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CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0470 HISTORY

0470/13 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 revolutionary events in Berlin in 1848.

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.'
'The King rode around the streets on horseback.'

Level 2 Describes events [2–5]

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

e.g. 'Unrest led to a clash with the military on 14 March.'
'On the 18 March, a mob gathered in front of Berlin Castle believing the King was to announce some liberal reforms.'
'It is not clear whether they were grateful or angry.'
'The troops appeared to disperse them and this fuelled the anger.'
'Shots were fired and civil war broke out.'
'There was street fighting and barricades were drawn up.'
'The King agreed to withdraw the troops if the barricades were removed.'

(b) Why did Frederick William of Prussia refuse the Imperial German Crown in 1849?

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 would offend Austria.'

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

(One mark for each point.)

e.g. 'He lacked decisiveness.'
'He wanted the offer from fellow princes.'
'The offer was from the Frankfurt Parliament.'
'The Parliament had been a shambles.'
'Other important issues had not been agreed.'

Level 3 Explains reasons [4–7]

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

e.g. 'Frederick William refused the Crown because he thought the offer should come from fellow kings and princes of the Germanic states, rather than from representatives of the states in the Frankfurt Parliament.'
'Frederick William thought there were vital issues which were not totally sorted out by the Parliament. Would the Imperial Crown include or exclude Austria. Was it Grossdeutschland or Kleindeutschland?'
'Frederick William tended to be an indecisive character who often changed his mind.'

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(c) How much was Europe changed by the revolutions of 1848-9? 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. 'Nothing was changed because they failed.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The revolutions provided lessons for the governments and their opponents.'
'The clash of aims made success impossible.'
'Demands were initially agreed to and then power regained.'
'Popular enthusiasm was short-lived.'

Level 3 Explanation of how much was changed OR lack of it [3–5]

e.g. 'Revolutions spread across Germany and liberals and nationalists met to draft a new constitution, but it failed. Prussian attempts to become leader of a united Germany were quashed by Austria.'
'The liberals and nationalists wanted Austrians out of Italy for good. Charles Albert did not get the expected support and was heavily defeated.'

OR

e.g. 'In France, the monarchy fell and socialists and republicans formed a provisional government. Louis Napoleon became President and later assumed power as Emperor.'
'Despite the revolution in Hungary being crushed, in the longer term it was successful with its own official language, Diet and equality with Austria by 1867.'

Level 4 Explanation of how much was changed AND the lack of it [5–7]

Both sides of Level 3.

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

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2 (a) Describe how Prussia benefited from membership of the Zollverein.

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 brought prosperity.'

Level 2 Describes impact [2–5]

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

e.g. 'Prussia benefited because it was part of a tariff-free zone among members which encouraged trade.'
'It started in 1818 and by 1836 had 25 states involved. It gave Prussia influence over these states as Prussia was the catalyst behind the Zollverein.'
'Austria was not part of the Zollverein and, therefore, did not have the economic influence over the member German states.'
'The economy of Prussia thrived under the Zollverein.'

(b) Why was the Treaty of Olmutz (1850) 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 made Austria stronger.'

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

(One mark for each point.)

e.g. 'Olmutz made Austria dominant.'
'Austria appeared to be strong militarily.'
'The Frankfurt Parliament had failed to act.'
'Frederick William had rejected the crown.'

Level 3 Explains reasons [4–7]

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

e.g. 'Prussia had an opportunity to lead Germany through the actions of the Frankfurt Parliament. It had offered the Imperial Crown to Frederick William of Prussia, but he had turned it down.'
'The League of Princes was set up as a Prussian dominated union. When the ruler of Hesse-Kassel was overthrown, he turned to Austria, not Prussia, for help in suppressing the revolution. Austria sent an army of 200 000, demonstrating clearly to other German states, that Austria, not Prussia, was still the dominant force in Germany.'
'Frederick William had little choice but to accept the terms of the Treaty of Olmutz in 1850. This restored the Bund under Austrian leadership.'

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(c) 'Bismarck was successful because he used force.' 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. 'Bismarck increased the country's military strength.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Bismarck selected those to fight against carefully so as to increase the strength of Prussia.'
'He negotiated neutrality from other leading countries such as Russia.'
'The economic growth of Prussia was important.'
'France and Austria did not have the same military strength as Prussia.'

