www.dynamicpapers.com

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2009 question paper for the guidance of teachers

0470 HISTORY

0470/01 Paper 1, maximum raw mark 60

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

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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

CIE is publishing the mark schemes for the October/November 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

UNIVERSITY of CAMBRIDGE International Examinations

www.xtremepapers.net

www.dynamicpapers.com

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.

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

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

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

3 Assessment Objectives

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

(a) recall, description

(b) recall, explanation

(c) recall, explanation and analysis.

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

1 (a) What was meant by the word 'nationalism' in the nineteenth century?

Level 1 General answer [1–2]

e.g. 'Pride in your country.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'The belief that a group of people are united by a common language, race, religion and heritage and that these characteristics make them a separate nation.'
'Fanatical and aggressive national pride, putting the interests of the nation above the individual citizens.'

(b) Why were there many revolutions in Europe in 1848?

Level 1 General answer [1]

e.g. 'It was started in France.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'The demand for constitutional government.'
'The failure of Louis Philippe to address privilege and poverty.'
'The failure of Charles Albert to implement reforms.'
'The election of a liberal Pope in 1846.'
'The demand for self government in Hungary.'
'A demand for Polish independence.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'Louis Philippe was chosen as the 'citizen king' in 1830. He failed to tackle poverty. His friends became very rich while significant numbers of ordinary people lived in extreme poverty.'
'Frederick William of Prussia in 1840 proclaimed liberal ideas and constitutional reforms, but seven years passed and nothing was done. This led to discontent and riots.'
'The election of a liberal pope, Pius IX, in 1846 led to an amnesty for opponents of the Government in the Papal States and was an encouragement to the revolutionary spirit in Italy.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) 'The revolutionaries of 1848 were responsible for their own failure.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Most revolutionaries lacked support and organisation.'

Level 2 Identifies reasons [2–3]

e.g. 'The clash of aims made success impossible.'
'Popular enthusiasm was short-lived.'
'Demands were initially agreed to and then power regained.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'At first the revolution in Hungary looked as though it would be a success but the Magyar nationalists fought the Croat nationalists instead of joining together to win their independence from Austria. As a result, the revolution led by Kossuth was brutally suppressed.'
'The liberals and nationalists wanted Austrians out of Italy for good. Charles Albert did not get the expected support and as a result he was heavily defeated. The Pope was driven from the Holy City. Charles Albert was defeated again and abdicated and Venice was captured by Austria.'
'Revolutions spread across Germany and liberals and nationalists met to draft a new constitution but failed. Prussian attempts to become leader of a united Germany were quashed by Austria.'
'In France the monarchy fell and socialists and republicans formed a provisional government. Louis Napoleon became President.'
'The Austrian armed forces were too powerful and well organised by Windischgratz and Radetsky.'
'The Tsar was fearful of the spread of insurrection into his own Polish provinces and dispatched a large Russian army to Hungary.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

2 (a) What was the Zollverein?

Level 1 General answer [1–2]

e.g. 'A free trade area.'
'A group of German states.'

Level 2 Describes the Zollverein [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'The combination of Prussians and neighbouring German states to form a customs union in 1818.'
'The German Customs Union launched in 1834.'
'A tariff-free zone among members to encourage trade.'
'Increased from 18 to 25 states by 1836 and almost all by 1852.'
'Improved trade flow by removing customs points and regulations.'

(b) Why did the Schleswig-Holstein issue cause problems for Austria and Prussia?

Level 1 General answer [1]

e.g. 'A difficult to understand crisis.' (Palmerston.)
'A dispute over ownership.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'In 1863 the new Danish king tried to make Schleswig part of Denmark.'
'The German Bund opposed the Danish action.'
'In 1864 Austria and Prussia ruled Schleswig-Holstein jointly, but uneasily.'
'In 1865 it was agreed that Austria should control Holstein and that Prussia should control Schleswig.'
'In 1866 Bismarck took Holstein after war.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'Holstein was almost entirely German but was controlled by Denmark and in 1863 the Danish king tried to make Schleswig part of Denmark even though some of its people were German.'
'Bismarck joined with Austria in sending a combined force which outnumbered and defeated the Danish army resulting in Austria and Prussia uneasily ruling Schleswig-Holstein jointly by the Treaty of Vienna 1864.'
'Joint rule did not work well and in 1865 it was agreed that Austria would rule Holstein and Prussia would rule Schleswig.'
'Bismarck's plan to provoke Austria led to war and, as a result of Prussia's victory, Bismarck demanded Holstein from Austria to be part of the North German Confederation.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) How far was the unification of Germany a result of Bismarck's use of diplomacy? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes, as he negotiated neutrality from leading countries.'

Level 2 Identifies impact [2–3]

e.g. 'The economic growth of Prussia was important.'
'Bismarck selected those to fight against very carefully.'
'Bismarck built up the Prussian army and developed its tactics.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'When Schleswig-Holstein was handed over to be ruled jointly by Austria and Prussia, they could not agree and the territories were split. Some think Bismarck deliberately agreed so that it would be easier to pick a quarrel with Austria.'
'Whilst Moltke and the other generals were mobilising their forces, Bismarck came to an agreement with Italy which would result in Italy attacking Austria and keeping a large part of the Austrian army pinned down in the event of war between Austria and Prussia. He got a promise of French neutrality and relied on British and Russian neutrality. With this control he picked a war with Austria.'
'Austria was defeated within 16 days. He cleverly agreed an acceptable and lenient peace to ensure no lasting bitterness. With increased territory he was acclaimed a hero in Prussia as those wanting unification were delighted with the Treaty of Prague.'
'France was trying to gain territory and was goaded into war by Bismarck. The result was inevitable. William I was appointed 'Deutscher Kaiser' and crowned at Versailles. The German states joined with the North German Confederation in a new federation under the leadership of Prussia. Unification had been achieved.'
'Bismarck was highly intelligent with an unscrupulous view of politics and state affairs. He boasted that force of arms was more important than the negotiating table. He used his negotiating skills in peace agreements such as after the victory against Austria.'
'Economic factors helped unification. The Zollverein helped to integrate the economies of north and central Germany.'
'There was rapid economic growth using the natural resources of coal and iron ore and this fuelled high rates of economic growth. This economic growth stimulated the growth of industrial towns such as Essen. Prussia was growing in economic strength, whilst Austria was not.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

3 (a) Describe the events surrounding John Brown in 1859.

Level 1 General answer [1–2]

e.g. 'There had been an attack.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'John Brown was captured and hanged.'
'John Brown led an attack on an armoury at Harper's Ferry to seize weapons for his slave revolt.'
'He was trying to persuade slaves to join a rebellion against plantation owners.'
'He was treated as a martyr by the abolitionists.'
'It encouraged pro-slavery extremists.'

(b) Why did the southern states prepare to leave the Union after the Presidential election of 1860?

Level 1 General answer [1]

e.g. 'Lincoln opposed slavery.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'Because of the election of Lincoln'
'Slavery would be completely abolished.'
'Lincoln was a republican.'
'Lincoln was going to raise taxes.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. '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.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) 'Reconstruction changed little.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Problems were not overcome.'

Level 2 Identifies impact [2–3]

e.g. 'Initial representation did not happen.'
'Governments were elected by universal suffrage.'
'Carpetbaggers took advantage.'
'Southerners took the law into their own hands.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Union victory preserved the Union but the South was treated with malice and the wounds remained open well into the twentieth century.'
'Johnson's policy was one of reconciliation. The Southern states were allowed to elect legislatures and send senators and representatives to Washington. Congress was controlled by hardliners, however, and radical Republicans wanted to punish the South.'
'The hardliners prevented Confederate representatives from taking their seats. This gave them a huge majority and they were able to pass laws they saw fit.'
'The Basic Reconstruction Act of 1867 allowed military governors to form governments elected by universal suffrage but Confederate leaders were disqualified from voting and old Confederate politicians could not stand for office.'
'Carpetbaggers and scalawags were able to take control of the state governments in the Deep South and impose their wishes which were often corrupt and spendthrift. This affected the peoples of the South who were trying to restore their towns and plantations to their former prosperity.'
'Southerners took the law into their own hands through the Ku Klux Klan who intimidated ex-slaves and dealt with the scalawags and carpetbaggers.'
'By 1877 the white peoples of the southern states controlled their state governments. Treatment of blacks did not improve, the old prosperity had gone and many plantation holders were left bankrupt.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

4 (a) What were the 'statements of intent' in the Charter Oath signed by the Meiji Emperor in 1868?

