing consumer goods were returned to their owner.'

'A breathing space.'

'It replaced War Communism.'

'It remained outdated in many areas of production.'

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

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

e.g. 'The NEP replaced War Communism where there had been food shortages and famine. Under NEP food production had risen steeply by 1925.'

'As part of the plan Lenin wanted to electrify Russia as this would provide power for modern large scale industry.'

'Trade with western countries began to increase with western goods exchanged for Russian oil.'

The NEP lasted until 1928 and Russia did become more prosperous although this can partly be attributed to a period of stability.'

'The cost of manufactured goods remained high and peasants could not afford them.'

'Many peasants remained poor using outdated equipment.'

'Industrial workers were better off but unemployment remained high.'

'By 1926 the economy had reached pre-1914 levels but massive investment was needed to turn the Soviet Union into a modern industrial country.'

'The introduction of non-communist ideas had upset some and they wanted a return to more socialist methods of running the country.'

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Question 12

(a) *Describe how Stalin became leader of the Soviet Union.*

Level 1 General answer **1-2**

e.g. 'He removed opposition.'

'He had friends in power.'

Level 2 Describes methods **2-5**

e.g. 'He was General Secretary of the Communist Party and in a strong position.'

'For support he had placed his supporters in top Party posts.'

'Trotsky's ideas were too extreme for many.'

'Trotsky was accused of trying to split the party and he was removed from power and forced into exile.'

'Stalin then had Zinoviev and Kamenev, his other main opponents, sacked.'

'He used people and then ditched them.'

(b) *Explain why Stalin introduced the Purges.*

Level 1 General answer **1**

e.g. 'To deal with people.'

Level 2 Identifies why **2-4**

e.g. 'Because he felt threatened / he was insecure.'

'To deal with those who were thought to be disloyal.'

'To deal with those who he had defeated to gain power.'

Level 3 Explains why **4-7**

e.g. 'He had got the better of Trotsky but feared his enemies would attempt to overthrow him. This was particularly strong during the terrible violence during the collectivisation and industrialisation campaigns of the early 1930s.'

'The communist party periodically carried out purges to remove those suspected of being disloyal. This time it was at the top level of the party.'

'He feared Kirov and had him murdered and then used this as an excuse to turn on Zinoviev and Kamenev who were given long prison sentences. The following year they were accused of being spies and were shot.'

'This started the "Great Terror" when nobody was safe:

Many of the Bolsheviks were put on "show trials" and many were tortured and shot to prevent any threat;

'In 1941 he turned against the generals of the Red Army, forced confessions out of them and had them shot;

Finally he even turned against the secret police (NKVD) and many senior officers were shot;

With the murder of Trotsky in 1940 every one of Stalin's rivals was dead.'

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(c) *'Stalin was a disaster for the Soviet Union.' Do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'He was not a disaster as things got better.'

Level 2 Identifies reasons **2-3**

e.g. 'Millions lost their lives.'

'He changed communism.'

'He brought terror.'

'He saved Russia from defeat in the war.'

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

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

e.g. 'He caused the death of millions of people during collectivisation and the purges.'

'He got rid of some of the Soviet Union's best brains – thinkers, writers, artists – who could have produced brilliant work in many fields.'

'He destroyed the Communist Party by turning it into an organisation for carrying out his orders.'

'He got rid of old Communists who might have been able to steer the Soviet Union towards a more humane form of socialism.'

'He was responsible for 30 years of terror and fear turning Russia into a totalitarian state.'

'Collectivisation was not successful despite the terrible upheaval.'

'Living standards changed very little. Housing remained poor.'

'He turned Russia into a powerful, modern industrialised nation in 30 years.'

'He did not personally order all the excesses of the purges. The secret police got out of control.'

'There were advances in education and medicine. Enormous numbers learned to read and write.'

'Living standards were beginning to rise.'

'His industrialisation policies, and strong leadership, saved Russia from defeat in the Second World War as planes and tanks were available.'

Level 5 Explains with evaluation **8**

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Question 13

(a) *What was the 'Wall Street Crash'?*

Level 1 General answer **1-2**

e.g. 'The fall of the stock market.'

'The selling of shares.'

Level 2 Describes Crash **2-5**

e.g. 'The sudden end of the economic boom of the 1920s.'

'In the 20s people had speculated on the Wall Street stock market to make money often buying "on the margin".

'People realised that prices were not rising any more and took their money out.'

'Panic selling resulted in prices slumping and people being ruined.'

'Share prices were falling.'

(b) *Why was Hoover unsuccessful in dealing with the effects of the Crash?*

Level 1 General answer **1**

e.g. 'Because he did not do enough.'