Level 3 Explanation of Bismarck's force OR other reasons [3–5]

e.g. 'Moltke's and von Roon's military reforms made the Prussian army the most feared in Europe. Austria was defeated in 16 days.'
'France was trying to gain territory and was goaded into war by Bismarck. The result was inevitable as the Prussians cut the French forces to pieces.'

OR

e.g. 'Bismarck used his negotiating skills in peace agreements such as the victory against Austria.'
'Bismarck was successful because he benefited from the success of the Zollverein, which helped integrate the economies of north and central Germany.'

Level 4 Explanation of Bismarck's force AND other reasons [5–7]

Both sides of Level 3.

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

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3 (a) Describe conditions in the South at the end of 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 was devastated.'
'There was bitterness.'

Level 2 Describes conditions [2–5]

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

e.g. 'Much of the South was almost a wasteland.'
'Much of the fighting had taken place in the South and enormous damage had been done.'
'Buildings needed re-building.'
'Roads and railways needed re-building.'
'The plantations had fallen into disuse.'
'The economy had collapsed.'
'There was soaring inflation.'

(b) Why were 'carpetbaggers' resented so much by the South?

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 took advantage of the situation.'

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

(One mark for each point.)

e.g. 'They wanted to control state governments.'
'They were often corrupt.'
'They imposed their own view.'
'They were often Northerners dealing with the South.'

Level 3 Explains reasons [4–7]

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

e.g. 'They were thought to be northern politicians who went south at the end of the war to make money and then return to the north.'
'They took control of the state governments of the South and imposed their wishes.'
'They introduced corrupt and spendthrift governments.'
'They prevented the people of the South from trying to restore their towns and plantations to their former glory.'

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(c) 'Reconstruction after the Civil War brought more problems to the South than it solved.' 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 were not overcome.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

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 Explanation of benefits OR problems [3–5]

e.g. '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 South and impose their wishes which were often corrupt and spendthrift.'

OR

e.g. 'Johnson's policy was one of reconciliation. The Southern states were allowed to elect legislatures and send senators and representatives to Washington.'
'The Basic Reconstruction Act of 1867 allowed military governors to form governments by universal suffrage.'

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

Both sides of Level 3.

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

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4 (a) What was the Triple Entente?

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 made up of three countries.'
'It was an alliance.'

Level 2 Describes the Triple Entente [2–5]

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

e.g. 'It was an alliance between Britain, France and Russia.'
'It arose from the Franco-Russian Alliance in 1894 and the Entente Cordiale between Britain and France in 1904.'
'With the signing of the Anglo-Russian Entente in 1907, the Triple Entente was complete.'
'It was a defensive alliance.'
'It was a powerful counterweight to the Triple Alliance.'
'It was one half of the alliance system which ignited the First World War.'
'It further brought Britain out of 'isolationism'.'
'It was originally a friendly agreement to settle colonial disputes.'

(b) Why did the First Balkan War break out in 1912?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Turkey was weak.'

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

(One mark for each point.)

e.g. 'Turkey mistreated Christians.'
'Bulgaria wanted to expand.'
'Serbia and Greece wanted more land.'
'The Ottoman Empire was in a weakened state.'
'The Italians showed that the Turks could be defeated.'
'There were divisions within Turkey.'
'The Turkish army and navy were being reformed.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Balkan League, including Bulgaria, Serbia and Greece, was formed in response to the mistreatment of Christian subjects by the Turks in Macedonia.'
'Bulgaria wanted to expand into a 'Big Bulgaria'. It wanted to be the 'Prussia of the Balkans'. It had a 'secret agenda' to incorporate Thrace into Bulgaria.'
'The Italians had shown that the Ottoman Empire was in a weakened state when it invaded Tripolitania in 1911 and occupied the Dodecanese Islands. This encouraged the Balkan states that they could defeat Turkey.'

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(c) To what extent were Germany's policies the main cause of the war in 1914? 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 responsible because its policies were aggressive.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Germany increased its navy.'
'Germany had a strong army.'
'The Kaiser seemed war-like.'
'The invasion of Belgium by Germany was a main cause of war.'
'Alliances caused suspicion.'
'The assassination of Archduke Franz Ferdinand brought war.'
'Colonial rivalry was a cause of war.'
'The Balkan crises were the main cause of the war.'