Level 1 General answer [1–2]

e.g. 'To modernise Japan.'
'To end feudalism.'

Level 2 Describes changes [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'To move towards democratic participation in government.'
'There should be assemblies for open discussion.'
'Common people should be treated decently by officers and there should be no class restrictions on employment.'
'"Evil customs" are to be ended.'
'There should be a strengthening of imperial rule.'

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

Level 1 General answer [1]

e.g. 'Relations between China and Japan had long been strained.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'Japan annoyed China by interfering in Korean politics.'
'Japan wanted territorial expansion.'
'Japan was copying Western Powers' imperialism.'
'Japan was growing stronger militarily.'
'China's forces were ill prepared for war.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'Japan's relations with China had long been strained as a result of Japanese intervention in the politics of Korea, which was nominally a dependency of China.'
'In 1894 a situation developed in Korea which lent itself to Japanese purposes, which were to demonstrate that she was now a power strong enough to claim equality with Western Powers.'
'Japan wanted to make territorial gains from China as a first step in a general policy of expansion in the Far East.'
'Militarism and imperialism already existed in Japan, but they were undoubtedly stimulated not only by the defeat of France by Germany, but also by the example of the other Western Powers in Africa and the Far East.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) 'The building of the Trans-Siberian Railway by Russia was the main cause of war with Japan in 1904.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Russia was worried by Japan's gains from the war with China.'

Level 2 Identifies causes [2–3]

e.g. 'Yes, the building of the Trans-Siberian Railway by Russian caused war.'
'Russia threatened Japan's imperialist ambitions.'
'Russia threatened Japan's links with Korea.'
'Russia gained access to the sea.'
'Japan's aim of increasing raw materials was threatened by Russia.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Russia was building the Trans-Siberian Railway, the largest in the world across inhospitable and uninhabited territory. Japan was concerned about the ulterior motive for this.'
'By getting permission to build part of the railway across Chinese territory, the Russians gained access to warm water ports, which were free in winter, unlike Vladivostock.'
'Russia's interests in Manchuria conflicted with Japan's interests in this area. Manchuria had coal and iron ore that Japan wanted to exploit.'
'Russia had imperialist ambitions in the Far East, having claimed the Ryukyu Islands and Formosa from China. Russia had also gained influence in Korea which was the key to Japanese expansion in Asia.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

5 (a) What did Lloyd George want to achieve from the peace settlement of 1919–1920?

Level 1 General answer [1–2]

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

Level 2 Describes aims [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'Lloyd George wanted to protect British interests by ending the threat to the Navy and Empire.'
'He had promised the British public to "squeeze the German lemon until the pips squeak".'
'To ensure that France did not become too powerful.'
'Lloyd George did not want Germany treated too harshly because he wanted Germany as an important trading nation with Britain.'
'Lloyd George did not want Germany treated too harshly because it may lead to future problems domestically (communism) and internationally.'

(b) Why were German people horrified when they discovered the terms of the Treaty of Versailles?

Level 1 General answer [1]

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

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'It affected the strength and wealth of the country.'
'They lost military power.'
'They felt the reparations were too harsh.'
'They resented the War Guilt Clause.'
'Germany lost important pieces of territory.'
'Many of the terms were not based on Wilson's Fourteen Points.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'Limiting the German armed forces would create unemployment and a lack of security. The Army had been held in high esteem by the German people and, therefore, hurt their pride.'
'The Germans did not think that Germany was solely responsible for starting the war as implied in Article 231 and, therefore, should not have to pay the massive reparations.'
'Many Germans were horrified to find that part of Germany had been handed over to Poland and they were under Polish rule. Those living in Alsace-Lorraine found themselves being governed by the French while those living in Eupen Malmedy were now living under Belgian rule. The loss for 15 years of the Saar Basin to France also horrified Germans as the German economy would suffer from its loss.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) 'The Treaty of Versailles was too harsh on Germany.' How far do you agree with the statement? Explain your answer.

Level 1 Unsupported assertions [1]

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

Level 2 Identifies reasons [2–3]

e.g. 'It was not as harsh as the treaty imposed on Russia by Germany.'
'It did not weaken the German economy as much as the Germans indicated.'
'It was too harsh on the ordinary German people.'
'It was too harsh as it took away much of the armed forces.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Many thought the peacemakers did a reasonable job considering the demand for revenge from the public of the victors. The Treaty could have been as harsh as the German peace treaty with Russia at Brest-Litovsk.'
'The Treaty was not as harsh as Germany argued, especially its complaints that the terms would ruin the German economy. By 1925 German steel production was twice that of Britain's production.'

'The harshness of the reparations made it extremely difficult for Germany to recover economically and, because of the resentment caused by this, made future war likely.'
'Germany felt they had been left vulnerable to future attacks by the drastic reduction in the armed forces.'
'It was harsh on the ordinary Germany people whose standard of living suffered because of the reparations. The punishment should have been reserved for the rulers of Germany at the outbreak of war.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

6 (a) What happened at the Munich Conference in 1938?

Level 1 General answer [1–2]

e.g. 'War was avoided.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'Four powers – Britain, France, Germany and Italy – met to discuss the Czech crisis.'
'It was agreed that Czechoslovakia's new frontiers would be guaranteed by the four powers.'
'Hitler was to be given the Sudetenland as had been agreed at Bad Godesberg.'
'The claims on Czechoslovakian territory by Hungary and Poland were to be met.'
'Peace was secured – "peace in our time".'

(b) Why did Stalin sign the Nazi-Soviet Pact?

Level 1 General answer [1]

e.g. 'To avoid war.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'Stalin would delay war with Hitler.'
'Stalin would gain part of Poland.'
'Stalin could not trust Britain and France.'
'Stalin gained time to re-arm.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'Stalin believed that the USSR would fight against Germany. The Pact gave him time to build up his military strength.'
'Stalin realised that when Germany gained Poland the USSR would get their share without having to fight.'
'Stalin was upset that he had not been invited to the Munich Conference and that Britain and France distrusted him and delayed negotiations.'
'Stalin thought that Britain and France would be happy to see the Soviet Union doing all the fighting if war broke out with Germany.'
'Land was partly taken from Russia to re-create Poland after the First World War. Stalin would be able to re-gain the land.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) How far was Hitler's foreign policy to blame for war in 1939? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The Treaty of Versailles was to blame for the outbreak of war.'
'The weakness of the Allies was to blame.'

Level 2 Identifies reasons [2–3]

e.g. 'Hitler's aim was to destroy the Treaty of Versailles, which inevitably meant war.'
'The League of Nations proved to be a failure.'
'The isolationist policy of the USA helped Hitler.'
'Britain and France failed to act over Hitler's aggressive foreign policy.'

Level 3 Explains why Hitler's foreign policy was to blame OR other reasons [3–5]

e.g. 'Hitler left the League, began re-arming, introducing conscription, re-occupied the Rhineland and united with Austria. These actions demonstrated his determination to increase his power in Europe and avenge the Treaty of Versailles.'
'Hitler went too far with his aggressive foreign policy. He could not justify the occupation of Czechoslovakia or Poland. Despite the Nazi-Soviet Pact, Britain had guaranteed to preserve the independence of Poland. Hitler had finally pushed them to the point at which they had to resist.'

'The British felt that Germany had been harshly treated at Versailles and began to make concessions. Desperate to avoid war, Britain and France responded to Hitler's demands with a policy of appeasement.'
'The League of Nations main weapon was sanctions. They were unwilling to impose meaningful ones against powerful countries such as Italy. The failure of the League to act against Japan and Italy led to its demise and Hitler noted this. Britain and France stopped working through the League.'

Level 4 Explains why Hitler's foreign policy was to blame AND other reasons [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

7 (a) Describe the Bay of Pigs incident.

Level 1 General answer [1–2]

e.g. 'There was a landing at the Bay of Pigs.'
'It was a disaster.'
'It happened in April 1961.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'The USA decided to support those Cuban exiles forced out by Castro.'
'It was an attempt to overthrow Castro.'
'The exiles received training and weapons from the CIA.'
'Kennedy supported an invasion by these exiles.'
'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.'

(b) Why did the Soviet Union place missiles on Cuba?