Level 2 Identifies why **2-4**

e.g. 'He thought things were about to improve.'

'His tax cuts did not work.'

'He refused to accept there was a major problem.'

'He ignored the people who were in difficulties.'

Level 3 Explains how **4-7**

e.g. 'He did not accept that the situation was serious and suggested prosperity was just around the corner.'

'Many feared the country was descending into violence and disliked Hoover's treatment of the Bonus Army.'

'Even in the depths of the Depression Hoover did not regard the capitalist system as his responsibility. So a vote for Hoover was a vote for doing nothing.'

'He tried to introduce tax cuts and encourage US exports but had little success.'

'He believed in rugged individualism and showed little sympathy for poor starving Americans living in shanty towns.'

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(c) *How far were Hoover's failings responsible for Roosevelt winning the 1932 Election? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'They must have been as he lost the election.'

Level 2 Identifies reasons/social consequences **2-3**

e.g. 'The unemployed faced ruin and relied on charity.'

'Many people lived in shanty towns.'

'Hoover failed to deal with the Depression.'

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

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

e.g. Hoover and the Republican Government.

'He believed that government should stay out of business matters. He assumed eventually everything would return to normal.'

'He appealed to businesses not to sack workers, but this failed.'

'He put higher taxes on imports and other nations responded likewise making it difficult to sell surplus production.'

'He became associated with the shanty towns which were called Hoovervilles.'

'The Bonus Marchers (war veterans) wanted a promised war bonus early but were refused and they were evicted from their camps.'

The social consequences:

'The number of unemployed increased daily. Many families split up.' 'There was no welfare and so people had to rely on charity. Breadlines became a feature of the cities.'

'There were thousands destitute and shanty towns grew up made from scrap metal.'

Roosevelt

'Had a reputation for helping the unemployed by using public money to fund job-creation schemes.'

'He promised a "New Deal" and came over with energy and determination. He could offer some hope. He made the people feel he was on their side.'

'He promised government schemes for new jobs, measures to revive industry and agriculture, relief for the poor and unemployed although nothing was in detail.'

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

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Question 14

(a) *Describe how Roosevelt dealt with the banks to avoid economic disaster.*

Level 1 General answer **1-2**

e.g. 'He passed an Act.'

'He gained public confidence.'

Level 2 Describes how **2-5**

e.g. 'He introduced the Emergency Banking Act.'

'The Act forced banks to stay closed for four days.'

'Those whose finances were completely hopeless were closed permanently.'

'The rest were promised government grants to help gain public confidence.'

'He broadcast to the public and asked the public to take money to the banks.'

(b) *Why did Roosevelt set up the Tennessee Valley Authority (TVA)?*

Level 1 General answer **1**

e.g. 'It was part of his policy to improve things.'

Level 2 Identifies why **2-4**

e.g. 'To help industry and agriculture.'

'To create jobs.'

'To deal with physical problems.'

Level 3 Explains why **4-7**

e.g. 'It was part of Roosevelt's promise to get the United States out of the depression.'

'To get the government to deal with a major problem that cut across seven states.'

'To ensure continuous water supply instead of floods and droughts.'

'To provide water for the irrigation of land that was turning into a dust bowl.'

'To create jobs in an area of great poverty.'

'To provide electrical power to under-developed areas.'

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(c) *'The New Deal was a success.' How far do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'It was a success as conditions got better.'

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

e.g. 'The economy began to recover.'

'The principle of welfare was established.'

'The was a new faith and hope.'

'There was no revolution.'

'There was some discrimination.'

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

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

e.g. 'He reduced unemployment providing work for millions of people on public construction projects and the Alphabet Agencies.'

'He gave hope back to the country and a determination to deal with the depression through for example the fireside chats.'

'He rescued the Banking system and saved many businesses from collapse.'

'The unemployment problem was solved by the Second World War not by Roosevelt.'

'Many critics focussed on the heavy bureaucracy arguing that free enterprise is better than government.'

'Whilst some Black Americans gained, many were discriminated against by the New Deal agencies. They either got no work or received lower wages.'

'Many programmes discriminated against women. They often helped the male manual workers.'

Level 5 Explains with evaluation **8**

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Question 15

(a) *What was a 'commune' in Communist China?*

Level 1 General answer **1-2**

e.g. 'A way of organising agriculture.'

'They were production teams.'

Level 2 Describes a commune **2-5**

e.g. 'Collective farms were joined together to make communes.'

'Communes had an average population of 30,000 people.'

'Large enough groups to tackle large-scale projects such as irrigation.'

'They ran their own schools, clinics, shops and militia.'

