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CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0470 HISTORY

0470/12 Paper 1, maximum raw mark 60

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

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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.

3 Assessment Objectives

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

(a) recall, description

(b) recall, explanation

(c) recall, explanation and analysis.

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1 (a) Describe the 1848 revolution in Prussia.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was fighting.'

Level 2 Describes events [2–5]

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

e.g. 'On March 13 there was a demonstration by workers in the palace square in Berlin. Demonstrators threw stones at the troops and the troops responded by opening fire.'
'On March 18 a large crowd gathered outside the royal palace. The King appeared on the balcony and was cheered by the crowds'.
'The troops were ordered to disperse the crowd. Shots were fired by the troops either in panic or by accident after some jostling had taken place.'
'Students and workers immediately set up barricades and serious fighting broke out.'
'At least 300 rioters were killed as troops took control of the city.'

(b) Why was Germany not unified in 1848-50?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Different opinions could not be resolved.'

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

(One mark for each point.)

e.g. 'The Frankfurt Parliament failed.'
'Frederick William rejected the crown.'
'There were differences in the political aims of liberals and radicals.'
'There was no agreement on the form a new Germany would take.'
'Austria was strong militarily.'

Level 3 Explains reasons [4–7]

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

e.g. 'Germany could not be unified while differences in the political aims of liberals and radicals were unresolved. The liberals wanted constitutional government in all states and a united Empire with a national parliament. The radicals wanted complete social and political change within a republican framework. There was also disunity amongst the nationalists as they could not agree on the form a new Germany should take – unified state or federation, monarchy or republic, Grossdeutschland or Kleindeutschland.'

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(c) How far was German unification the result of careful planning by Bismarck? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Bismarck's careful planning meant that unification took place.'

Level 2 Identifies AND/OR describes careful planning/other reasons [2]

e.g. 'Bismarck planned to make Prussia strong.'
'Bismarck selected those to fight against very carefully.'
'Bismarck built up the Prussian army and developed its tactics.'
'Bismarck was an opportunist with no plan.'
'Economic factors helped unification.'
'There was a strong sense of German nationalism.'

Level 3 Explanation of careful planning by Bismarck OR other reasons [3–5]

e.g. 'Bismarck analysed the strengths and weaknesses of European countries and developed his foreign policy around this. He could have pressed for the unification of all Germany in 1866, but he believed that if Prussia absorbed too much territory at once this would cause problems. Austria's defeat was followed by lenient treatment at the Treaty of Prague, thus ensuring neutrality if Prussia and France went to war.'

OR

e.g. 'The development of an integrated economy was important. This was aided by the Zollverein. In Prussia there was rapid industrial growth using the natural resources of coal and iron ore and this stimulated economic growth. This industry also enabled the development of a railway system, giving rapid mobilisation of troops and equipment. This financial strength and these physical resources were of great value on the battlefield against Austria.'

Level 4 Explanation of careful planning by Bismarck AND other reasons [5–7]

Both sides of Level 3.

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

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2 (a) What was the Dred Scott case?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was about slavery.'

Level 2 Describes case [2–5]

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

e.g. 'In 1857 abolitionists brought a case to the Supreme Court on behalf of a slave called Dred Scott.'
'Dred Scott was a slave who had been taken from Missouri (where slavery was legal) to Illinois (where slavery was illegal) and later to Wisconsin (where slavery was illegal under the terms of the Missouri Compromise). Dred Scott argued that he was automatically freed from slavery when he lived in free Illinois and Wisconsin.'
'It was decided that a slave was not a citizen of the United States and therefore could not bring an action in an American court.'
'The Supreme Court decided that residence in a free state did not free a slave from slavery in his home state.'
'The Supreme Court declared that the Missouri Compromise was against the constitution, since by forbidding slavery it deprived an owner of his property.'

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

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The South did not want change.'

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

(One mark for each point.)

e.g. 'The South wanted to preserve the traditional freedom of the states.'
'It was believed that without slaves the economy in the South would suffer.'
'Owning slaves gave a sense of prestige in the South.'
'They believed that God had decreed the station of slaves in life.'
'Cotton and tobacco plantations depended on free labour.'

Level 3 Explains reasons [4–7]

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

e.g. 'The South's economy was overwhelmingly agriculturally based, and focused mainly on cotton and tobacco. The plantation owners had their own slaves to provide free labour. They were adamant they could not run these plantations economically without the free labour provided by their slaves.'

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(c) 'Reconstruction solved nothing.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Problems remained unresolved.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'Carpetbaggers took advantage.'
'Confederate representatives were unable to take their seats.'
'Southerners took the law into their own hands.'
'Governments were elected by universal suffrage.'
'President Johnson's policy was one of reconciliation.'
'White people in the Southern states were eventually able to control their own governments.'

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

e.g. 'Carpetbaggers and scalawags were able to take control of the state governments in the Deep South; these governments were invariably corrupt and spendthrift. This affected the peoples of the South who were trying to restore their towns and plantations to their former prosperity.'

OR

e.g. 'President Johnson's policy was one of reconciliation. The Southern states were allowed to elect legislatures and send their senators and representatives to Washington. Given time this could have helped North and South to reconcile their differences.'

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

Both sides of Level 3.

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

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3 (a) What changes did the Meiji emperor introduce into Japan's armed forces and schools?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'His changes to the armed forces were influenced by Europe.'
'He modernised schools.'

Level 2 Describes changes [2–5]

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

e.g. 'The Choshu and Satsuma armies were combined to form a new Imperial Army.'
'Conscription was introduced in 1873.'
'The Emperor was the supreme commander of Japan's armed forces.'
'Elementary and middle schools were built.'
'In 1872 compulsory education for four years was introduced.'
'Traditional Japanese skills and beliefs were taught alongside Western learning.'

(b) Why did the Samurai resist Meiji rule?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Meiji rule caused them problems.'

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

(One mark for each point.)

e.g. 'The Meiji wanted to strengthen central government.'
'The privileges of the Samurai were abolished.'
'Stipends were reduced.'
'They were forbidden to wear swords.'

Level 3 Explains reasons [4–7]

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

e.g. 'In order to strengthen the central government the Meiji had to get rid of the medieval feudal system. This meant that they abolished the privileges of the Samurai; the stipends of the Samurai were cut in half and later replaced by government bonds, and in 1876 they were actually forbidden to wear swords. This caused a lot of hardship and anger amongst the Samurai.'

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(c) 'Japan had become a modern country by the death of the Meiji emperor in 1912.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Japan had become a very powerful country.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'Old customs related to feudalism were abolished.'
'Japan adopted western ideas.'
'A new constitution was introduced.'
'Peasant farmers gained little.'
'Supreme power rested with the Emperor.'
'Industrial power was in the hands of a few people.'

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

e.g. 'For Japan to modernise they had to remove the feudal system. To do this they abolished the domains and the privileges of the daimyo and the privileges of the samurai. This resulted in one army rather than a number of private ones and one strong government based in Tokyo, rather than a number of semi-independent regional governments.'