Level 1 General answer [1]

e.g. 'To give support to Cuba.'
'It is not clear.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'To bargain with the USA.'
'To test the will of Kennedy.'
'To gain the upper hand in the arms race.'
'To defend Cuba.'
'To extend communism.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'Following the Bay of Pigs incident, Castro felt he required more support to defend Cuba against possible American attacks.'
'Khrushchev wanted to bargain with the USA. If he had missiles in Cuba he could agree to remove them if the USA removed their missiles from Turkey.'
'In the context of the Cold War, Khrushchev was trying to see how strong the USA really was and to test the new President.'
'Khrushchev was so concerned about the missile gap between the USSR and the USA that he would take every opportunity to close it.'
'Following the Bay of Pigs incident, Khrushchev was genuinely defending communism in Cuba.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) 'The USA gained more than the USSR from the Cuban Missile Crisis.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The USSR ended the crisis.'
'The USA avoided war.'

Level 2 Identifies reasons [2–3]

e.g. 'Kennedy took a firm line with the USSR.'
'Kennedy improved his reputation.'
'Nuclear missiles were removed from Cuba.'
'The USA had maintained the "missile gap".'
'The USSR had kept Cuba safe from attack.'
'Khrushchev got the USA to remove threatening missiles.'
'Khrushchev ensured communism remained close to the USA.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The USA gained much for its new President, Kennedy, with a greatly improved reputation in the USA and the West. He had stood up to Khrushchev and forced him to back down.'
'The USA had the nuclear weapons removed from their doorstep and, therefore, removed the danger for nearly all US major cities of a nuclear attack.'
'The USSR had left Cuba safe and Cuba became a useful base to support communists in South America.'
'Khrushchev did get the USA to withdraw its nuclear missiles from Turkey, although Khrushchev had to agree that this withdrawal was to be kept secret so he was unable to use it for propaganda purposes.'
'Both the USA and the USSR gained from the Crisis because the world had been given a serious scare and both were anxious to ensure that it did not happen again. It was agreed to set up a "hot line" between Washington and Moscow to enable direct communication to take place. In 1963 a Nuclear Test Ban Treaty was signed.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

8 (a) Describe the membership and role of the United Nations Security Council

Level 1 General answer [1–2]

e.g. 'There are permanent and non-permanent members.'
'It is a powerful body and has much influence.'

Level 2 Describes membership and role [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'It consists of 5 permanent members, the USA, Britain, Russia, France and China.'
'Any permanent member can veto any UNO action.'
'The Council approves applications for UN membership.'
'The Council consists of 10 non-permanent members.'
'It sits in permanent session and it deals with crises as they arise.'
'It can call on members to use economic or military action against an aggressor.'

(b) Why has the organisation of the United Nations made it hard for it to be effective?

Level 1 General answer [1]

e.g. 'Member countries disagree.'
'There is a lack of unity.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'Because the Great Powers don't always co-operate.'
'Because some countries don't want to get involved.'
'Because of the veto.'
'Because it only deals with international disputes.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'It was agreed in 1945 that the UNO could not be involved in internal matters but only where there is an international dispute.'
'It was set up when nations were co-operating in war, assuming they would co-operate in peacetime. The USSR came to see the UNO as American dominated. It, therefore, continually vetoed American proposals.'
'The UNO became a victim of the Cold War, as the Security Council or the Great Powers could not agree or did not get involved. So, there was no action in Cuba, Hungary or the Falklands.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) 'The Korean War was a success for the United Nations.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was not very successful as it failed to achieve its aims.'

Level 2 Identifies reasons [2–3]

e.g. 'It was able to gain respect.'
'It failed to unite North and South Korea.'
'It was 'used' by the USA.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The UN gained respect because it had taken firm action in the face of aggression which it had stopped. Without the UN action it is unlikely that South Korea would still exist.'
'The UN's policy was that Korea should become one country with free elections supervised by the UN. The war did not achieve this as Korea remained divided.'
'The operation became US based as they contributed most of the armed forces. The US was frightened of the spread of communism and was given unlimited authority to direct military operations. MacArthur even reported direct to the President. Many felt that the UN was being used by the US in its battles against communism.'
'The UN failed to bring democracy to Korea as Kim ruled the North as a dictator until his death in 1994.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

9 (a) Describe the events of the Kapp Putsch of 1920.

Level 1 General answer [1–2]

e.g. 'It was a rebellion.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'A group of Freikorps, led by Kapp, attempted to take power in Berlin.'
'The government fled from the city.'
'Kapp set himself up as head of a new government.'
'His aim was to recover land taken by the Treaty of Versailles.'
'The army refused to stop Kapp.'
'The putsch was defeated by the people of Berlin.'
'Workers went on strike and Berlin ground to a halt.'
'Kapp fled to Sweden.'

(b) Why , in 1923, was the Weimar Republic in crisis?

Level 1 General answer [1]

e.g. 'Money was worthless.'
'People could not afford to live.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'Germany did not pay reparations.'
'There was an occupation of the Ruhr.'
'There was hyperinflation.'
'There was an attempt to seize power.'
'Because of the Munich Putsch.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'French and Belgian troops entered the Ruhr and began to take what was owed to them in the form of raw materials and goods.'
'The government ordered passive resistance. Many workers went on strike. The French reacted harshly killing over 100 workers.'
'There were no goods to trade so the government printed more money. Prices rocketed and the money was worthless. There was hyperinflation.'
'Business went bankrupt and peoples' savings were wiped out.'
'There was the Munich Putsch with Hitler and the Nazis attempting to seize power from the Weimar Republic.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) 'Economic success was the main achievement of the Stresemann era.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'There was much prosperity from 1924.'

Level 2 Identifies Stresemann's successes [2–3]

e.g. 'He introduced a new currency, the Rentenmark.'
'He ended inflation.'
'He helped the economy recover.'
'Stresemann worked with the USA.'
'Foreign affairs proved to be a success.'
'There was a cultural revival.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'He ended hyperinflation and brought confidence back by introducing a new currency and reducing government spending.'
'In return for starting to pay reparations again, the Germans, under the Dawes Plan, received loans to encourage industry therefore raising the standard of living and resulting in the French and Belgium troops leaving the Ruhr.'
'By 1928 industrial production was higher than pre-war levels.'
'Stresemann re-negotiated reparations under the Young Plan.'

'Economic prosperity was based largely on foreign loans. Exports were falling and yet huge sums were being spent on welfare and health care.'
'Many historians have thought that Stresemann's biggest achievement was getting Germany 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.'
'A more open approach resulted in a revival in art and culture through newspapers, theatres, painters and literature.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

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

Level 1 General answer [1–2]

e.g. 'A law introduced by Hitler.'

Level 2 Describes the Law [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'A law that changed the constitution.'
'A law that effectively made Hitler dictator.'
'A law that removed parliamentary democracy.'
'It gave Hitler power to make laws without the Reichstag.'
'The law lasted four years.'
'The law gave Hitler power to crush political opposition.'

(b) Why did the Nazis carry out the 'Night of the Long Knives'?

Level 1 General answer [1]

e.g. 'To remove opposition to Hitler.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'Rohm was a challenge to Hitler.'
'Hitler was concerned about the SA.'
'To arrest Rohm.'
'To please the Army leaders.'
'Rohm's views were too left-wing.'
'The SA had lost their purpose.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'A significant threat to Hitler came from within the Nazi Party. The SA had become a major problem. Rohm, leader of the SA, had left-wing views which would offend the businessmen that Hitler now wanted to work with.'
'Rohm wanted to merge the SA into the German army and for him to have control, but Hitler feared this would lose him the army's support.'
'When Hitler ordered the SS to arrest and murder the leaders of the SA, including Rohm, using the excuse that Rohm was about to plan a revolution, Hitler had removed a potential threat to his overall control.'
'Hitler removed rivals outside the SA, like von Schleicher and Gregor Strasser, and therefore tightened his control.'
'Hitler no longer needed the SA as he had the SS, his own personal bodyguard. He was embarrassed by the continued violence of the SA.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) 'The most effective method used by the Nazis to control the German people was the police state.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes because Hitler was in total control.'
'The Gestapo was more important for control than propaganda.'