Level 3 Explanation of Germany's policies OR other reasons [3–5]

e.g. 'Germany began to increase the strength of its navy with powerful ships and Britain felt threatened. An Anglo-German naval race developed with Germany building up the strength of its navy with the Dreadnought programme.'

OR

e.g. 'When Franz Ferdinand was assassinated, Austria was furious and blamed the Serbs. Austria invaded Serbia having got German support.'

Level 4 Explanation of Germany's policies AND other reasons [5–7]

Both sides of Level 3.

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

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5 (a) What was 'collective security'?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'A way of keeping the peace.'
'It was an aim of the League.'

Level 2 Describes term [2–5]

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

e.g. 'If one state attacked another, the member states of the League would act together collectively.'
'They would hope to restrain the aggressor by economic or military sanctions.'
'It was Article 10 of the Covenant of the League.'

(b) Why was the League's organisation and structure a weakness?

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 too idealistic.'

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

(One mark for each point.)

e.g. 'Not all nations were members.'
'It had to rely on collective security.'
'It was dominated by Britain and France.'
'It was too slow to take action.'
'Decisions had to be unanimous.'

Level 3 Explains reasons [4–7]

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

e.g. 'Not all nations were members of the League. The USA never joined and this deprived the League of the support of the most powerful nation.'
'The defeated nations, like Germany, were not members at first. Other nations, like Japan, left when they got into disputes with the League, thereby undermining collective security.'
'The League had no army of its own. It relied upon collective security. Too often this meant nations looking to the League to take action when they weren't willing to act themselves.'
'All decisions in the Assembly and the Council had to be unanimous. Therefore the League was too slow to take action.'
'The League was dominated by Britain and France but they never agreed on how powerful it should be or how it should operate.'

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(c) How successful was the League of Nations in dealing with international disputes in 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. 'It settled some disputes.'
'There were some failures.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'It resolved the Aaland Islands dispute.'
'It settled the dispute over Upper Silesia.'
'It settled a dispute between Greece and Bulgaria.'
'It dealt successfully with disputes in South America.'
'It failed in Lithuania.'
'It failed over Corfu.'

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

e.g. 'Both Sweden and Finland claimed the Aaland Islands and were ready to fight. The League decided that they should be awarded to Finland and this was accepted by Sweden. The League achieved its aim of avoiding war.'

OR

e.g. 'Vilna was claimed by Lithuania and Poland. It was occupied by Polish forces. The League tried to negotiate but failed. League members were not willing to supply armed forces and Britain and France saw Poland as a barrier against Germany and Russia.'

Level 4 Explanation of successes AND failures [5–7]

Both sides of Level 3.

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

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6 (a) What was the Munich Agreement?

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 conference to avoid war.'

Level 2 Describes the Agreement [2–5]

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

e.g. 'It was an Agreement signed by Hitler, Mussolini, Chamberlain and Daladier on 29th September, 1938.'
'The Sudetenland was to be handed over to Germany immediately.'
'This had been agreed at Bad Godesberg a week before.'
'Poland was given Teschen and Hungary received South Slovakia.'
'Britain, Germany, Italy and France guaranteed the rest of Czechoslovakia.'

(b) Why was the Nazi-Soviet Pact 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 meant war would take place soon.'

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

(One mark for each point.)

e.g. 'It was important to Stalin as it delayed war with Hitler.'
'Stalin would gain part of Poland.'
'It showed that Stalin could not trust Britain and France.'
'It gave Stalin time to re-arm.'
'It was important to Hitler as he would not have to fight on two fronts.'
'When Poland was invaded, Britain and France would declare war.'

Level 3 Explains reasons [4–7]

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

e.g. 'It was important to Stalin because he believed the USSR would have to fight against Germany as Hitler had expressed his hatred of communism. The Pact gave him time to build up his military strength.'
'The Pact was the final cause of war as Hitler could now invade Poland without interference from Stalin. Britain and France would declare war on Germany as they had guaranteed Poland's independence.'
'Although Hitler hated communism, he was determined to avoid war on two fronts (Britain and France had guaranteed Poland's security) and, therefore, was willing to make an agreement with Stalin.'