OR

e.g. 'A new constitution was introduced which allowed a constitutional monarchy. However, supreme power rested with the Emperor, with the head of the government being responsible to the Emperor and not the elected assembly. The Emperor continued to choose his prime minister and cabinet from a small group of distinguished leaders.'

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

Both sides of Level 3.

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

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4 (a) Describe how the Schlieffen Plan was intended to work.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was believed there would be little resistance.'

Level 2 Describes Plan [2–5]

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

e.g. 'The Germans intended to invade through Holland, Belgium and Luxembourg. They assumed that Belgium would not resist and would allow the Germans to march through quickly and unopposed.'
'German armies would reach Paris and encircle the French armies. French armies would collapse in the face of the German advance.'
'It was assumed that the British would not enter the war. If they did, their armies would not arrive until after the defeat of France.'
'France would be defeated in six weeks and the Germans could then transfer their troops to the east and fight Russia.'
'The Russians would be slow to mobilise and therefore initially only a small German army would be needed in the east.'

(b) Why did the Moroccan Crisis of 1905-6 increase tension between the Great Powers?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Kaiser was interfering.'

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

(One mark for each point.)

e.g. 'The French wanted to take control of Morocco.'
'The Kaiser said he supported independence for Morocco.'
'The international conference at Algeciras was an embarrassing defeat for the Kaiser.'
'The Kaiser wanted to test the strength of the Entente Cordiale.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Kaiser was humiliated at the Algeciras Conference. He had wanted to be seen as a major power in Africa. Instead his views were rejected and only Austria-Hungary supported him. He was very bitter about his treatment at the conference and extremely concerned by the way that Britain and France joined together to oppose him.'

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(c) How far did the assassination of Archduke Franz Ferdinand cause the First World War? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The European nations couldn't agree.'

Level 2 Identifies AND/OR describes assassination and/or other reasons [2]

e.g. 'Austria-Hungary blamed Serbia for the assassination and issued a ten-point ultimatum to Serbia.'
'The assassination meant that Austria-Hungary invaded Serbia.'
'Austria-Hungary had a guarantee of German backing.'
'The invasion of Belgium by Germany caused the war.'
'The Alliance System contributed to the outbreak of war.'
'There was naval rivalry between Germany and Britain.'

Level 3 Explanation of assassination OR other reasons [3–5]

e.g. 'Austria-Hungary blamed Serbia for the assassination and was determined to deal with the problem of Serbia once and for all. They had a guarantee of German support and so felt confident enough to invade Serbia.'

OR

e.g. 'The Alliance System caused war. It created two armed camps in Europe, the Triple Alliance and the Triple Entente. A dispute between one of the members of each alliance could draw in other members. Germany supported Austria-Hungary against the Serbs, while Russia supported the Serbs.'

Level 4 Explanation of assassination AND other reasons [5–7]

Both sides of Level 3.

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

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5 (a) In what ways did the Treaty of Versailles affect the German economy?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Germany lost land.'

Level 2 Describes ways [2–5]

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

e.g. 'Germany had to accept full blame for starting the war and, therefore, had to pay reparations of £6 600 million.'
'A reduction in the number of armed forces increased unemployment.'
'Germany lost 16% of its coalfields.'
'Germany lost almost half of its iron and steel industry.'
'Upper Silesia was given to Poland. Upper Silesia had a rich iron and steel industry.'

(b) Why was Wilson disappointed with the peace settlement?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It did not include all his ideas.'

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

(One mark for each point.)

e.g. 'He had to compromise on his Fourteen Points.'
'Self-determination was not applied consistently.'
'Wilson believed the peace settlement was too harsh on Germany.'
'He was unhappy that Britain and France enlarged their empires.'
'He believed that the peace settlement would not ensure lasting peace.'

Level 3 Explains reasons [4–7]

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

e.g. 'Wilson was disappointed with the peace settlement because he felt that Germany was treated too harshly and therefore future world peace had not been secured. He felt that this harsh treatment ensured that once it recovered economically, Germany would want revenge.'

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(c) To what extent was the Treaty of Versailles a reasonable treaty in the circumstances of the time? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a reasonable treaty; it could have been harsher.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'It was reasonable as there were demands for it to be much harsher.'
'The Treaty of Brest-Litovsk had been much harsher.'
'It was not reasonable because all the blame was placed on Germany.'
'It was not reasonable because it punished ordinary German people.'
'It was not reasonable as it left Germany defenceless.'

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

e.g. 'At the time it was seen as a reasonable treaty. A more generous treaty would have been seen as unreasonable by the people of Britain and France. They felt Germany was to blame for the war and therefore should pay compensation to them for damage and loss of life.'

OR

e.g. 'The Treaty was not reasonable. Germany was forced to accept war guilt when other countries also played a part in the outbreak of war. Austria-Hungary had invaded Serbia first and Germany only became involved to support her ally, just like Russia became involved to support Serbia. '

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

Both sides of Level 3.

Level 5 Explains with evaluation of 'to what extent' [8]

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

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Through co-operation.

Level 2 Describes how [2–5]

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

e.g. 'By using the International Court of Justice.'
'By encouraging co-operation through business and trade.'
'By encouraging nations to disarm.'
'By using moral condemnation.'
'League members could refuse to trade with the guilty country (economic sanctions).
'By using collective security.'

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

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a new organisation.'

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

(One mark for each point.)

e.g. 'Countries accepted its decisions.'
'Disputes were often between smaller countries.'
'There was a mood of optimism in the 1920s.'

*Candidates may describe successes without any indication why they were successes – these answers should be placed in Level 2.

Level 3 Explains reasons [4–7]

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

e.g. 'Early successes of the League gave nations confidence that this new organisation really could work to ensure continued world peace. They therefore supported the League as they wanted it to work. War had just ended and nations did not want more hostility.'

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6 (c) 'The League of Nations was destroyed by the Depression of the 1930s.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Depression caused problems worldwide.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'The Depression brought extreme political parties to power.'
'The Depression caused the goodwill of the 1920s to evaporate.'
'The Depression meant countries were reluctant to use economic sanctions.'
'The League lacked a standing army.'
'There were too many absent powers.'
'Britain and France often disagreed.'

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

e.g. 'The Depression had political consequences. Many people lost their jobs and turned to extreme political parties that promised solutions to the economic crisis. These extremist parties did not believe in democracy and international co-operation. They cared only about their own country and ignored the authority of the League.'

OR

e.g. 'It was difficult to apply economic sanctions against aggressor nations when the USA was not a member of the League. The USA could continue to trade with the offending country, making the sanctions much less effective.'

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

Both sides of Level 3.

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

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7 (a) Describe the tactics used by the USA in Vietnam.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They bombed Vietnam'

Level 2 Describes tactics [2–5]

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

e.g. 'The USA used saturation or blanket bombing.'
'They used a tactic called 'search and destroy'. Helicopters carried small numbers of troops for surprise attacks on Vietcong controlled villages. Every home in the village was searched and if any sign of a Vietcong presence was found, then the village was completely destroyed.'
'Chemical weapons such as Agent Orange and Napalm were used.'
'Agent Orange was used to destroy the jungle where the Vietcong hid.'
'Napalm also destroyed jungles where guerrillas might hide. It could burn skin through to the bone.'