Level 2 Identifies aspects [2–3]

e.g. 'Police control was based on terror.'
'The media was totally controlled.'
'People were brainwashed.'
'Opposition was removed by the Gestapo.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Nazi Germany was a police state with the power of the authorities supreme. This meant that they could arrest and punish people simply because they said something against Hitler and his party.'
'The SS had unlimited powers to search houses, confiscate property and arrest people without charge. They could send people to concentration camps without trial.'
'The Gestapo had power to arrest anyone it wanted and often used informers to report anything that might be anti-Nazi. The Gestapo became the most feared organisation in Germany.'
'Law and order was under Nazi control with judges having to take an oath of loyalty to Hitler.'

'Hitler realised the importance of propaganda. He used different methods to put across a limited range of ideas time and time again and ensured other ideas gradually disappeared.'
'Propaganda was organised by Goebbels, who got the message across through cheap radios and loudspeakers.'
'Spectacular rallies were held to show the strength of Germany and to encourage patriotism. The German people were indoctrinated.'
'If the young could be indoctrinated into the Nazi way of thinking those views were likely to stay with them for the rest of their lives. The Nazis realised that through education they could convert the young to their ideas by teaching from books giving a biased view, teaching that the Aryan race was superior and educating girls to be perfect mothers and housewives.'
'The Hitler Youth Movement was used to promote Nazism as well as producing physically fit and healthy youngsters.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

11 (a) Describe the events of the March 1917 Revolution.

Level 1 General answer [1–2]

e.g. 'There was unrest.'
'The Tsar was removed from power.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'There were bread riots in Petrograd on 8th March 1917.'
'People wanted better living and working conditions, higher wages and control over their own lives.'
'Thousands of strikers from the armaments factories joined the rioters.'
'The Tsar sent troops to disperse the riots and 40 were killed. Some troops refused to fire on the unarmed crowd. The Petrograd garrison mutinied.'
'The Duma advised Nicholas to set up a constitutional monarchy.'
'The Tsar refused and therefore the Duma and the generals were convinced that Nicholas would have to go.'
'On the 17 March the Tsar abdicated when the imperial train was forced into a siding near Pskov. His brother Grand Duke Michael refused to accept the throne. The monarchy was ended.'
'The Duma set up a provisional government under Prince Lvov.'

(b) Why did the Provisional Government last for only a few months?

Level 1 General answer [1]

e.g. 'It did not act.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'The government failed to solve the food and land problem.'
'They continued the war.'
'The Petrograd Soviet undermined the government's authority.'
'Lenin returned.'
'The Kornilov affair showed how dependent Kerensky was on the Soviet.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'Disastrously the government decided to continue the war. This led to further defeats and mutinies.'
'The government was weak and divided. Its authority was undermined by the Petrograd Soviet who had authority over the working classes.'
'The Soviet's Order Number One put the army under its control. This meant the Soviet was an alternative national government. It became more of a threat as it came under the influence of revolutionaries.'
'Lenin returned from exile and his April Theses made it clear that the Bolsheviks would overthrow the government if it could. It offered "Peace! Bread! Land!".'
'The commander of the Russian army, Kornilov, tried to seize power and install a military dictatorship. He had little support and was arrested. This was an example of the unpopularity of the Provisional Government. It gained popularity for the Bolsheviks because they refused to help Kornilov and they were prepared to fight him.'
'With the people of Petrograd facing another winter of food shortages, the army disintegrating and the Soviet in the hands of the Bolsheviks, the Provisional Government was on the point of collapse.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) 'Trotsky was the key to the Bolshevik success in the Civil War.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was Lenin and Trotsky who made the difference.'

Level 2 Identifies issues [2–3]

e.g. 'War Communism maintained supplies.'
'The Bolsheviks were better led and had a better army.'
'The Whites lacked focus and clear leadership.'
'The armies of the Whites were spread widely.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Red Army was created and led by Trotsky. He enforced strict discipline and used both encouragement and terror to make soldiers fight. He was a courageous and outstanding leader.'
'When there were not enough officers, he conscripted Tsarist officers into the army, taking their families hostage to make sure they remained loyal.'
'He established fierce discipline, including summary execution for deserters.'
'He travelled around by train to meet the troops and spur them to greater efforts.'

'To win the war and ensure the Red Army was fed and equipped, War Communism was introduced. The state took over all aspects of the economy, nationalising most industry and controlling the production and distribution of goods. Factories with more than ten workers were taken over by the state and strikes made illegal. Strikers could be shot.'
'Peasants were forced to give up all their surplus produce to the government. Food was rationed in the cities. The Cheka was used to seize peasants' grain stores.'
'The Whites had no single command. Their leaders had many different aims and ambitions. They were geographically split and unable to co-ordinate their efforts as communications were difficult.'
'The Whites had limited support from the Russian people who did not like the Bolsheviks but preferred them to the Whites as they treated the people harshly. They realised if the Whites won the landlords would return.'
'In 1920 the Whites lost their outside support when foreign powers withdrew their armies and supplies.'
'The Bolsheviks were united under one leader, fighting for a cause and for survival.'
'The Bolsheviks had control of Moscow and Petrograd and also the railways which enabled arms and food to be supplied and moved to the troops.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

12 (a) How did Stalin use his power within the Communist Party to defeat Trotsky?

Level 1 General answer [1–2]

e.g. 'He had friends in power.'
'His ideas were more appealing.'

Level 2 Describes issues [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'Stalin was General Secretary of the Communist Party and in a strong position.'
'For support he had placed his supporters in top Party posts.'
'Stalin was a clever tactician playing one group off against the other in the Politburo.'
'Stalin successfully presented himself as Lenin's close follower such as chief mourner at his funeral. Stalin tricked Trotsky into not attending.'
'Stalin persuaded those in the Party that his 'socialism in one country' was more favourable than Trotsky's 'permanent, or world revolution.'

(b) Why were the Purges carried out by Stalin?

Level 1 General answer [1]

e.g. 'To deal with people.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'Stalin 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]

(Award one mark for an explanation, additional mark for full explanation.)
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, forcing confessions out of them and having them shot.'
'Finally, he even turned against the secret police (NKVD) and many senior officers were shot. With the murder of Trotsky in 1940 everyone of Stalin's rivals were dead.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) How far was Stalin a disaster for the Soviet Union? 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]

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 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

13 (a) Describe the stock market boom of the 1920s in the USA.

Level 1 General answer [1–2]

e.g. 'The value of shares rose throughout the 1920s.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'The American economy did well throughout the 1920s and, therefore, the value of shares rose.'
'There were more buyers than sellers and, therefore, the value of shares rose.'
'By 1929 there were 20 million investors out of a population of 120 million.'
'There were many speculators who borrowed money to buy some shares and then they sold them as soon as the prices had risen.'
'Investors could 'buy on the margin', which meant they only had to put down 10% of cash and they could borrow the rest.'

(b) Why, by 1929, was the US economy showing signs of weakness?

Level 1 General answer [1]

e.g. 'There was overproduction.'
'Traditional trades were in decline.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'There was a downturn in construction.'
'Farming was in trouble throughout the 1920s.'
'Coal and traditional textiles were in decline.'
'Cars and electrical goods were producing more than they could sell.'
'The USA struggled to export its agricultural and manufactured goods.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'American industrialists, encouraged by high profits and helped by increased mechanisation, were producing too many goods for the home market to absorb. Unsold stocks of goods built up, resulting in unemployment.'
'Exports began to fall away, partly because foreign countries were reluctant to buy American goods when the Americans themselves put up tariff barriers to protect their industries from foreign imports. The Fordney-McCumber tariff of 1922 helped to keep foreign goods out but it prevented European states from making much-needed profits from trade with the USA. Without those profits, the nations of Europe would be unable to afford American goods.'
'By 1929 the rich and the middle class had bought their consumer goods such as cars and electrical goods. The majority of Americans who were poor could not afford to buy these goods even on the generous hire purchase and credit schemes on offer.'
'After the war, Europe imported far less food from the USA. This was partly because Europe was poor and it was partly a response to US tariffs which stopped Europe from exporting to the USA. Farmers were also struggling against competition from the highly efficient Canadian wheat producers. All of this came at a time when the population of the USA was actually falling and there were fewer mouths to feed.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) 'Roosevelt was elected President in 1932 because he promised a 'New Deal' to the American people.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It must be true because he was elected President.'

Level 2 Identifies reasons [2–3]

e.g. 'Roosevelt promised to use public money.'
'Hoover failed to deal with the Depression.'
'Roosevelt gave hope to the unemployed.'
'Many people lived in shanty towns.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. '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.'