'Inhabitants were expected to live communally.'

(b) *Why was land reform introduced in 1950?*

Level 1 General answer **1**

e.g. 'To bring about changes to agriculture.'

Level 2 Identifies why **2-4**

e.g. 'To improve efficiency.'

'To remove the land owning class.'

'To improve farming method.'

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 to 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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(c) *How successful were Mao's economic policies between 1952 and 1961? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'They were very successful as they were planned.'

Level 2 Identifies methods **2-3**

e.g. 'There was a five year plan to increase production of coal, steel, electricity and petrol.'

'Targets were set for each industry.'

'Early targets were met.'

'The Great Leap Forward.'

'Some Chinese were starving.'

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

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

e.g. 'Following the introduction of the Five Year heavy industry plan (1953) the targets had been exceeded by 1957.'

'In agriculture, following the Act of 1950, grain production reached record heights in 1952.'

'The necessary changes in agriculture came in 1955 with the collectives where private ownership ceased to exist.'

'To solve under use of manpower the Great Leap Forward was introduced. In the countryside peasants were set to work on large irrigation and flood control projects.'

'In cities labour intensive industries were set up to solve unemployment.'

'These two developments set very high targets and record figures were reached in 1958.'

'The success in industry up to 1957 was only achieved with the assistance of Russia who helped out with machinery, equipment and technical assistance. When this aid was withdrawn disaster struck.'

'To increase agriculture to a higher production than 1952 large farms and modern methods were needed.'

'Despite the developments there was unemployment in the cities and underemployment of peasants in agriculture.'

'The record harvest of 1958 was followed by three disastrous years where it was even necessary to import wheat. Some Chinese were starving.'

'Small factories proved to be inefficient and "backyard" iron and steel was low quality and could not be used.'

'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

(a) *Describe China's relations with Taiwan and Hong Kong after 1949.*

Level 1 General answer **1-2**

'There were different political views.'

'Foreign powers recognised these two.'

Level 2 Describes relations **2-5**

e.g. 'Taiwan became a republic in 1949 when many nationals fled there.'

'The Nationalists still hoped to gain control of mainland China and the mainland communists hoped to spread their revolution to Taiwan.'

'Until 1971 most Western countries recognised Taiwan rather than the communists. In that year China joined the UN.'

'Even after this the US still sold arms to Taiwan and suggested "Two China's".'

'Hong Kong had been on a 99 year lease and it was agreed that the colony would revert to Chinese control in 1997 but capitalism would continue for another fifty years.'

(b) *Why did China agree to closer relations with the USA after 1970?*

Level 1 General answer **1**

'There was a reduction in tension.'

Level 2 Identifies why **2-4**

e.g. 'To increase trade.'

'To build up China's industry.'

'The USA changed its foreign policy.'

'China's isolation had ended.'

'To avoid nuclear war.'

Level 3 Explains why **4-7**

e.g. 'China's isolation had ended with it being admitted to the UN.'

'After Vietnam, America began to change its foreign policy realising it was impossible to fight Communism everywhere.'

'To build up trade by providing markets. It had increased to $500 million in 1973.This would allow the growth of Chinese industry.'

'The USA was a useful ally against Russia.'

'China felt threatened by Russia's military power and to respond they developed nuclear weapons of their own.'

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(c) *How far did Mao's death in 1976 produce a change in China's relations with the rest of the world? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Relations were improved.'

Level 2 Identifies changes **2-3**

e.g. 'Relations with Russia were friendly and then hostile.'

'Relations with the USA were hostile and then friendly.'

'China had various disputes with near neighbours.'

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

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

e.g. Taiwan.

'US continued to support Taiwan and this delayed the recognition of Beijing as the government of all China until 1979.'

'In the 1980s a peaceful unification with Taiwan was proposed.'

Hong Kong

'In 1984 Britain agreed to return the territory to China in 1997 when the lease ran out. China agreed to keep the capitalist system for at least fifty years.'

Vietnam

'In 1979 the Chinese invaded Vietnam as they were rivals for power in south-east Asia. China found the PLA no match for the Soviet –armed Vietnamese.'

USA

Candidates may well use the argument in relation to America, Taiwan, China and the UN to highlight before and after.

Russia

Candidates may well exemplify by comparing relations during the First Five Year Plan and the deterioration over the years leading to border clashes.

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

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Question 17

(a) *Who were the Uitlanders?*

Level 1 General answer **1-2**

'They were immigrants.'

'It was a name given by the Boers.'

'People in the Transvaal.'

Level 2 Describes role **2-5**

e.g. 'They were British.'

'They went to South Africa to profit from the development of the gold mining industry.'