(b) Why did the USA find it impossible to defeat the Vietcong?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Vietcong were too strong.'

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

(One mark for each point.)

e.g. 'The USA did not develop an effective response to the guerrilla tactics used by the Vietcong.'
'The Vietcong bases were well hidden.'
'The Vietcong used the Ho Chi Minh Trail.'
'The Vietcong won the support of the local people.'
'The Vietcong had support from China and the Soviet Union.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Vietcong avoided direct face to face combat with the Americans; instead they used guerrilla tactics. They ambushed American patrols and set booby traps and bombs on known routes of American patrols. The guerrilla tactics made it very difficult for the Americans to even recognise their enemy, let alone defeat them. This destroyed the morale of the American soldiers.'

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(c) 'The My Lai massacre was the main reason for the USA's withdrawal from Vietnam.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'My Lai shocked Americans.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. '300 people were massacred at My Lai.'
'American people were shocked that American troops had gunned down women and children.'
'Media coverage turned the American public against the war.'
'They withdrew because the economic cost of the war was too high.'
'They withdrew because there were huge numbers of American casualties.'
'Anti-war demonstrations began to occur regularly in American cities.'

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

e.g. 'The My Lai massacre turned American people against the war. 300 people, mainly women and children, were killed because they were believed to be sheltering members of the Vietcong. No Vietcong were actually found in the village. American people were shocked that US troops were behaving in such an inhuman way. They felt that this showed the war in Vietnam had gone badly wrong and therefore American troops should be withdrawn.'

OR

e.g. 'The economic cost of the war in Vietnam was very high. By 1968 it was costing $30 000 million each year. This meant that the government had to cut back on social reform. The war did not seem worth the cost to ordinary Americans, most of whom had lost a relative or friend in Vietnam, in a war that seemed impossible for America to win .'

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

Both sides of Level 3.

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

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8 (a) Describe the work of (i) the General Assembly and (ii) the Security Council of the UNO.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Assembly works with all countries.'
'The Security Council deals with problems.'

Level 2 Describes work [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
Maximum of 4 marks for one.

e.g. 'The General Assembly decides the amount each member should pay.'
'The General Assembly elects the Security Council members.'
'The General Assembly makes decisions about admitting new members.'
'The Security Council can call upon members to take economic or military action against an aggressor.'
'The Security Council must approve applications for UN membership.'

(b) Why was the UNO involved in the Congo between 1960 and 1963?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was unrest.'

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

(One mark for each point.)

e.g. 'Mutiny broke out in the Congolese army.'
'There was civil war in the Congo.'
'Katanga province broke away.'
'Tshombe built up a new army in Katanga.'
'Lumumba asked the UN for help.'

Level 3 Explains reasons [4–7]

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

e.g. 'Katanga province declared itself to be independent under the leadership of Tshombe. Katanga was the wealthiest part of the Congo, and the new state could not afford to lose it. Lumumba was unable to rely upon his mutinous army and appealed to the United Nations to help him preserve Congolese unity.'

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(c) How important was the involvement of the UNO in the Korean War? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was not very important as it failed.'

Level 2 Identifies AND/OR describes importance/ lack of importance [2]

e.g. 'The UNO took firm action in the face of aggression.'
'Communism had been contained.'
'The UNO was unable to unite North and South Korea.'
'The UNO was unable to bring democracy to all of Korea.'
'Many felt that the UNO was being used by the USA.'

Level 3 Explanation of importance OR lack of importance [3–5]

e.g. 'The UNO's involvement in the Korean War was important because they had taken firm action in the face of aggression. This firm action meant that communism did not take a hold of South Korea. Without the UN action it is unlikely that South Korea would still exist.'

OR

e.g. 'The UNO's involvement was not very important. The UNO's policy was that Korea should become one country with free elections supervised by the UNO. This did not happen as Korea remained divided. The UNO also failed to bring democracy to Korea as Kim ruled the North as a dictator until his death in 1994.'

Level 4 Explanation of importance AND lack of importance [5–7]

Both sides of Level 3.

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

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9 (a) Describe the development of the Nazi Party from 1924 to 1928.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was reorganised.'

Level 2 Describes development [2–5]

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

e.g. 'In 1925 Hitler persuaded the authorities to lift the ban on the Nazi Party.'
'In 1926 Nazi organisations were established to try to appeal to certain interest groups. These were the Nazi Students' League, the Teachers' League and the Women's League.'
'In 1926 a Nazi Party rally was held at Weimar. This began the pattern of military style rallies and parades.'
'In 1926 Hitler called a party conference and persuaded the members of the party to re-adopt the original Twenty Five Point Programme.'
'In 1927 branches of the party were set up all over Germany and each regional organisation, or Gau, was put under the control of a Party official known as a Gauleiter.'

b) Why did support for the Nazi Party increase after 1929?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Weimar had problems.'

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

(One mark for each point.)

e.g. 'There was a Depression.'
'People lost faith in parliamentary democracy.'
'Goebbels used propaganda effectively.'
'People were worried about communism.'
'The Nazis' Twenty Five point programme appealed to many Germans.'
'Weimar was unable to solve Germany's economic problems.'

Level 3 Explains reasons [4–7]

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

e.g. 'When Wall Street crashed in 1929 the Americans demanded the Germans repay their loans. This destroyed the whole basis of German recovery. German people lost their jobs. Many now remembered the hyperinflation of 1923 and felt doubly bitter towards the Weimar Republic. This made them feel that perhaps the answer to their problems lay with an extremist party like the Nazis.'

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(c) 'The Reichstag Fire was more important than the Night of the Long Knives in allowing Hitler to consolidate power.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They both helped Hitler to get rid of people.'

Level 2 Identifies AND/OR describes Reichstag Fire/Night of the Long Knives [2]

e.g. 'Hitler blamed the communists for the Reichstag Fire.'
'The Reichstag Fire led to President Hindenburg signing 'A Decree for the Protection of the People and the State.'
'People feared that the Reichstag Fire was the beginning of a Communist uprising.'
'Leading members of the SA were shot.'
'Hitler removed the threat of Röhm.'
'The SS was now established as separate from the SA.'

Level 3 Explanation of Reichstag Fire OR Night of the Long Knives [3–5]

e.g. 'Hitler blamed the Communists for the Reichstag Fire and said that this act could be the beginning of a Communist revolution. He demanded special emergency powers to deal with the situation. Hindenburg granted these powers in the 'Decree for the Protection of the People and the State. Hitler was able to use this decree to prevent opponents of the Nazis from holding public meetings and to arrest Communists.'

OR

e.g. 'Hitler was embarrassed by the violence of the SA and felt that Röhm could be a threat to his position as leader of the party. Röhm's left wing views could also offend the big businesses that had helped to fund the Nazis. During the Night of the Long Knives Röhm and Strasser, both possible rivals to Hitler's position, were killed, as was the politician von Schleicher. This tightened Hitler's control.'

Level 4 Explanation of Reichstag Fire AND Night of the Long Knives [5–7]

Both sides of Level 3.