'Hoover 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.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

14 (a) How did Roosevelt deal 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]

(One mark for each relevant point; additional mark for supporting detail.)
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 was there opposition to the New Deal from the Supreme Court?

Level 1 General answer [1]

e.g. 'Most of them were Republicans.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'Some laws were unconstitutional.'
'The President was taking on too much power.'
'It undermined local states' power.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'The Supreme Court has the responsibility for deciding if any measure passed by the President and Congress goes against the American Constitution. It can block any such measure and declare it illegal.'
'It was clear Roosevelt would have problems with the Supreme Court. Most of the nine judges were Republican and automatically against the policies of the New Deal.'
'In 1935 the Supreme Court found that the National Industrial Recovery Act was against the constitution, so it had to be withdrawn.'
'In 1936 the AAA was declared unconstitutional because the Court declared that it was the responsibility of each state, not the central government, to help agriculture. All the help the AAA had given to farmers stopped.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) How far was the New Deal a failure? Explain your answer.

Level 1 Unsupported assertions [1]

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

Level 2 Identifies strengths and weaknesses [2–3]

e.g. 'The economy began to recover.'
'The principle of welfare was established.'
'There was a new faith and hope.'
'There was no revolution.'
'There was some discrimination.'
'It did not solve unemployment.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. '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.'
'Critics argued that American greatness was founded on citizens being responsible for supporting themselves. They criticised new sickness benefits and pensions as handouts. Many thought it was the road to socialism.'

'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, fireside chats.'
'He rescued the banking system and saved many businesses from collapse.'
'The lives of American farmers improved as a result of the Agricultural Adjustment Act and incomes rose.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

15 (a) Describe China's relations with the USSR in the 1950s and 1960s.

Level 1 General answer [1–2]

e.g. 'Friendly but later cold.'
'They disagreed on policy.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'They wanted to be allies and signed the Treaty of Friendship, Alliance and Mutual Assistance in 1950.'
'Hostility of the UNO and the USA made relations between China and the USSR much stronger.'
'The new Soviet leader, Khrushchev, wanted better relations with the West and this brought a cooling of relations between China and the USSR.'
'There were armed clashes between Soviet and Chinese troops on the border and Russia refused to help in the border war with India in 1962.'
'The Soviets stopped all economic aid to China by 1960.'
'Tension increased when China tested its own atomic bomb in 1964 despite Russia's refusal to help the development.'
'Mao disapproved of the Soviet invasion of Czechoslovakia in 1968.'

(b) Why did China's relations with the USA improve after 1970?

Level 1 General answer [1]

e.g. 'Policies changed.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'China joined the UNO.'
'The USA changed their foreign policy.'
'Trade developed.'
'China was less friendly with Russia.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'In 1971 a majority of nations voted with the USA for China to join the UN and for the expulsion of Taiwan. This marked the end of China's isolation.'
'The USA, under Nixon, began to change its foreign policy, accepting it was not possible to fight Communism everywhere.'
'In 1972 Nixon visited China and met Mao. As a result increased trade began to develop with the West as the ban on trade was lifted.'
'Within two years trade had increased significantly and was helping to build up Chinese industry.'
'China viewed the USA as a useful ally against Russia.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) How far did China's foreign relations change after the death of Mao? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Relations were improved significantly.'

Level 2 Identifies change [2–3]

e.g. 'China steadily increased contacts with the rest of the world.'
'It became easier to visit China.'
'Hong Kong was returned.'
'Relations with the USSR improved.'

Level 3 Explains change OR lack of change [3–5]

e.g. 'In 1984 Britain agreed to return the territory of Hong Kong to China in 1997 when the lease ran out. China agreed to keep the capitalist system for at least fifty years.'
'In the early '80s Deng Xiaoping adopted an 'open door' policy towards the West. Many American and Western companies set up businesses in China and China started to purchase military and industrial equipment from abroad.'
'After his appointment, Gorbachev, leader of the USSR, brought hostility between China and the USSR to an end.'

'The 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.'
'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.'
'The international community was shocked by the Tiananmen Square massacre in 1989. China faced overwhelming international criticism for its human rights policies. This event was an important factor in the rejection of Beijing as the venue for the Olympic Games in 2000.'

Level 4 Explains change AND lack of change [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

16 (a) What was the 'Hundred Flowers' campaign?

Level 1 General answer [1–2]

e.g. 'A chance to let off steam.'
'A chance to express views.'

Level 2 Describes the campaign [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'An opportunity for free discussion and criticism of the government and its work.'
'It was mainly addressed to the educated classes.'
'The resultant torrent of hostile comment was a shock to the government as the Party had expected constructive criticism, but what happened was counter-revolutionary.'
'It was ended abruptly.'

(b) Why did Mao bring the Cultural Revolution to an end?

Level 1 General answer [1]

e.g. 'Because control was lost.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'Red Guards rampaged.'
'People were treated violently.'
'China was on the verge of civil war.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'Young people were encouraged to rise up and rid China of anti-communist elements within the Party, schools, universities and society as a whole.'
'In June 1966, schools and universities were closed down with students joining the Red Guards. At mass rallies they were encouraged by Mao to seek out revisionists.'
'The Red Guards went on the rampage. Parents were denounced as anti-communist, as were teachers and lecturers who were also tortured.'
'Factories, offices and homes were ransacked by the Red Guards. Everything considered anti-revolutionary was smashed or burned. Thousands of innocent people were beaten, tortured or imprisoned after unfair trials.'
'By 1967 the Cultural Revolution was rapidly spinning out of control and China was on the verge of civil war. Around one million people had been killed.'
'The education of a whole generation of young people had been lost and industrial production had fallen. The absolute faith of many Chinese in the Communist Party had been damaged.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) How far did economic changes in the 1980s improve the lives of the Chinese people? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Many things changed.'

Level 2 Identifies features [2–3]

e.g. 'There was less state control in industry and agriculture.'
'The cost of living remained high.'
'Foreign visitors and investment was encouraged.'
'Education was seen as important.'
'Birth control policies were introduced.'
'There was little movement towards democracy.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Deng saw that China needed to increase production and modernise industry to support its huge population. New incentives were introduced including profit-sharing. Peasants were allowed to grow more cash crops and sell their surplus at market value. Under Mao the communes of the Great Leap Forward had been unsuccessful with strict rationing to prevent a famine.'
'People were free to own their own businesses; record numbers of consumer goods were produced; foreigners were encouraged to visit China and external investment, even from the USA, was encouraged. Under the GLF industry was inefficient and China lost USSR expertise after Mao fell out with the Soviets. During Mao's Five Year Plan, industry had been nationalised.'
'Deng reversed the educational reforms of the Cultural Revolution, introducing tougher examinations and making academic success essential.'
'Deng was determined to reduce the rate of population growth and introduced the "one-child" policy and birth control. During the Cultural Revolution the birth rate was rising.'

'Despite increased trade the cost of living remained high and wages low. Unemployment in 1983 was 12% and with modernisation came Western-style problems of increasing crime and football hooliganism.'
'China did not move closer to democracy and tight control was exercised. In 1986 unrest spread to student in universities. Deng was determined to crush all opposition, resulting in the Tiananmen Square massacre.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

17 (a) What grievances did black mineworkers have in the early years of the twentieth century?

Level 1 General answer [1–2]

e.g. 'They were treated harshly.'

Level 2 Describes grievances [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'They were employed under short-term contracts.'
'Wages were low but housing and food were provided.'
'They were housed in squalid compound blocks.'
'They had to carry a passbook.'

(b) Why did the South African government operate a segregation policy in the inter-war period?

Level 1 General answer [1]

e.g. 'To limit influence.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'To keep black people inferior.'
'To control black people.'
'To control the workforce.'
'To adopt white supremacy.'
'To preserve heritage.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'It kept blacks in an inferior position and enabled employers to pay low wages. In doing this the black people's control over land was reduced, thus making it available to white farmers.'
'Because of the industrial unrest in South Africa, employers and political leaders feared what would happen if all the workers joined together to oppose them. They tried to control the workforce by creating divisions between white and black.'
'Many people believed that the white race was superior to all others. These views of white supremacy were readily adopted by the new Union of South Africa.'
'Some people thought the native African should be encouraged to live in 'natural conditions', away from the corrupting effects of towns and industry.'
'Segregation and the creation of native reserves would preserve tribal unity and purity and that it was important to keep African people separate in order to protect culture.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) How effective was organised resistance to racial discrimination before 1940? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Not very, as it continued.'