'They were treated as second class citizens with no vote and no rights.'

'A group who had no constitutional means of airing grievances.'

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

Level 1 General answer **1**

e.g. 'Because the Boers and the British were in dispute.'

Level 2 Identifies why **2-4**

e.g. 'The Boers did not like the outsiders.'

'The Boers wanted to protect their land.'

'Cecil Rhodes caused trouble.'

Level 3 Explains why **4-7**

e.g. 'The Boers bitterly resented British attempts to coerce them into staying within the Empire.'

'There was a flood of gold seekers. The Boers called them Uitlanders and did not like them.'

'Kruger's government imposed high taxes on the Uitlanders but refused them voting rights.'

'Cecil Rhodes stirred up trouble between the Uitlanders and the Kruger government. An example was the Jameson Raid in 1896.'

'The Kaiser infuriated the British by praising Kruger on quashing the raid and obtaining arms from Germany.'

'The Boers saw the raid as a British invasion of their territory and an indication of future intentions.'

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(c) *How far was the Boer War (1899-1902) a total victory for the British? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'The Boers lost.'

Level 2 Identifies impact **2-3**

e.g. 'Independence was lost.'

'Many lost their lives.'

'The British were accused of barbarism.'

'Farming was devastated.'

'The Union of South Africa was created.'

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

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

e.g. 'The British defeated the Boers and ended the war with the Peace of Vereeniging.'

'Britain paid £3 million towards restocking the devastated farms.'

'Around 22,000 troops lost their lives and the cost to the taxpayer was £220 million.'

'It created a mood of change as the British became less enthusiastic about their Empire.'

'In 1906-7 the Liberal Government tried to wipe out some of the bitterness by restoring the independence of Transvaal and Orange Free State.'

'In 1910 the four independent South African States became a self governing dominion, the Union of South Africa.'

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

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Question 18

(a) *What economic changes took place in South Africa during World War Two?*

Level 1 General answer **1-2**

e.g. 'New industries grew.'

'Strikes increased.'

Level 2 Describes changes **2-5**

e.g. 'South Africa was cut off from its usual suppliers of manufactured goods. As a result new industries were established within SA.'

'Factories expanded to meet the demand from the armed forces.'

'As white men were in the army, black workers were in demand to work in manufacturing.'

'A wave of migration to the cities created an accommodation shortage.'

'Mining lost its position as the major employer of labour.'

'Black workers were dissatisfied with low wages and poor housing and there was a dramatic increase in strikes.'

(b) *Explain why the Nationalist Party won the election of 1948.*

Level 1 General answer **1**

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

Level 2 Identifies why **2-4**

e.g. 'They appealed to white voters.'

'They won because of 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 Constitution Clause that gave rural areas a larger weighting.'

'They conducted an efficient election campaign that promoted policies through organisations such as the 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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(c) *How far did the election of the National Party in 1948 change South Africa? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Millions of lives were devastated.'

'Little changed for the whites.'

Level 2 Identifies changes **2-3**

e.g. 'Apartheid was established.'

'Acts were passed that discriminated against blacks, coloureds and Indians.' (Any listing of Acts without explanation go into this level.)

'The Acts forced people to live in separate areas, use separate schools, transport and other facilities.'

'The voting powers belonged to the whites.'

'Education depended on who you were.'

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

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

Answers in L4 may look at impact on white, black, Indian and coloured people. If one group this would keep answer in L3.

e.g. 'The Prohibition of Mixed Marriages Act 1949 forbade inter-racial marriage.'

'The Immorality Act 1950 made sex between different racial groups illegal.'

'Black men were forced to register and carry pass books at all times. They were attached to special areas called Bantustans. It was intended their language and culture would be protected here.'

'In order to enforce apartheid all the racial groups had to be physically separated from each other.'

'The right to vote was taken away from black people, Indian people and later coloured people. This left an all white voting list and removed opposition. They only had political rights in the homelands.'

'The Bantu Education Act was designed to make black children inferior to white ones. Schools were in the homelands. They were taught only just enough English to communicate. Their education was just enough to work in mines and urban areas.'

'It developed as a police state to enforce the laws.'

'For the whites South Africa was their home and they were determined to stay.'

'The whites retained the best land and control of industry and commerce.'

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

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Question 19

(a) *Describe the events which ended in the Windhoek Massacre of December 1959.*

Level 1 General answer **1-2**

e.g. 'People demonstrated.'

'People were killed.'

Level 2 Describes massacre **2-5**

e.g. 'All Black people of Windhoek were to be moved to a new township.'

'People, mainly women, refused to move.'

'Plans were made by the South African administration to move people by force.'