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

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10 (a) What influence did the Nazis have on schools in Germany?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They changed the way schools operated.'

Level 2 Describes influence [2–5]

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

e.g. 'Textbooks were rewritten to promote the Nazi view of History.'
'Biology lessons taught that Germans, as members of the Aryan race, were superior to all other races.'
'The amount of time spent on Physical Education trebled in the 1930s.'
'Teachers had to swear an oath of loyalty to Hitler.'
'Teachers had to join the Nazi Teachers' League.'

(b) Why did the Nazis put so much effort into their youth organisations?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To deliver their policy.'

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

(One mark for each point.)

e.g. 'To indoctrinate children.'
'To ensure loyalty from young people.'
'To ensure young people were prepared for adulthood.'
'To ensure that young people were physically fit.'
'To control the free time of young people.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Nazis put a lot of effort into their youth organisations to ensure that young people were prepared for adulthood. The Hitler Youth was in effect a training ground for the army, and great emphasis was placed on physical fitness and military training to prepare boys for their adult roles as soldiers.'

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(c) How successful were Nazi youth policies? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Young people were forced to accept Nazi policies.'

Level 2 Identifies AND/OR describes success/failure [2]

e.g. 'Many joined the Hitler Youth.'
'Young people enjoyed the leisure opportunities.'
'All other youth organisations had been absorbed into the Hitler Youth or were illegal.'
'The Swing movement rejected Nazi control.'
'The Edelweiss Pirates were anti-Nazi.'

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

e.g. 'The Hitler Youth was a success. By 1939 it had over seven million members, the vast majority of young Germans. It was used to prepare boys and girls for their roles in life. Many young people were happy to join as other youth associations were banned and the Hitler Youth offered a variety of activities.'

OR

e.g. 'The Edelweiss Pirates did not want their lives to be controlled by the Nazis. They rejected the Nazi youth groups and taunted and sometimes attacked members of the Hitler Youth. During the war the Pirates helped to shelter army deserters and escaped prisoners.'

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

Both sides of Level 3.

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

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11 (a) Describe the struggle for power between Trotsky and Stalin following the death of Lenin.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Stalin outmanoeuvred Trotsky.'

Level 2 Describes struggle for power [2–5]

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

e.g. 'Stalin presented himself as the great follower and friend of Lenin. He appeared as chief mourner at Lenin's funeral and tricked Trotsky into not attending.'
'Stalin managed to suppress Lenin's Last Testament. This would have revealed Lenin's warning about Stalin if it had been made public.'
'Trotsky underestimated Stalin because he appeared dull. However, Stalin was General Secretary and had appointed officials who supported him.'
'Stalin persuaded those in the Party that his 'socialism in one country' was more favourable than Trotsky's 'permanent revolution.'
'Stalin used Zinoviev and Kamenev against Trotsky.'

(b) Why was the murder of Kirov in December 1934 important?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It created an atmosphere of fear.'

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

(One mark for each point.)

e.g. 'It rid Stalin of a possible rival.'
'He used it as an excuse to turn on Zinoviev and Kamenev.'
'It demonstrated that Stalin would not tolerate criticism of his industrialisation policy.'
'It marked the beginning of the purging of the Communist Party.'
'Stalin was able to initiate show trials.'

Level 3 Explains reasons [4–7]

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

e.g. 'In 1934 Stalin thought that his opponents were planning to replace him with Kirov. He secretly ordered the murder of Kirov and then claimed that Kirov's murder showed there was a conspiracy to destroy the Party. He used the murder as an excuse to arrest his enemies, accusing them of involvement in the murder, and to then initiate a purge of the Party to eliminate threats to his leadership .'

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(c) How complete was Stalin's control over the Soviet Union? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Stalin used terror.'

Level 2 Identifies AND/OR describes how complete [2]

e.g. 'Stalin had destroyed all his opponents or potential opponents.'
'The media was controlled by the state.'
'He had created the cult of Stalin.'
'Most people would not co-operate with Stalin's Collectivisation policy.'
'He did not have total control as he felt he needed to carry out the purges.'

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

e.g. 'Stalin used propaganda to control the Soviet Union. He created the cult of Stalin, in which Stalin was worshipped as a leader. His image was everywhere and paintings, poems and sculpture all glorified his role as leader.'

OR

e.g. 'The majority of people hated Stalin's Collectivisation policy and did not willingly co-operate with it. Peasants resisted by slaughtering and eating their animals and by fighting the officials who carried out Collectivisation.'

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

Both sides of Level 3.

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

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12 (a) Describe how agriculture was organised before Collectivisation.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was simple.'

Level 2 Describes how organised [2–5]

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

e.g. 'The system used was the NEP.'
'Peasants were agricultural labourers with no land or they were kulaks.'
'Kulaks were prosperous peasants who owned small farms.'
'Farms were too small to make efficient use of modern methods such as tractors and fertilisers.'
'Peasants could sell their surplus produce on the open market.'

(b) Why was there resistance to Collectivisation?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Peasants felt it would not benefit them'

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

(One mark for each point.)

e.g. 'Peasants did not want to hand over control.'
'Peasants wanted to grow their traditional crops.'
'Peasants wanted to retain their independence.'
'Collectivisation was seen as a second serfdom.'
'Some people thought collectivisation could never work in practice.'

Level 3 Explains reasons [4–7]

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

e.g. 'The peasants wanted to retain their independence and did not like the idea that the farms would be under the control of the local Communist leader. They also resented being asked to grow crops like flax for Russia's industry rather than grain to feed themselves.'

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(c) 'Misery for the Soviet people was the greatest effect of Stalin's industrialisation policy.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There were some benefits for the Soviet people.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'Living conditions in the towns were often poor.'
'Workers were punished severely.'
'The value of some workers' wages fell.'
'Unemployment was almost non-existent.'
'Huge sums of money were invested in training schemes for workers.'
'Workers could earn bonuses for meeting targets.'

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

e.g. 'Industrial workers experienced very harsh discipline. Absenteeism was punished by fines, loss of ration cards or dismissal. By 1940 absenteeism and lateness had become a crime and prison sentences were given for second offences.'

OR

e.g. 'Workers who stayed in their jobs and kept to the rules could do well. Training courses were available which meant that they could improve their qualifications and position, pay and prospects.'

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

Both sides of Level 3.

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

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13 (a) Describe the increasing prosperity of American industry in the 1920s.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Industry made more money.'

Level 2 Describes increasing prosperity [2–5]

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

e.g. 'The production of automobiles rose from 1.9 million in 1920 to 4.5 million in 1929.'
'The transport system prospered as more and more roads were needed as car sales soared.'
'The development of the car industry boosted the steel, wood, petrol, rubber and leather industries.'
'There was a boom in the construction industry as new offices were required for the increasing numbers of banks, insurance and advertising companies.'
'Growth in the construction industry encouraged the growth of dependent industries such as bricks, tiles, glass, furniture and electrical goods.'

(b) Why did American agriculture decline in the 1920s?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was a decline in business.'