Level 2 Identifies resistance [2–3]

e.g. 'The moderate approach of the ANC was not successful.'
'Some women were successful against the Pass Law.'
'Non-violent resistance had some success.'

Level 3 Explains effectiveness OR lack of impact [3–5]

e.g. The ANC
'Was pretty ineffective for many years believing the best way to achieve its aims was to keep on good terms with the whites, gaining their respect.'
'Deputations to London to put their case for a share in government failed.'
'By 1930 it was in the hands of moderates worried about becoming involved in issues such as the anti-Pass Law protests.'

Anti-pass demonstrations
'When first introduced they only applied to men. An attempt to introduce them for women in 1913 was met by an effective protest in Bloemfontein.'
'Many demonstrations by men were not successful but their effect was to draw black Africans into political activity.'

The Indian community
'There were many protests using non-violent resistance. This led to mass arrests, which flooded the courts and brought the work of the government to a standstill.'

Trade Unions
'The first effective black trade union was the Industrial and Commercial Union. In 1919 they held a strike of dockworkers and were successful in winning wage increases. The white government was determined to crush the ICU and had succeeded by 1930.'

The Communists
'They were not very successful as most black leaders were within the ANC and other organisations were suspicious of Communism.'

Level 4 Explains effectiveness AND lack of impact [5–7]

Both sides of Level 3

Level 5 Explains with evaluation of 'how effective.' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

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

Level 1 General answer [1–2]

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

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'On 15 June, 15,000 pupils in Soweto staged a demonstration.'
'They were protesting about the decision to halve the lessons in Afrikaans.'
'Police stopped the march with tear gas and bullets.'
'A number of children were killed and wounded.'
'Exact numbers are not known as police refused to reveal them.'
'The police confiscated photographer's film.'
'The black community reacted with a wave of demonstrations and violence.'
'The police arrested 6,000 and banned the Black Consciousness organisation.'

(b) Why was the Black Consciousness movement important?

Level 1 General answer [1]

e.g. 'It increased publicity.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'It threatened apartheid.'
'It inflamed public opinion against South Africa.'
'It gave Black people hope.'
'It promoted the work of Biko.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'The 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.'
'The "wind of change" was blowing through Africa and white South Africans were finding it increasingly difficult to prevent demonstrations and opposition. Black Consciousness was part of this growing movement.'
'Black Consciousness was important because it was led by Steve Biko, a charismatic leader, who was very out-spoken and eventually died under sinister circumstances in police custody. This again highlighted the plight of Black people.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) How effective was international opposition to apartheid? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Not very as countries wanted to keep relations with South Africa.'

Level 2 Identifies opposition/lack of opposition [2–3]

e.g. 'World trade continued.'
'Sports teams were boycotted.'
'Sanctions failed.'

Level 3 Explains effectiveness of opposition OR lack of impact [3–5]

e.g. 'The National Party's strong anti-communist stand brought support from both USA and Britain during the Cold War.'
'From the early 1970s onwards a worldwide boycott of South African sports teams meant that the country was isolated in the sporting world.'
'The newly independent nations of Africa formed the Organisation of African Unity (OAU) with a priority of ending apartheid.'

'Despite expulsion from the UN in 1974, most wealthy nations such as Britain, Japan, France, Germany and the USA continued to trade with South Africa.'
'Many saw the mineral wealth as an ideal place to invest.'
'In the 1980s Thatcher and Reagan both claimed trade sanctions were pointless as they would only hurt the black South Africans.'
'Western nations were not prepared to declare war to end apartheid.'

Level 4 Explains effectiveness of opposition AND lack of impact [5–7]

Both sides of Level 3

Level 5 Explains with evaluation of 'how effective' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

19 (a) How did becoming a mandated territory after the First World War affect Namibia?

Level 1 General answer [1–2]

e.g. 'It was governed by another country.'

Level 2 Describes impact [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'Namibia was placed under the League of Nations and became a mandated territory.'
'The mandate was given to the British who asked South Africa to administer the mandate.'
'As Namibia was a "C" mandate, South Africa was able to apply its own laws.'
'South Africa had to give an annual report to the League on how it was "promoting the material and moral well-being and the social progress of the inhabitants".'
'South Africa wanted to make Namibia part of South Africa.'

(b) Why was there opposition to South African rule in the inter-war period?

Level 1 General answer [1]

e.g. 'Namibians were not happy with South Africa.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'South Africa introduced new tax laws.'
'South Africa was trying to gain control.'
'The Rehoboth community had special rights.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'It became clear that the South Africans were continuing the colonial oppression started by the Germans. There was an uprising by the Bondelswarts when a tax was placed on dogs and they needed dogs for hunting. They had lost land to the Germans and could not afford the new tax. The intention of the tax was to make them even poorer so they would be forced to work for the white farmers.'
'In 1923, the Rehoboth community rose up in protest. South African rule began to threaten the special rights which the Rehoboths had kept after their Treaty with the Germans in 1885. Their council, the Raad, agreed to take part in South Africa's colonial administration. The Rehoboths defied the Raad and formed a new council. South Africa refused to recognise it. Petitions were sent to the League, asking for support. The League did nothing. Martial Law was in Rehoboth.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) How effective was the United Nations in dealing with Namibia up to 1971? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Not very effective.'

Level 2 Identifies impact [2–3]

e.g. 'UN accepted Namibia's position.'
'South Africa ignored the UN.'
'The International Court of Justice supported Namibia.'

Level 3 Explains success OR failure [3–5]

e.g. 'In 1946 South Africa demanded the UN make Namibia part of South Africa. This caused widespread opposition in Namibia with petitions of protest being sent to the UN. The South African plans were rejected by the UN in December 1946; however, South Africa ignored this and carried on with its annexation. In 1949 South Africa stopped reporting to the UN.'
'In 1950 the International Court of Justice ruled against South Africa. In the years up to 1966, the UN tried unsuccessfully to negotiate with South Africa on Namibia's independence.'
'In 1960 the UN issued a declaration stating that colonialism should be ended. In that year Ethiopia and Liberia took Namibia's case to the International Court of Justice. In 1966 the Court decided that these two countries had no legal right to bring Namibia's case.'
'In October 1966, the UN decided to end South Africa's mandate and take direct responsibility itself. It demanded that South Africa should leave Namibia. It refused. The International Court of Justice ruled in 1971 that South Africa should end its illegal presence in Namibia.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3

Level 5 Explains with evaluation of 'how effective' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

20 (a) Describe the proposals for Palestine made by the United Nations in 1947.

Level 1 General answer [1–2]

e.g. 'It suggested partition.'
'It ended the British mandate.'

Level 2 Describes the proposals [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'In May 1947, the United Nations set up a commission (UNSCOP) on the future of Palestine which produced a report calling for the partition, or division, of Palestine into a Jewish and an Arab state. On 29th November, the General Assembly of the UN approved the plan.'
'The Report said that the British mandate should end and that Jerusalem should be an international zone under UN control.'
'It proposed that the Jewish and Arab states should be linked in an economic union to help each other's trade.'

(b) Why was it necessary for the United Nations to be involved in the Palestine issue?

Level 1 General answer [1]

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

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'There was much violence.'
'Britain could not afford the cost.'
'The pressure from the Irgun.'
'Because of the guerrilla campaign.'
'Because of Britain's view on Zionism.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
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.'
'The UN got involved 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.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) 'It was Arab weakness that brought victory for Israel in the war of 1948–49.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The Arabs showed a lack of spirit and determination.'

Level 2 Identifies why [2–3]

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

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Arabs were badly organised and their leaders distrusted each other.'
'The official leader, Abdullah, wanted to control Jerusalem and the West Bank. He did little else.'

'The Jews were fighting for survival. They knew they had to fight or see all their dreams destroyed.'
'The Israelis, supported by the US and Soviet governments, wanted to ensure that the new Jewish state was established within the territory controlled by Jewish forces.'
'A month long truce was arranged by the UN. This gave Israelis time to get supplies of vital arms. The Israelis were disciplined fighters, many with recent experience in World War Two.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

21 (a) Describe the activities of Fatah between 1965 and 1967.

Level 1 General answer [1–2]

e.g. 'The activities were violent.'
'The activities were against the Jews.'