'The Namibians boycotted public transport, beer halls and cinemas.'

'Contract workers supported the Black people and peaceful demonstrations were organised.'

'On 9th December a large demonstration of women had a peaceful mass meeting.'

'On the following day a large crowd outside the municipal buildings were fired upon by police.'

'Eleven Namibians were killed, fifty-four wounded of whom two died later.'

(b) *Why were South Africa and the United Nations in dispute over South West Africa in the period 1945 to the ending of the mandate in 1966?*

Level 1 General answer **1**

e.g. 'South Africa wanted to rule.'

Level 2 Identifies why **2-4**

e.g. 'South Africa wanted to rule in its own way.'

'SA said the mandate had ended.'

'It ignored the International Court.'

Level 3 Explains why **4-7**

e.g. 'South Africa wanted SW Africa as a fifth province. This was refused by the UN.'

'The UN wanted a trusteeship but SA refused and stopped sending reports about administration to the UN.'

'South Africa introduced apartheid and governed with the non-white laws. This was opposed by the UN who saw it as violating the 'sacred trust' of the original mandate.'

'The International Court of Justice ruled that the original mandate had not ended with the demise of the L of N and South Africa was legally bound to follow the UN rulings. They refused.'

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(c) *How far do you agree that SWAPO and the United Nations were equally important in achieving independence for Namibia? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Independence was gained and so they both must have been important.'

Level 2 Identifies reasons **2-**

e.g. 'SWAPO wanted independence.'

'The United Nations had to change South Africa's views.'

'The UN was supported by the International Court.'

Level 3 Explains role of SWAPO OR United Nations **3-5**

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

SWAPO

e.g. 'SWAPO wanted a united and independent Namibia with universal adult suffrage. They wanted the UN to supervise the transition to independence.'

'It was made clear in March 1977 by the Western Five that the independence was unacceptable without the participation of SWAPO.'

'SWAPO would not participate unless SA troops were withdrawn.'

'South Africa refused to recognise the role of the UN and continued to try and implement policies. This angered SWAPO who were opposed because it made it impossible to gain independence.'

'As a result of the 1971 Court ruling SWAPO became recognised as 'the nation in a state of becoming' and was recognised by the UN as representing the majority of Namibians and therefore the demands were made in the 'name of the people of Namibia'.'

'SWAPO protested strongly about being ignored by SA when members of Advisory Council were nominated and they made an outcry when SA tried to arrange ethnic elections.'

United Nations

e.g. 'The General Assembly passed a resolution ending the mandate in October 1966 and established a committee to take over.'

'In May 1967 a UN Council was established to take over until independence. It received finance and trained Namibian refugees as civil servants. It encouraged UN member states to help in every way possible.'

'South Africa was requested by the UN to withdraw but refused and the UN requested member states to introduce limited sanctions against South Africa.'

'The International Court (June 1971) ruled that the UN was acting lawfully and that South Africa should be removed.'

'In 1978 the UN passed Resolution 435 which spelt out how SWA should become independent as SA had again gone against the UN wishes with their proposals.'

'A UN supervised election was accepted by SA in November 1989 and independence granted in March 1990.'

Level 5 Explains with evaluation of "equal importance" **8**

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Question 20

(a) *Describe the events of 1947-48 which followed the announcement that Britain was to hand Palestine to the United Nations.*

Level 1 General answer **1-2**

e.g. 'A partition was proposed.'

'Violence broke out.'

Level 2 Describes events **2-5**

e.g. 'The United Nations set up a commission in May 1947 to decide the future of Palestine.'

'It produced a report calling for the partition into a Jewish and Arab state.'

'The Jewish leader David Ben-Gurion accepted partition but the Palestinians rejected it. They felt it was wrong to give over half the land to a third of the population.'

'They did not like the idea that large numbers of Arabs would be ruled by a Jewish government.'

'On 14th May 1948 Ben-Gurion proclaimed the state of Israel was now in existence.'

'Violence increased as the Arab armies attacked the Jews.'

(b) *Why did Britain decide to hand Palestine over to the United Nations?*

Level 1 General answer **1**

e.g. 'It did not want to stay.'

Level 2 Identifies why **2-4**

e.g. 'Because of the cost.'

'There was violence.'

'Because of its view of Zionism.'

'The pressure from the Irgun.'

'Because of the guerrilla campaign.'

Level 3 Explains why **4-7**

e.g. 'At the end of the war Britain was under great pressure to change its policy and allow in survivors of the holocaust. They refused and this brought about violent protest.'

'The Irgun deliberately attacked and killed British soldiers including the explosion at the King David Hotel.'

The violence from the Irgun was intended to persuade the British to leave.