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

(One mark for each point.)

e.g. 'Farmers were over-producing.'
'There was competition from Canada.'
'European farmers could grow enough to meet their own needs.'
'Mechanisation contributed to the decline.'
'Tariffs affected agriculture.'
'Prices plummeted.'

Level 3 Explains reasons [4–7]

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

e.g. 'During the war American farmers had sold their surplus to Europe. After the war European farmers could grow enough to meet their own needs and in addition there was great competition from Canadian, Australian and Argentinian farmers. America was simply producing too much and this meant that prices collapsed.'

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(c) How far was government policy the crucial factor in the economic boom of the 1920s? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The policies of the Republican government helped.'

Level 2 Identifies AND/OR describes government policy/other reasons [2]

e.g. 'The Republican government believed in laissez-faire.'
'Taxation was low.'
'Tariffs protected home produced goods.'
'Credit facilities were readily available.'
'Mass production techniques were the crucial factor.'
'The USA had a great store of natural resources.'

Level 3 Explanation of government policy OR other reasons [3–5]

e.g. 'Republican government policy protected American industry by placing tariffs on foreign imports. Imports became more expensive than American produced goods and this encouraged the purchase of American goods and helped American industry.'

OR

e.g. 'New mass production techniques meant that goods could be produced more cheaply on a large scale. Henry Ford had pioneered mass production in the car industry by introducing an assembly line. He made cars so cheaply that thousands of ordinary Americans could afford them. In the 1920s his ideas were applied throughout industry, particularly to the new consumer products.'

Level 4 Explanation of government policy AND other reasons [5–7]

Both sides of Level 3.

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

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14 (a) Describe the stock market boom of the 1920s.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The value of shares rose.'

Level 2 Describes stock market boom [2–5]

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

e.g. 'In 1926 the number of shares traded was about 451 million.'
'By the summer of 1929 there were 20 million investors.'
'By 1928 there was a bull market on the Wall Street Stock Exchange.'
'There were many speculators who borrowed money to buy some shares and then 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 the cash needed and they could borrow the rest.'

(b) Why did Hoover fail in his bid to be re-elected President in 1932?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He was unpopular.'

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

(One mark for each point.)

e.g. 'He treated the Bonus Marchers badly.'
'Hoover was seen as a 'do - nothing' president.'
'Americans thought he did not care about how they had been affected by the Depression.'
'Hoover made empty promises, saying prosperity would return.'
'Roosevelt promised America a 'New Deal'.'
'Roosevelt believed in 'active government'.'

Level 3 Explains reasons [4–7]

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

e.g. 'Hoover created an image of being heartless and uncaring. He did little to help people who were suffering because of the Depression as Republican policy promoted rugged individualism. Hoover and his government thought that if they helped individuals they would become less independent and less willing to work.'

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(c) To what extent was the end of the economic 'boom' caused by over-production? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Over-production contributed as too much was made.'

Level 2 Identifies AND/OR describes over-production/other reasons [2]

e.g. 'There were not enough people who could afford to buy the consumer goods.'
'Americans had all the consumer goods they needed.'
'Factories had to cut back on their workforces.'
'American businesses found it difficult to sell their goods abroad.'
'There were problems on the stock market.'
'Problems were caused by the unequal distribution of wealth in America.'

Level 3 Explanation of over-production OR other reasons

e.g. 'Mass production meant that goods could be produced quickly and in large amounts. Soon there was over-production and the market became saturated as Americans had all the consumer goods they needed and demand for these items fell. Factories cut back production which meant reduced workforces and fewer people to buy consumer goods.'

OR

e.g. 'The USA had put tariffs on imports and as a result, foreign governments responded by doing the same. This meant American manufacturers were unable to sell their surplus production abroad.'

Level 4 Explanation of over-production AND other reasons [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'to what extent' [8]

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15 (a) Describe relations between China and the USSR from 1945 to 1953.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were sometimes friendly.'

Level 2 Describes relations [2–5]

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

e.g. 'The Red Army provided much needed training and equipment to the PLA.'
'Mao attended Stalin's 70th birthday celebrations in Moscow in December 1949.'
'China and the USSR signed the Treaty of Friendship, Alliance and Mutual Assistance in 1950.'
'Under the 1950 Treaty, Soviet aid was to be advanced as a loan, not as a gift. 'The PRC had to agree to repay the whole amount plus interest.'

(b) Why did relations between China and the USSR change after the death of Stalin?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'China did not like USSR policy.'

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

(One mark for each point.)

e.g. 'Mao did not like Khrushchev.'
'Khrushchev wanted better relations with the West.'
'The USSR would not help China militarily.'
'China tested its own atomic bomb.'
'Mao disapproved of the Soviet invasion of Czechoslovakia in 1968.'

Level 3 Explains reasons [4–7]

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

e.g. 'Mao did not like Khrushchev as he believed he was betraying Marx and Lenin. Mao thought that his form of Communism based upon the peasants was the form of Communism Marx and Lenin had preached.'

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(c) How far was Tibet the most serious problem faced by China in its relations with neighbouring countries before 1980? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Tibet was a serious problem, but it was not the only problem.'

Level 2 Identifies AND/OR describes Tibet/other problems [2]

e.g. 'In 1950 China invaded Tibet.'
'The Tibetan leader, the Dalai Lama, asked the UN for help.'
'Buddhists in Tibet demanded freedom and independence.'
'China's seat at the UN was occupied by Taiwan.'
'In 1959 there were border clashes with India.'
'In 1979 Chinese troops invaded Vietnam.'

Level 3 Explanation of Tibet OR other problems [3–5]

e.g. 'China faced a serious problem in Tibet. In 1911 Tibet had declared itself independent, a situation the Chinese had never accepted. In 1950 China invaded Tibet; by 1951 the Chinese were in control and had turned Tibet into a province of China. However, there continued to be problems. In 1958 the Tibetans rebelled and declared their independence. The Chinese responded by crushing the rebellion.'

OR

e.g. 'The border between Tibet and India had never been settled, as it was high up in the Himalayas. The Chinese wanted to build a highway into Tibet and quarrelled with India over the placing of the border. There was fighting between China and India in 1962 and the Chinese advanced slightly.'

Level 4 Explanation of Tibet AND other problems [5–7]

Both sides of Level 3.

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

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16 (a) Describe the power struggle within the Chinese Communist Party between 1962 and 1965.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Mao was involved.'

Level 2 Describes power struggle [2–5]

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

e.g. 'In 1962 it became apparent that Mao was losing confidence in Liu Shaoqi.'
'By late 1964 Mao was accusing Liu Shaoqi of being non-Marxist and of 'taking the capitalist road'.'
'Mao accused Deng Xiaoping of running an independent kingdom.'
'Mao built up alternative power bases such as the PLA under the leadership of Lin Biao.'
'By the end of 1965 Lin Biao had turned the PLA into a highly politicised organisation with total commitment to Mao.'
'Mao had support from a group of radical intellectuals led by Jiang Qing, his wife.'

(b) Why did China's leaders follow a policy of modernisation in the 1980s?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'China needed to improve life for its people.'