Level 2 Describes the activities [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'On 3 Jan 1965 there was a major guerrilla attack by Fatah on the Israeli National Water Carrier, which diverted water from Jordan. It was thwarted by the Israeli security forces.'
'Terrorist raids by Fatah against Israeli targets were launched from Jordan, Lebanon and Egyptian-occupied Gaza. There were dozens of raids each year against civilian targets.'
'Fatah provided training to numerous European, Mid Eastern, Asian and African rebel and terrorist groups.'

(b) Why was the Six-Day War of 1967 important for the Palestinian Liberation Organisation (PLO)?

Level 1 General answer [1]

e.g. 'It decided to change its policies.'
'It had not achieved much and needed to change.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'The PLO needed to become the voice of the Palestinian people.'
'It needed to gain the West Bank and Gaza.'
'The PLO wanted to introduce strikes against civilians and civilian targets.'
'The PLO needed to gain publicity through terrorism.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'The PLO had been set up in 1964 but the defeat of the Arab armies in the Six Day War of 1967 made the PLO much more important. Leaders of Fatah were becoming more dominant in the PLO, changing its nature. The PLO in 1969 became an independent voice for the Palestinians.'
'Arafat had hoped to be able to fight a successful guerrilla war against Israel but was not successful as the Israeli forces were too strong. The attacks against the military were continued but surprise attacks against Israeli civilians and civilian targets were carried out. These acts were condemned as terrorism.'
'Following the hijacking of a French plane, which was taken to Entebbe in Uganda, 100 Jewish passengers were held hostage. The Israeli armed forces flew to Entebbe, killed the Palestinians and freed the hostages. After this hijackings became less common.'
'In 1974 the Arab League declared the PLO to be the sole representative of the Palestinian people and Arafat was invited to speak to the United Nations.'
'In 1987 Arafat decided to accept publicly the existence of Israel and US demands to reject terrorism in order to obtain the West Bank and Gaza.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) How significant was the impact of superpower involvement in Arab-Israeli conflicts? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Both superpowers have been influential.'

Level 2 Identifies impact [2–3]

e.g. 'The USA has supported Israel financially.'
'The USSR has provided weapons.'
'US presidents have worked for peace.'
'The US arranged Camp David.'
'Israel failed to consult over Suez.'

Level 3 Explains how significant OR not significant [3–5]

e.g. 'In 1948 USA and USSR supported the creation of Israel and Israel tried to keep on friendly terms. This continued until 1950.'
'The USA received full support from Israel in the war in Korea against communism and 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.'
'During the 1960s US policy became more sympathetic to the Arabs. The USA still supported Israel but felt the Palestinians should be helped.'
'As a result of the decline of the Soviet Union under Gorbachev, America's power to influence events increased.'
'The USA was instrumental in the Camp David talks and the signing of the Peace Treaty.'
'In the 1990s, the USA 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 under Rabin.'

'Originally the USSR supported the creation of the state of Israel. It was in 1955 that the Russians started to sell weapons to Nasser as the US had refused. The Russians could see the benefits of a Black Sea naval base and the balancing of American power.'
'During the Six Day War, the USSR supported the Arabs and despite their defeat the support continued up to 1973. The USSR was concerned and tried to get recognition of Israel's right to exist.'
'Since 1979 the USSR has come out in favour of the PLO and the right of the Palestinians to have their own country.'
'In 1982, the Russians proposed their own six-point peace plan.'

Level 4 Explains how significant AND not significant [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how significant' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

22 (a) Describe living conditions in industrial towns

Level 1 General answer [1–2]

e.g. 'They were unhealthy.'
'Housing was poor quality.'

Level 2 Describes conditions [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'Inadequate drainage/sewerage systems.'
'Most houses did not have running water.'
'Privies were shared.'
'Houses were damp and overcrowded.'
'Epidemics spread quickly.'
'High levels of pollution.'
'Many houses were back-to-back.'

(b) Why did many people move to industrial towns?

Level 1 General answer [1]

e.g. 'Because of the industrial revolution.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'Population grew dramatically.'
'Agriculture needed a smaller workforce.'
'Towns grew up near to the factories.'
'People needed to be near their work.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'People were seeking employment in the factories and needed a place to live.'
'The population was growing quickly and people needed somewhere to live.'
'The Agrarian Revolution meant farming required less labour as there was more mechanisation. New practices meant families were evicted from the land and needed a place to live.'
'Some towns grew because of the coming of the railways such as Crewe and Swindon.'
'Industries were growing quickly and needed a workforce housed nearby.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) 'Conditions in towns did not improve in the nineteenth century.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Early Acts of Parliament made little difference.'

Level 2 Identifies reasons [2–3]

e.g. 'The Acts to improve housing failed to work as there was little money.'
'The 1875 Act was compulsory.'
'Joseph Chamberlain improved Birmingham.'
'Lever and Cadbury built model towns for their workers.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The Public Health Act of 1848 made little difference because the Boards did not have the powers to force towns to improve conditions.'
'Progress was slow because money was not available, when slums were pulled down, to rebuild the area. Back-to-back housing continued to be built until 1909.'
'The work of Chamberlain, Salt, Lever and Cadbury only affected small areas.'
'The Public Health Act of 1875 was a major step forward as it was compulsory. Sewers and drains were built, water supply controlled and refuse collected.'
'The Government began to take action on housing. The Torrens Act of 1868 said that landlords had to keep their property in good repair.'
'The Artisans Dwellings Act of 1875 gave local authorities power to remove slums.'
'The Housing of the Working Classes Act of 1890 said that local authorities could demolish slums and build council houses.'
'Chamberlain was mayor of Birmingham and he used powers under the Artisans Dwellings Act to clear slums and build better houses.'
'Sir Titus Salt built Saltaire with housing of a high standard. He included a library and a park.'
'Lever and Cadbury built housing for their workers with tree lined streets and open spaces.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

23 (a) What were the 'Tolpuddle Martyrs'?

Level 1 General answer [1–2]

e.g. 'A group of agricultural labourers.'

Level 2 Describes events [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'In 1834, 6 men formed a branch of the Friendly Society of Agricultural Labourers in Tolpuddle in Dorset.'
'They were protesting at the gradual lowering of wages in agriculture.'
'They swore a secret oath as members of the Friendly Society.'
'A local landowner contacted the authorities pointing out that this was against the Unlawful Oaths Act of 1797.'
'The 6 men were arrested and sentenced to transportation to Australia for 7 years.'
'The new Home Secretary, Lord John Russell, released the men in 1836–37 when they returned home to be treated as heroes.'

(b) Why did the Chartist Movement fail?

Level 1 General answer [1]

e.g. 'The Movement turned to violence.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'Members were split on methods.'
'Prosperity was increasing.'
'There were other movements to follow.'
'There were risings in Monmouthshire and Lancashire.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'The Chartists presented a petition to Parliament. It contained many false signatures and it was ridiculed.'
'The 'physical force' approach lacked respectability.'
'Because of the split in policy many turned to alternative movements such as the Anti-Corn Law League.'
'In the 1840s there was an upturn in trade giving more jobs and therefore less need to protest.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) How successful were trade unions in the second half of the nineteenth century? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Some were successful as conditions improved.'
'Very, as they got more people joining.'

Level 2 Identifies successes/failures [2–3]

e.g. 'Successes included the match girls and the dockers.'
'The ASE established respectability.'
'The NALU failed.'
'At times they were prevented from picketing.'

Level 3 Explains successes OR failures [3–5]

e.g. 'In 1851 the ASE was set up and was followed by other unions for the skilled worker. Because of their moderation these unions helped to make trade unions acceptable.'
'In 1868 a congress in Manchester established the TUC, further establishing the acceptability of organisations related to trade unions.'
'The Trade Union Act of 1871 made trade unions full legal organisations.'
'The match-girls of Bryant and May went on strike because of low wages and dangerous working conditions. Annie Besant used a newspaper article to highlight the working conditions. This got public opinion on the side of the match-girls and their strike was successful in improving conditions.'
'The London dockers were paid low wages and not always guaranteed work. A claim for 6d an hour was rejected and a five week strike followed in 1889. The strikers picketed the docks so that non-union members could not work. This brought the docks to a standstill with food rotting on the ships. Funds were raised on marches through London and an unexpected donation of £30,000 from Australia. After five weeks the dock owners listened to Cardinal Manning and the mediating committee and the dockers won.'
'The London gas workers threat to strike was enough to reduce the working day from 12 to 8 hours without loss of pay.'
'These strikes brought the formation of a number of large unions based on a whole industry including the railway workers and miners. Total membership of the trade union movement doubled.'