'Because the Arabs continued to block any proposals regarding partition.'

'The British were finding it too expensive to keep large numbers of troops there, especially having just fought a costly war.'

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(c) *Did the war of 1967 create more problems than it solved? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Yes as the problem continued.'

Level 2 Identifies problems **2-3**

e.g. 'Fighting continued.'

'There was no peace settlement.'

'America and Russia were indirectly involved.'

'Israel took land.'

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

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

e.g. 'For the first time in 2,000 years all Jerusalem was under Jewish control. This was a great source of joy to most Jewish people.'

'After 1967 the Arab world rejected peace negotiations with Israel. This led to alternative strategies under Arafat (PLO).'

'No one listened to the UN and it was again discredited.'

'The power of the Israeli army was recognised by Palestine who realised they could not defeat it by conventional means.'

'There was little movement towards a peaceful settlement.'

'Hostilities around the Suez Canal escalated into the War of Attrition (1969).'

'Israel gained frontiers that were easier to defend as they could not be attacked from the Golan Heights or have to defend guerrilla attacks from the West Bank of the Jordan.'

Level 5 Explains with evaluation **8**

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Question 21

(a) *What was agreed between Sadat and Begin at Camp David in September 1978?*

Level 1 General answer **1-2**

e.g. 'A peace agreement.'

'To bring conflict to an end.'

Level 2 Describes events **2-5**

e.g. 'Egypt agreed to make peace with Israel.'

'Israel would return Sinai to Egypt and close the Israeli settlements there.'

'They agreed to give "autonomy" to the Palestinians in the West Bank and Gaza.'

(b) *Why did Sadat agree to begin negotiations with Israel?*

Level 1 General answer **1**

e.g. 'To try to seek peace.'

Level 2 Identifies why **2-4**

e.g. 'Begin and Carter came to power.'

'Israel wanted to discuss issues.'

'Israel was recognised.'

Level 3 Explains why **4-7**

e.g. 'A new Israeli government, led by Begin, came to power and was willing to make a deal over the occupied Sinai desert as it was not part of the ancient land of Israel.'

'There was a new President of the USA, Jimmy Carter, and he was anxious to secure a peace settlement in the Middle East.'

'There was an opportunity to go personally to the Israeli parliament.'

'Arafat abandoned his claims and accepted the existence of the Jewish state of Israel.'

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(c) *'The involvement of the United States in the Arab–Israeli conflict has been disastrous.' How far do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'It must have as fighting still goes on.'

Level 2 Identifies involvement **2-3**

e.g. 'USA has supported Israel financially.'

'US presidents have worked for peace.'

'Israel failed to consult over Suez.'

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

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

e.g. 'In 1948 America supported the creation of Israel and Israel tried to keep on friendly terms. This continued until 1950 and the USA received full support from Israel in the war in Korea against communism.'

'In return for Israel's support against communism the US government promised to stand by Israel in the event of attack and both signed a treaty of friendship in 1951.'

'In 1956 Eisenhower was very angry about not being consulted about the Suez Crisis insisting that Israel should withdraw.'

'Having learnt its lesson, in 1967 Israel did not attack until it was sure of American backing.'

'After the surprise attack on the Israelis in 1973 the Americans airlifted emergency supplies of arms to enable a successful counter attack to take place.'

'As a result of the decline of the Soviet Union under Gorbachev, America's power to influence events increased.'

'In the 1990s America was giving $3 billion annually to Israel's government and expected Israel to take American advice. This did not always happen.'

'In 1992 President Bush told the Israelis to stop expanding in the West Bank. The Israeli government refused to change its policy.'

''President Clinton brokered an agreement in 1993 between the PLO and the Israeli government (Rabin).'

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

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Question 22

(a) *Describe the disadvantages of moving goods by road in Britain around 1800.*

Level 1 General answer **1-2**

e.g. 'It was slow.'

'It was costly.'

Level 2 Describes disadvantages **2-5**

e.g. 'It was slow so not very good for perishable products.'

'Mule trains could carry very little.'

'Roads were poor and could cause hold ups and breakdowns.'

'Herds of cattle were often walked to market and lost weight because of the long difficult journey.'

'Pottery was broken on the bumpy roads.'

(b) *Why were the Stephensons important to the early development of railways?*

Level 1 General answer **1**

e.g. 'They encouraged the development of railways.'

Level 2 Identifies why **2-4**

e.g. 'George Stephenson built Locomotion 1.'

'They built railways over difficult terrain.'

'They built the Rocket.'

Level 3 Explains why **4-7**

e.g. 'George Stephenson was the engineer of the Stockton and Darlington railway built to improve the transportation of coal.'