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

(One mark for each point.)

e.g. 'Farming needed greater mechanisation.'
'China needed to increase production.'
'China needed to support its population, which was close to 1 billion.'
'Economic growth had been slowing down in the late 1970s.'
'There was great inequality between the urban population and the peasants.'

Level 3 Explains reasons [4–7]

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

e.g. 'Economic growth had been slowing down in the late 1970s and Deng realised that in order to support its huge population China needed to increase production and modernise industry. New incentives were introduced to encourage increased productivity, such as overtime payments, bonus payments and profit-sharing.'

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(c) 'China suffered much chaos under Mao's leadership.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Mao's leadership ruined the lives of millions of people.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'Millions died from famine.'
'China's education system suffered severe disruption.'
'Mao's opponents were killed or sent into exile.'
'A strong central government had been established in Beijing.'
'Communications had been improved.'
'Steel production tripled between the 1950s and the 1970s.'

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

e.g. 'China's education system had been severely disrupted and there had been attacks on intellectuals. This had discouraged innovation and experiment; this in turn meant that China was unable to develop its own advanced technologies.'

OR

e.g. 'China had become a unified country under Mao's leadership. The reign of the warlords was over, civil war had ended and Mao had established a strong central government in Beijing.'

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

Both sides of Level 3.

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

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17 (a) Describe Rhodes' involvement in South Africa after 1871.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Rhodes had business interests in South Africa.'

Level 2 Describes involvement [2–5]

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

e.g. 'In 1881 Rhodes began serving in the parliament of the Cape Colony.'
'In 1888 Rhodes secured a monopoly of diamond production in South Africa.'
'Rhodes became Prime Minister of Cape Colony in 1890.'
'He stirred up trouble between the Uitlanders and the Kruger government.'
'He was indirectly responsible for the Jameson Raid of 1896.'
'Between 1890 and 1896 his private company seized the lands between the Limpopo and the Zambezi and called them Rhodesia in his honour.'

(b) Why were the Boers difficult for the British to defeat in the war of 1899-1902?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Boers were determined.'

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

(One mark for each point.)

e.g. 'The Boers had the advantage of prepared positions.'
'The British were outnumbered in the first fortnight of the war.'
'General Buller was inept.'
'The Boers formed guerrilla units.'
'The Boers committed acts of sabotage such as disrupting supplies.'

Level 3 Explains reasons [4–7]

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

e.g. 'In the first stages of the war the Boers had the advantage of ready prepared positions for fighting. These prepared positions were well-built and well-positioned fortifications. These fortifications, coupled with the Boers' superior rifles and marksmanship, meant the British struggled to defeat them.'

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(c) 'Britain consistently followed the wrong policies in South Africa between 1880 and 1914.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There were some economic benefits for South Africa.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'The British provoked the Boer republics into war.'
'Kitchener moved Boer women and children into concentration camps.'
'The British created a new Union of South Africa'
'Diamond and gold mines created employment.'
'By 1913 South Africa produced 40% of the world's gold.'

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

e.g. 'During the Boer War Kitchener moved Boer women and children into 'concentration camps' so that they could not shelter their menfolk. The poor sanitation and lack of food in these camps caused the deaths of 28 000 Boer women and children.'

OR

e.g. 'The British were heavily involved in diamond and gold mining; this brought economic benefits to South Africa. By 1895 10 000 white people and 100 000 black people had employment in 79 mines, and by 1913 South Africa produced 40% of the world's gold. Johannesburg, the centre of the industry, grew in twenty-five years from nothing to South Africa's largest city.'

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

Both sides of Level 3.

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

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18 (a) In what ways did the government of South Africa discriminate against black people between 1910 and 1936?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The government passed laws which made life worse for black people.'

Level 2 Describes ways [2–5]

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

e.g. 'The 1913 Land Act said black people were not allowed to own land (except in the native reserves which made up only 7% of the country).'
'The 1913 Land Act said black people could not practise sharecropping; many black people were sharecroppers and so they were evicted from their land.'
'The Native Economic Commission set up in 1932 said that black people should stay in the reserves as they were a rural people and not suited to city life.'
'The 1936 Land Act increased the area of the reserves from 7% to 13.5% so that black people could live there.'
'The government abolished black voting rights in the Cape.'
'The more skilled and better paid jobs were reserved for white people.'

(b) Why was the foundation of the Purified National Party by Malan significant?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was an extreme party.'

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

(One mark for each point.)

e.g. 'It demonstrated the existence of a stronger, even more racist nationalism amongst Afrikaners.'
'The Purified National Party had a vision of an Afrikaner 'volk' or people.'
'The Purified National Party had a mission to safeguard Christian civilisation in South Africa.'
'The Purified National Party saw itself as being united by trek, racial threat and war against Britain.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Purified National Party was significant because it showed that a stronger, even more racist nationalism had developed among Afrikaners. The Party believed that Afrikaners had a duty to safeguard Christian civilisation in South Africa as they were God's people who alone had the right to rule South Africa. This was bound to cause conflict.'

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(c) How successfully did the South African economy develop to 1948? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There were fluctuations in the economy.'

Level 2 Identifies AND/OR describes success/failure [2]

e.g. 'There was a period of prosperity during the First World War.'
'From 1934 the economy began to grow again.'
'The Second World War increased employment.'
'Afrikaner farmers suffered in the 1920s.'
'The economy was hit by the Great Depression of 1929-33.'

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

e.g. 'The economy did well during the First World War when South Africa fought alongside Britain. A rising gold price helped both the gold mines and local industry to prosper.'

OR

e.g. 'Afrikaner farmers suffered in the 1920s as they were hit by drought and disease. The poorer framers had no alternative but to leave the land in search of work in the cities. The government responded to this 'poor white' problem by creating jobs for them at the expense of black people.'

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

Both sides of Level 3.

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

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19 (a) Describe South Africa's domination of Namibia after 1945.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'South Africa ignored international law.'

Level 2 Describes domination [2–5]

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

e.g. 'South Africa demanded that Namibia should officially become part of South Africa. The UN rejected this demand.'
'South Africa ignored the UN's ruling and in effect annexed Namibia.'
'The UN stated that international law was being broken but South Africa ignored this statement because it wanted to strengthen the power of the white minority.'
'In 1950 the National Party was voted into power by the white population. They introduced more racist laws including homelands.'
'With the National Party in power, more whites came to settle, resulting in more Namibians being forced to move to desolate places.'

(b) Why did South African plans to make Namibia part of South Africa fail?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Namibians did not want to be part of South Africa.'

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

(One mark for each point.)

e.g. 'The UN passed a resolution ending the mandate.'
'The International Court of Justice became involved.'
'South Africa introduced apartheid and governed with non-white laws.'
'SWAPO began a guerrilla campaign against South Africa.'
'The other states of Africa gradually gained independence under black governments.'

Level 3 Explains reasons [4–7]

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

e.g. 'The UN repeatedly condemned South Africa for its attitude and in 1971 the International Court of Justice ruled that South Africa's occupation of Namibia was a breach of international law and told South Africa they must withdraw immediately. As other African states gradually gained independence under black governments it became increasingly difficult for South Africa to maintain control of Namibia.'