'The National Agricultural Labourers' Union was founded in 1872 and quickly had 100,000 members. The landowners were against unions and organised a lock-out in 1874. Many went on strike against the lock-out but because of hardship gave up the struggle. The main problem was that many labourers lived in tied cottages and could be thrown out of their home. The NSLU collapsed.'
'In 1867, under the Hornby v Close case, trade unions found they were not protected by the law if their funds were embezzled.'
'Despite the work of the unions, the employers often held the upper hand because workers were frightened of losing their jobs. In the 1890s the economic situation became worse and the gas, dockers and the revived NALU folded.

Level 4 Explains successes AND failures [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how successful' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

24 (a) What was the Self-Strengthening Movement?

Level 1 General answer [1–2]

e.g. 'It was a movement to strengthen China.'

Level 2 Describes Movement [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
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 by building arsenals at Shanghai, Nanjing and Fuzhou.'
'Naval strength was increased with a new dockyard and a powerful navy was based at the new 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.'

(b) Why were European countries anxious to establish themselves in China?

Level 1 General answer [1]

e.g. 'To increase their wealth.'

Level 2 Identifies why [2–4]

(One mark for each)
e.g. 'To establish Christianity in China.'
'To trade on equal terms with the Chinese.'
'To gain territory especially strategically important sites.'
'To Westernise the Chinese.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)
e.g. 'The Jesuits had an early foothold in China but they lost their privileges in 1722 and, therefore, Christian missionaries wanted permission to work in China and be able to convert the Chinese to Christianity.'
'The Chinese repulsed European nations' attempts to trade. There was trade, mainly in opium, in the early nineteenth century although the Chinese government tied to stamp it out. European countries saw the potential of the vast Chinese market, but also wanted Chinese textiles, porcelain and tea for the European market. By 1861 fifteen western countries had commercial and diplomatic treaties with China.'
'European countries were keen to add territory under their control, especially strategically placed areas. Britain wanted Hong Kong, Burma and parts of Siam, while France wanted Tonkin and Annam. Russia wanted Vladivostock. All these were achieved.'
'Given the chance, many European countries wished to see the Chinese adopt more Western ideas, whether it was the form of western dress, education or with its system of government.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) How far did the Boxer Rebellion demonstrate that European attempts to influence the Chinese had failed? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The Boxer Rebellion showed hatred for the Europeans.'

Level 2 Identifies reasons [2–3]

e.g. 'Many Chinese hated Europeans because of the "unequal treaties".'
'The Boxer Rebellion showed their dislike of the trading rights.'
'Many did not like the spread of Christianity.'
'Both the West and China wanted trade.'
'Many Chinese wanted to adopt Western ideas.'

Level 3 Explains success OR failure [3–5]

e.g. 'Although China was not keen to trade, the British found a commodity that China wanted – opium. This gave Chinese silk, tea and porcelain to the West. Opium became a serious problem for China.'
'The Chinese decided to clamp down and this caused them problems as the West were unhappy and it resulted in the First Anglo-Chinese War.'
'Following the War, the Treaty was favourable to Britain as trade was to be resumed. British people in China were to be controlled by Britain and Britain received "most favoured nation status", which upset many Chinese.'
'The result of the second Anglo-Chinese War was even more favourable to Britain, again upsetting many. There followed a period of relative peace with China beginning to adopt some of the methods and weapons of foreigners.'
'Following the Sino-Japanese War of 1894–95, China made substantial concessions to Japan which the Western world feared unbalanced the power structure in the east. Pressure was put on Japan to withdraw. Fearing the Chinese Empire might disintegrate, the Great Powers wanted their share. In the last five years of the century, concessions were granted to France, Russia, Germany and Britain. This led to even more hostile feelings towards the Europeans.'
'Many of the foreigners were hated because they were Christians. The Boxers captured Christians and many Chinese Christians were burnt alive at the French Cathedral in Beijing.'
'In the 1860s, the Self-Strengthening Movement began. It was applied to Western armaments, steamships, guns, modern industries and military training. In this process foreigners provided the know-how but the Chinese would do the strengthening.'
'The Empress Dowager Cixi realised change was necessary and she modernised the education system.'
'She created a New Army based on European armies and promised the formation of a parliament and democratic elections.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how far' [7–8]

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

25 (a) What problems prevented Europeans from colonising much of Africa in the first half of the nineteenth century?

Level 1 General answer [1–2]

e.g. 'It was the 'great unknown'.'

Level 2 Describes problems [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
e.g. 'There were fears because of disease.'
'There were worries because of the climate and terrain.'
'Much of the interior of Africa had not been fully explored.'
'It needed the cooperation of African leaders to explore the interior.'
'Some European governments were against colonisation because of the expense.'
'There were some powerful African leaders, like Shaka, who would not easily be displaced.'

(b) Why was there European interest in acquiring colonies in Africa?

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]

(One mark for each)
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]

(Award one mark for an explanation, additional mark for full explanation.)
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.'
'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 manufacturers.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

(c) How accurate is the term 'Scramble for Africa' as a description of the partition of Africa by Europeans in the late nineteenth century? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'There were European colonies in Africa in the early part of the nineteenth century.'
'Most of the interior was colonised after 1885.'

Level 2 Identifies factors [2–3]

e.g. 'The British, French and Portuguese had colonies in Africa by 1830.'
'The early colonies were mainly coastal.'
'Leopold's actions in the Congo started the Scramble.'
'The Berlin Conference was a turning point in the race for colonies.'
'The emergence of Italy and Germany as 'new' countries was to make an impact on Africa in the late nineteenth century.'
'To provide new areas for work and settlement for growing home populations.'
'To protect the Suez Canal which was a vital route to India.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. '1800–1885 was one of slow but steady encroachment on African sovereignty, preparing the way for the Scramble.'
'Britain, France and Portugal already had a foothold on many coastal colonies in Africa by 1830 from which they will later explore and colonise the interior.'
'Britain had set up Sierra Leone as a state for freed slaves in 1807 and was able to move into the Lower Niger and Yorubaland later in the century. Britain consolidated its colony in the early nineteenth century in South Africa around the strategically important Cape of Good Hope.'
'France had captured Algeria in 1830. This provided an area of settlement and grew vines and cereals. Napoleon lll expanded Senegal in the 1850s and moved further into the interior to fulfil his desire for "glory" and "empire", as well as groundnuts!'
'For three centuries, Portugal had occupied Angola and Mozambique to produce coffee, groundnuts, palm oil, tobacco, cotton, ivory and sugar.'

'Germany and Italy had become new states in 1871. They had considerable economic and military resources and were capable of making colonies in other continents. Nationalists in these countries felt they should have colonies and so increased status and influence in international affairs.'
'Bismarck was against colonies but he was put under pressure and he changed his mind. William ll wanted to ensure Germany was not left behind. An overseas empire needed a navy and this was an opportunity to build up the navy.'
'Leopold of Belgium was the catalyst for the Scramble. He took Stanley into his service in 1879 and over the next four years established road and river communications in the Congo Basin. In the 1880s he sought treaties granting sovereign rights in the Lower Congo area. In 1884 a Congo Free State was set up. It was the personal property of King Leopold.'
'The Berlin Conference of 1884–1885 was called by Bismarck to ensure that the partition of Africa would be carried out in an orderly and peaceful fashion. The Conference encouraged the Scramble but it did make an attempt to sort things out properly. It prepared newcomers for the Scramble by insisting they gave formal notice of colonisation.'

© UCLES 2009

www.xtremepapers.net

www.dynamicpapers.com

'The Industrial Revolution had gathered pace across Europe. The colonies provided markets for the home produced manufactured goods without restrictive import tariff restrictions. The colonies would be expected to contribute raw materials and food products, many of which would be unobtainable in the home country. These might be ground nuts, palm oil, rubber, cocoa, bananas and tea.'
'The most important part of the British Empire was India. In 1869 the Suez Canal was opened and this became the shortest and most important route between Britain and India. Britain wished to make certain that the rulers of Egypt, who could easily interfere with the Canal, remained friendly to Britain. In 1882 Britain took control of Egypt to guarantee the safety of the Canal. To keep control of the waters of the Nile for Egyptian settlements, Britain occupied the Sudan, Uganda and Kenya.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'how accurate' [7–8]

© UCLES 2009

www.xtremepapers.net