'George introduced the standard gauge for railway tracks.'

'George was chief engineer and Robert chief surveyor of the Liverpool to Manchester railway and overcame many difficulties including Chat Moss.'

'The L & M was the first passenger railway.'

'The Rocket, designed by George and Robert won the Rainhill trials with the fastest speed.'

'The London to Birmingham railway was designed by Robert over difficult ground.'

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(c) *'The effects of the building of railways were greater for industry than for everyday life in the period up to 1900.' How far do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Yes they were because they carried goods.'

Level 2 Identifies reasons **2-3**

e.g. 'Railways created jobs.'

'They carried manufactured goods and food.'

'People were able to go on holiday.'

'People could travel to work on the train.'

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

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

e.g. 'Railways could carry bulky goods such as coal and iron in large quantities thus reducing costs.'

'Railways were an industry in their own right encouraging the development of the coal and iron industries.'

'The building of the railways created jobs as navvies and railway towns such as Crewe and Swindon grew.'

'Railways boosted fresh food industry by transporting fresh fish, milk and vegetables quickly to the industrial towns.'

'The growth of railways allowed people to move to the suburbs and travel to work.'

'They introduced a cheap means of travel so people could go to the coastal towns such as Blackpool.'

'The fresh food available from the markets improved diet and health.'

'Information became more readily available through the use of railways for the post and national newspapers.'

'A standard time was introduced across the country to enable trains to run to a timetable.'

'Spectator sports increased with supporters able to travel.'

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

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Question 23

(a) *Describe working conditions in most textile mills in the early nineteenth century.*

Level 1 General answer **1-2**

e.g. 'It was a very unpleasant place to work.'

'They were there for most of the day.'

'The air was poor.'

Level 2 Describes conditions **2-5**

e.g. 'Ventilation was poor as windows were kept closed to retain humidity.'

'The room was hot and stuffy and there was a smell of hot oil.'

'The air was damp to prevent the threads breaking.'

'The hours were long and the workers were using unguarded machines.'

'The discipline was harsh with workers being beaten.'

(b) *Why was there was a need to increase coal production during the nineteenth century?*

Level 1 General answer **1**

e.g. 'Because it was being used more.'

Level 2 Identifies why **2-4**

e.g. 'The iron industry was growing.'

'Railways used it.'

'It was used as a source of power.'

'For the home.'

Level 3 Explains why **4-7**

e.g. 'Factories were growing and they used coal fired steam engines.'

'Railways developed quickly and they used vast quantities of coal.'

'The iron industry began to use coal because of the shortage of charcoal.'

'The population was growing quickly with houses having coal fires.'

'The new towns needed coal for the new gas lighting.'

'The French Wars created a demand for weapons and the iron industry needed to use more coal.'

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(c) *How far had working conditions in mines and factories been improved by 1850? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'They had for women and children.'

Level 2 Identifies reasons **2-**

e.g. 'Some factory owners looked after their workers and reduced hours.'

'The Factory Acts could not be enforced.'

'Some did not mind the conditions and were unhappy when they were changed.'

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

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

e.g. Reforming employers

'People such as Robert Owen decided to improve the conditions for his workers by paying good wages, reducing hours and not employing under 10s. This type of employer was not the norm.'

e.g. The Law

The **Acts of 1802 and 1819** reduced the hours of orphan apprentices and said no child under 9 was to work. Older children could work no more than 12 hours and not a night.'

'There were no inspectors to enforce the Acts and they only applied to cotton mills.'

The **1833 Act** stopped children under nine working and reduced the hours of older children. No one under 18 was to work nights. Four inspectors were appointed.'

'Proving the ages of children was difficult as the registration of births only began in 1836.'

'There were not enough inspectors for the whole country.'

'Parents wanted the children to work as they needed the money.'

'If taken to court the fines were low as factory owners were magistrates.'

'The **Ten Hours Movement** was unsuccessful for men until 1853, although the 1844 and 1847 Acts cut the hours of women and children. Men still had to work long hours as women were employed in relays.'

The **Mines Act, 1842**, Stopped children under ten, and all women, from working underground.'

'Enforcement was difficult as mines inspectors were not allowed underground until 1850.'

'Women workers were not in favour as they now had to work on the surface for lower wages.

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

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Question 24

(a) *Describe China's attitude towards foreign countries in the early nineteenth century.*

Level 1 General answer **1-2**

'China remained alone.'

'Did not want any trade.'

Level 2 Describes attitude **2-5**

e.g. 'China wanted to remain isolated.'

'Any trading had to be done through one port, Guangzhou in the south.'