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(c) How far was Namibian independence achieved by the Namibian people themselves? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was due to international pressure.'

Level 2 Identifies AND/OR describes actions of Namibian people/other reasons [2]

e.g. 'The actions of SWAPO increased national identity.'
'There was a labour strike.'
'The churches played their part.'
'The UN worked through its International Court of Justice.'
'The UN passed Resolution 435.'
'The UN supervised an election.'

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

e.g. 'The actions of the Namibian people were very important. Many peasants supported the guerrilla fighters offering them food and water, hiding places and protection for the injured. They were often dealt with brutally by the Koevoet police.'

OR

e.g. 'The actions of the UN were important. In 1973 the UN broke off talks with the South African government and declared that SWAPO was the true voice of the Namibian people. SWAPO was recognised as representing 'the nation in a state of becoming' The Namibian people were thus given a voice.'

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

Both sides of Level 3.

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

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

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Israelis increased their land area.'

Level 2 Describes gains [2–5]

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

e.g. 'The Israelis gained Sinai and the Gaza Strip from Egypt.'
'The Israelis gained the Golan Heights from Syria.'
'They gained east Jerusalem and the West Bank from Jordan.'
'They had control of the Old City of Jerusalem.'

(b) Why did war break out in 1967?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was due to the actions of several countries.'

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

(One mark for each point.)

e.g. 'Nasser wanted to remain leader of the Arab world.'
'Nasser took control of the Gulf of Aqaba.'
'Nasser tried to get Palestinian refugees back to Israel.'
'There were increasing threats from Syria.'
'Palestinian states united.'
'The UN forces were expelled from Egypt.'

Level 3 Explains reasons [4–7]

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

e.g. 'In 1966 the Syrians accused the Egyptian government of not supporting them, saying that Nasser was hiding behind the protection of UN troops. Whilst he wanted to remain peaceful, Nasser also wanted to remain the leader of the Arab world and so in November 1966 he signed an agreement with Syria.'

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(c) 'The Yom Kippur War was a victory for the Arabs.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Arabs regained some of their lost pride.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'The Arabs completely surprised the Israelis with their attack.'
'Sadat had forced a change in US policy.'
'During the war the Arab states worked together to use oil as a diplomatic weapon.'
'The Israelis proved that their weapons, training and tactics were superior.'
'The Israelis kept hold of all the territory they had captured in 1967.'
'The Israelis managed to cross the Suez Canal into Egypt.'

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

e.g. 'The Arabs surprised the Israelis with their attack on the day of Yom Kippur. Over 90 000 Egyptian soldiers and 850 tanks crossed the Suez Canal on the first day, destroying 300 Israeli tanks and regaining part of Sinai. The attack restored lost Arab pride, by showing that they could work together, fighting with courage and determination under skilled leaders.'

OR

e.g. 'Ultimately the war was a military victory for the Israelis. They crossed the Suez Canal, captured some of the Arab SAM bases and began to move on the Egyptian capital, Cairo. The Egyptian forces found themselves stranded on the Sinai side of the Canal.'

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

Both sides of Level 3.

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

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21 (a) Describe the growth of Jewish settlements in the occupied territories.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Israeli army confiscated land.'

Level 2 Describes growth [2–5]

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

e.g. 'Thousands of Jewish civilians were given financial incentives to move to the settlements.'
'By 1987 there were over 80 000 Israelis living in settlements in and around Jerusalem.'
'By 1987 there were around 20 000 Israelis living in parts of the West Bank and in Gaza.'
'The Israeli military authorities built roads to link the towns and settlements.'
'The Israeli military authorities established military camps and checkpoints.'

(b) Why did a Palestinian uprising break out in the occupied territories in 1987?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It happened because they felt they were treated badly.'

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

(One mark for each point.)

e.g. 'Harsh military rule was imposed in the occupied territories.'
'Palestinians were jailed without trial.'
'The movement of Palestinians was monitored.'
'Palestinians saw Jewish settlements being built on land they considered to be theirs.'
'An Israeli army vehicle crashed into a lorry and killed four of the Palestinians on board.'

Level 3 Explains reasons [4–7]

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

e.g. 'The short term cause was an incident in December 1987. An Israeli army vehicle crashed into a lorry in Gaza. Four Palestinians on board were killed. Soon rumours spread that this crash had been deliberate – an act of revenge for the killing of an Israeli two days earlier. At one of the funerals of the Palestinians a youth was shot dead by an Israeli soldier. Tension grew and Palestinians demonstrated on the streets.'

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(c) How far do Israelis disagree about how to deal with their Arab neighbours? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Some do not agree with any moves towards peace.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'Rabin's Labour Party wanted to recognise the PLO.'
'In 1995 Rabin signed the Middle East Peace Accord with Yasser Arafat.'
'Shimon Peres worked with Rabin and Yasser Arafat.'
'Baruch Goldstein, a major in the in the Israeli army, shot dead 29 Palestinians in 1994.'
'Netanyahu did not want to give concessions to the Palestinians.'
'Rabin was assassinated in 1995 by Yigal Amir.'

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

e.g. 'Shimon Peres and Yitzhak Rabin worked together with Yasser Arafat of the PLO and the Middle East Peace Accord was signed. The Palestinians were given home rule in Gaza and Jericho, although Jericho was not to grow beyond the confines specified by Israel and the Jewish settlement in Gaza would remain under Israeli control at all times. Many Israelis saw this as a major victory for Israel.'

OR

e.g. 'Netanyahu was the champion of the right wing Israeli nationalists who did not want to give any concessions to the Palestinians. He was supported by Jewish nationalists like Yigal Amir, who assassinated Prime Minister Rabin in November 1995; Amir was strongly opposed to the surrender of any land to the Palestinians.'

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

Both sides of Level 3.

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

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22 (a) What access did the poor have to drinking water in the growing industrial towns of the early nineteenth century?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Access was limited.'

Level 2 Describes access [2–5]

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

e.g. 'There was often no fresh drinking water.'
'Poor people got their drinking water from water pumps in the street.'
'Poor people bought water from local water carriers.'
'In Newcastle upon Tyne half of all working families lived in a single room with no independent water supply.'
'Factories dumped waste into the streams and rivers which were used as a source of water.'

(b) Why did some towns grow rapidly in the nineteenth century?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was due to the Industrial Revolution.'

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

(One mark for each point.)

e.g. 'There was a dramatic increase in the population.'
'The railways contributed to the growth of towns.'
'Many factories opened in towns.'
'People needed to live near their work.'

Level 3 Explains reasons [4–7]

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

e.g. 'More and more people were moving to the towns in search of employment. They gained employment in the factories and then needed a place to live close to their place of work. As industries grew, so did the population and therefore the towns.'

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22 (c) How far had conditions in industrial towns been improved by 1900? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There had been some improvement but poor conditions still existed.'