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(c) 'The policy of appeasement followed by Britain was a disaster.' How far do you agree 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. 'It was a risky policy.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'It allowed Germany to get strong.'
'It encouraged Hitler to be aggressive.'
'It trusted Hitler.'
'It gave time to Britain to build up its forces.'
'It alarmed the USSR.'
'It abandoned an ally in Czechoslovakia.'
'It delayed war.'
'It helped redress an unjust Treaty.'

Level 3 Explanation of the policy being a disaster OR other reasons [3–5]

e.g. 'Appeasement was about giving in to a bully. The appeasers assumed that if they made concessions to Hitler it would reduce the chance of war. In fact, it encouraged Hitler to demand more.'

OR

e.g. 'Britain was not ready to fight Germany because of economic collapse during the Depression, and it gave time for Britain to rearm.'
'Britain wanted to avoid the horrors of another war after the sacrifice of so many lives in the trenches, and made every effort through appeasement to do so.'

Level 4 Explanation of the policy being a disaster AND other reasons [5–7]

Both sides of Level 3.

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

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7 (a) Describe the disagreements between the USSR and the USA which emerged at the Potsdam Conference.

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 USSR had not kept to the terms of the Yalta meeting.'

Level 2 Describes disagreements [2–5]

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

e.g. 'They disagreed over what to do about Germany. Stalin wanted to cripple Germany completely to protect the USSR against future threats. Truman did not want to repeat the mistakes of the Treaty of Versailles.'
'They disagreed over reparations. Stalin wanted considerable compensation for the damage done to USSR and its 20 million deaths. Truman thought this was repeating the problems caused after the First World War.'
'They disagreed over Soviet policy in Eastern Europe. The Soviets had kept forces in eastern European countries despite agreeing at Yalta that they would be withdrawn. Pro-Soviet governments had been set up, including in Poland, and Truman showed his displeasure by adopting a 'get tough' attitude towards Stalin.'

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

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 occupied it at the end of the war.'

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

(One mark for each point.)

e.g. 'It was their 'sphere of influence'.'
'They only allowed communist governments.'
'The Russians did not allow free elections.'
'It was for security.'
'The Red Army had not gone home.'
'It created a buffer zone.'
'The Western Allies were not willing to fight.'

Level 3 Explains reasons [4–7]

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

e.g. 'It was agreed at Yalta by Churchill, Roosevelt and Stalin that eastern Europe was to be seen as a 'Soviet sphere of influence'.'
'By 1946, the Russians had control of the Baltic States, Finland, Poland, Hungary, Bulgaria, Romania and Albania. Most of these countries had communist governments and they showed their loyalty to Stalin.'

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'The Russians had lost twenty million people in the War and now wanted security for the future USSR. They wanted buffer states around the USSR to help protect the USSR from the West.'
'The Red Army had liberated these countries at the end of the War but they did not evacuate these countries as the Western powers had hoped because Stalin had wanted to maintain a buffer zone to defend the USSR.'

(c) 'The Marshall Plan was the main reason for Cold War tension increasing between 1947 and 1949.' 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. 'It was because the USA and the USSR did not trust each other.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The Marshall Plan aroused suspicion amongst the Soviets.'
'The USA had the atomic bomb.'
'Truman was against Communism.'
'Stalin's actions over Berlin increased tension.'
'The Soviets wanted to spread communism.'
'Eastern Europe was communist controlled.'

Level 3 Explanation of the importance of the Marshall Plan OR other reasons [3–5]

e.g. 'Truman realised communism flourished where there was 'misery and want'. He decided to send aid, through the Marshall Plan, to any country willing to renounce communism. The USSR saw this as a threat.'

OR

e.g. 'The USA and the USSR held different ideologies of capitalism and communism. Their actions led to suspicion and hostility as they drifted apart at the end of the war as there was no common enemy. Harmony was not helped by politicians such as Churchill and his 'Iron Curtain' speech.'
'The USSR wanted a weak Germany to avoid any future attack. This was the opposite of what the West wanted. Stalin blockaded Berlin where there was a stand-off with the western allies and this created more tension.'