'Turned a blind eye to the opium trade.'

'The Emperor believed China had all it needed.'

'Resisted trade and remained isolated.'

(b) *Why did the opium trade in the 1830s cause problems for China?*

Level 1 General answer **1**

e.g. 'China lost out.'

'They acted too late.'

Level 2 Identifies why **2-4**

e.g. 'They ignored the trade in drugs.'

'The Treaty they had to sign was harsh on them.'

'They had to trade.'

'They had to pay compensation.'

Level 3 Explains why **4-7**

e.g. 'They ignored the importation of opium and this resulted in corruption.'

'Readily available opium resulted in addiction and became a serious problem.'

'Attempts to restrict the trade in opium resulted in Britain sending an expeditionary force of 4000 soldiers.'

'The Chinese were forced to sign the Treaty of Nanjing in 1842.'

'The Treaty was known as an 'unequal treaty' as it forced China to give foreigners special privileges.'

'The Treaty said trade had to be resumed between Britain and China. That Britain was to have 'most favoured nation' status and the island of Hong Kong was to be ceded to Britain.'

'China had to pay compensation for the lost opium and the cost of the British expedition.'

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(c) *'The Self-Strengthening Movement had little effect on China.' How far do you agree? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'There was some effect as China became stronger.'

Level 2 Identifies impact/states aims **2-3**

e.g. 'It was designed to strengthen China by making it more modern.'

'The know-how was to come from abroad and be applied from within.'

'Military strength was increased.'

'Raw materials were mined.'

'Communications were improved.'

'Manufactured goods increased.'

'Progress was slow.'

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

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

e.g. 'Military strength was increased by the building of arsenals at Shanghai, Nanjing and Fuzhou.'

'Naval strength was increased with a new dockyard at Fuzhou and a powerful navy was based at the new naval bases of Port Arthur and Weihaiwei.'

'Trade and manufacturing were increased by the opening of coal and iron mines, ironworks and textile mills in the 1870s and 1880s.'

'Communications were developed with railways being constructed and telegraph lines from 1881.'

'Compared to Japan who had a similar programme progress was slow.'

'China, despite huge reserves was only producing one-tenth of what Japan was producing in terms of coal.'

'China's kilometres of railway were only one-eighth of those of Japan.'

'China failed to change the way its society was organised and yet tried to adopt western ideas.'

'New weapons for the armed services were purchased and yet no thought was given to how they would be used or the training required.'

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

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Question 25

(a) *Describe the British system of government in India after 1858.*

Level 1 General answer **1-2**

e.g. 'It was run by the Crown.'

'There was a government official in charge.'

Level 2 Describes system **2-5**

e.g. 'The Act of 1858 abolished the powers of the East India Company, transferring authority to the Crown.'

'The troops of the East India Company were transferred to the Army.'

'A post of Secretary of State for India was created.'

'The Secretary of State had an advisory council of fifteen.'

'The Governor General was given the title Viceroy.'

(b) *Why did the Indian Mutiny of 1857 take place?*

Level 1 General answer **1**

'The Mutiny took place because of unrest.'

Level 2 Identifies why **2-4**

e.g. 'The British were trying to bring about reform.'

'The Indian people's views were ignored.'

'Religion was an issue.'

Level 3 Explains why **4-7**

e.g. 'There was unrest brought about by the reforms that Lord Dalhousie was trying to introduce. These were westernised and introduced too quickly. They ignored many Eastern customs and religious practices.'

'The Indian Mutiny broke out among the "sepoys" in the Bengal army of the East India Company who were issued with bullets greased with cow fat or pig fat. This offended the Hindu and Muslim religions.'

'They feared a forcible conversion to Christianity.'

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(c) *'The presence of the British made little difference to the lives of Indians in the fifty years before 1900.' How far do you agree with this statement? Explain your answer.*

Level 1 Unsupported assertions **1**

e.g. 'Things must have improved as there were no more mutinies.'

Level 2 Identifies reasons **2-3**

e.g. 'British culture was a strong influence.'

'Attempts were made to change the culture.'

'Communications improved.'

'New technology was introduced.'

'British control was strengthened.'

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

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

e.g. 'Many British failed to adopt the culture and lifestyle of India, preferring to bring Britain to India with balls and tea parties.'

'There remained enormous poverty and frequent famines (1887) when 5 million died.'

'Most government posts remained with Europeans and Queen Victoria took the title Empress of India in 1877.'

'Good roads and railways were built across India to improve communication.'

'Western technology introduced dams and irrigation schemes and factories.'

'Hospital, schools, clinics and universities were opened based on British ideas.'

Level 5 Explains with evaluation of "how far"

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