Level 2 Identifies AND/OR describes improvement/lack of improvement [2]

e.g. 'Joseph Chamberlain improved Birmingham.'
'Lever and Cadbury built model towns for their workers.'
'The Public Health Act of 1875 made some improvements compulsory.'
'There was not enough money available to improve housing.'
'The work of men such as Lever and Cadbury was limited to small areas of the country.'
'Back to back housing continued to be built during the nineteenth century and into the early twentieth century.'

Level 3 Explanation of improvement OR lack of improvement [3–5]

e.g. 'Improvements were made in some areas. Chamberlain was Mayor of Birmingham and he used his powers under the Artisans Dwellings Act to clear away slums and build better houses. Sir Titus Salt built Saltaire with housing of a high standard. Saltaire also had a library and a park.'

OR

e.g. 'Progress in improving industrial towns was slow. Money was not made available where needed, and when slums were pulled down houses were not always built to replace them. In some places local authorities continued to build back to back housing into the twentieth century.'

Level 4 Explanation of improvement AND lack of improvement [5–7]

Both sides of Level 3.

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

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23 (a) What were the aims of the Grand National Consolidated Trades Union (GNCTU)?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To help the working classes.'

Level 2 Describes aims [2–5]

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

e.g. 'The GNCTU wanted to protect workers by stopping pay cuts and reducing hours.
'The GNCTU wanted to form one large union for all workers so that they would be able to put more pressure on the government to change workers' conditions.'
'The GNCTU wanted to stop work for a month so that industry would be ruined, the capitalist system destroyed, and the government would collapse.'
'The GNCTU wanted to give the working classes more say in production.'

(b) Why were New Model Unions successful?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were well-organised.'

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

(One mark for each point.)

e.g. 'They had paid officials.'
'They used negotiation rather than strike action.'
'They gave members benefits such as unemployment and sickness pay.'
'Their moderation helped make trade unions acceptable.'
'They were nationally led.'

Level 3 Explains reasons [4–7]

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

e.g. 'The New Model Unions were successful because their moderation helped make trade unionism more acceptable and ultimately gave them greater bargaining power. They aimed to improve members' pay and conditions of work by using negotiation rather than strike action.'

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(c) How far did New Unionism benefit unskilled workers? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Conditions improved for some.'

Level 2 Identifies AND/OR describes benefits/lack of benefits [2]

e.g. 'New Unionism concentrated on shortening working hours and increasing wages.'
'Coal miners were able to improve their working conditions.'
'The gas workers managed to reduce their working day.'
'The NALU failed.'
'Employers still held ultimate power over workers – their jobs.'
'In the 1890s the gas workers' and dockers' unions collapsed.'

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

e.g. 'New Unionism meant that the coal miners were able to improve their working conditions and pay. In 1872 the National Miners Association forced the government to introduce a law to ensure that all mines were tested for safety every day. In 1887 the miners introduced a system to ensure they were paid the correct amount.'

OR

e.g. 'The National Agricultural Labourers' Union (NALU) was founded in 1872 and quickly gained 100 000 members. The landowners were against unions and organised a lock-out in 1874. Many labourers went on strike against the lock-outs but many labourers lived in tied cottages and could be thrown out of their homes if they were sacked. After a few months of hardship the labourers gave up the struggle and the NALU collapsed.'

Level 4 Explanation of benefits AND lack of benefits [5–7]

Both sides of Level 3.

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

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24 (a) Describe the main types of trade between European countries and their colonies in the first half of the nineteenth century.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They traded products not obtainable in the home country.'

Level 2 Describes types of trade [2–5]

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

e.g. 'The colonies provided raw materials such as rubber.'
'The colonies provided food products such as bananas, cocoa and tea.'
'The colonies provided markets for manufactured goods from European countries, free of import tariff restrictions.'

(b) Why did missionary societies receive support from Western countries?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They received support because it was believed they were helping people in other countries.'

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

(One mark for each point.)

e.g. 'Missionaries kept careful records of places they had seen.'
'Missionaries drew attention to opportunities in previously unexplored territory.'
'Missionaries charted their progress through unmapped territory.'
'Missionaries were seen as a civilising influence on native peoples.'
'Missionaries were beginning to impose Western values on native peoples.'

Level 3 Explains reasons [4–7]

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

e.g. 'Missionary societies were given support because the missionaries were able to draw attention to opportunities in previously unexplored territory. Their careful records of their progress through unmapped places and detailed accounts of what they had seen were invaluable to Western countries about to embark upon the colonisation of a new area. These records detailed possible trading opportunities and problems to be aware of.'

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(c) 'Economic factors were the most important reason for Western imperialism in the nineteenth century.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Economic factors were very important and so was religion.'

Level 2 Identifies AND/OR describes economic factors/other reasons [2]

e.g. 'It was to establish trade.'
'Colonies could provide raw materials not available in the home country.'
'Colonies provided a market for manufactured goods.'
'Western countries wanted to spread Christianity.'
'It was important for strategic military reasons.'
'Many statesmen wanted colonies to balance those acquired by their rival countries.'

Level 3 Explanation of economic factors OR other reasons [3–5]

e.g. 'Economic factors were very important. Colonies could provide raw materials and food products unavailable in the home country, such as bananas, palm oil, rubber, cocoa and tea. They would also provide markets for manufactured goods, free from import tariff restrictions. '

OR

e.g. 'The continued acquisition of colonies was seen as matter of pride. Britain had a large empire and had rivals in the French, Dutch, Spanish and Portuguese. It was important to the British that areas not already colonised were taken over so that they did not fall into the hands of their European rivals.'

Level 4 Explanation of economic factors AND other reasons [5–7]

Both sides of Level 3.

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

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25 (a) Describe the main features of British rule in India during the first half of the nineteenth century.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The local people were generally left to continue with their lives.'

Level 2 Describes main features [2–5]

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

e.g. 'They ruled through the East India Company.'
'They used the principle of indirect rule.'
'The Indian princes were left to rule their own territories.'
'The East India Company had its own army to protect these friendly governments.'
'There was a Governor General who had overall control of the East India Company.'

(b) Why was the system of government in India changed after 1858?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The British wanted greater power.'

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

(One mark for each point.)

e.g. 'It was changed because there had been mutiny in 1857.'
'It was needed to settle internal discord in India.'
'The British wanted to introduce a number of reforms.'
'The British wanted to transfer power from the East India Company to the British Crown.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Indian Mutiny of 1857 demonstrated the discontent and resentment towards the British. The British felt that there needed to be greater communication with the Indians, and thought this could best be done if power rested with the British Crown rather than the East India Company.'

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

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There were some beneficial changes.'

Level 2 Identifies AND/OR describes agreement/disagreement [2]

e.g. 'There was still great poverty.'
'There were still frequent famines.'
'Many Indians felt they still had little say in their country's future.'
'Communications were greatly improved.'
'Medical facilities improved.'
'Western technology was introduced.'

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

e.g. 'Many Indians felt they still had little say in the future of their country. They felt it was unfair that many of the senior administrative jobs in the Indian government were given to Europeans, not Indians. '

OR

e.g. 'Communications were greatly improved. Good roads and railways were built across India. Soon the railway system in India was twice the length of the system in Britain and nearly as long as that in Russia.'

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

Both sides of Level 3.

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

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