Level 4 Explanation of the importance of the Marshall Plan AND other reasons [5–7]

Both sides of Level 3.

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

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8 (a) Describe the involvement of the USA in Vietnam before Johnson became President in 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. 'It was mainly advice and financial support.'

Level 2 Describes involvement [2–5]

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

e.g. 'The USA helped prevent free elections taking place in Vietnam in 1954 because it feared the Communists would win.'
'In 1955, the Americans helped Ngo Dinh Diem to set up the Republic of South Vietnam. They supported him because he was bitterly anti-Communist.'
'The USA supported Diem's regime with $1.6 billion in the 1950s.'
'By 1962, Kennedy was sending military personnel, which he called advisers, to fight the Viet Cong.'
'Kennedy supported policies such as the Strategic Hamlet Programme.'
'There were 11 500 US troops in Vietnam by 1962.'

(b) Why were the tactics used by the Vietcong effective?

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 knew their territory.'

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

(One mark for each point.)

e.g. 'They used guerrilla tactics.'
'They were supported by China and the Soviet Union.'
'They had underground bunkers.'
'They had the Ho Chi Minh trail.'
'They were supported by the peasants.'
'It was difficult for the Americans to find the enemy.'
'The tactics produced low morale amongst the Americans.'

Level 3 Explains reasons [4–7]

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

e.g. 'The guerrilla tactics used were very effective in the jungle. They involved hiding in the jungle and making surprise attacks, setting booby-traps or planting explosives. Often the US soldiers did not see or know who their enemy was.'
'The Vietcong received reinforcements and supplies from China and the USSR. Supplies were delivered along the Ho Chi Minh Trail.'

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'The Vietcong had an extensive network of underground tunnels and bunkers so they could keep well hidden from American soldiers. The tunnels included storage, hospitals and kitchens.'

(c) How far was public opinion the main reason for America's withdrawal from Vietnam? 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 because people saw what was happening.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The USA was not winning the war.'
'The war was extremely costly.'
'A lot of people were killed.'
'There were stories of drug addiction.'
'There were US atrocities committed against the Vietnamese people.'
'There was a change of policy to Vietnamisation.'
'The Tet Offensive shocked the US authorities.'
'The power of the media turned public opinion.'

Level 3 Explanation of public opinion OR other reasons [3–5]

e.g. 'The media had a big impact in changing public opinion. This was the first televised war and Americans were horrified at events such as the attack on My Lai or showing children burned by napalm. This led to demonstrations and a demand to end the war.'

OR

e.g. 'The US was spending between $20 and $30 billion a year on the war. In 1967, Life Magazine calculated it cost $400 000 for each Vietcong guerrilla killed. This huge spending meant cutbacks in spending on social reform.'

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

Both sides of Level 3.

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

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9 (a) What were the Freikorps?

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 used by the government to keep control.'

Level 2 Describes the Freikorps [2–5]

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

e.g. 'The Freikorps were made up of ex-soldiers.'
'They hated communists and helped to put down communist risings.'
'They were used by the government to protect borders against the Red Army.'
'They crushed the Spartacist League and murdered Liebnecht and Luxemburg in January 1919.'
'In March 1919, they crushed strikes in the Ruhr, Rhineland and Saxony.'
'In May 1919, they defeated the Bavarian (Munich) Soviet Republic.'
'In March 1920, members of the Freikorps attempted to overthrow the government in the Kapp Putsch, but failed.'
'In 1920, many of the Freikorps joined Hitler and the NSDAP, including Ernst Rohm.'

(b) Why did some political groups oppose the Weimar Republic?

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 not used to the style of government.'

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

(One mark for each point.)

e.g. 'They were not used to coalition government.'
'The Republic was associated with the Treaty of Versailles.'
'The Right wanted a strong one party government.'
'The Left wanted a communist style government.'
'The Nazis associated it with the 'November Criminals'.'
'It was associated with a weak economy and high inflation.'
'It allowed invasion by France and Belgium.'

Level 3 Explains reasons [4–7]

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

e.g. 'On the right wing, nearly all the Kaiser's former advisers remained in their positions in the army, judiciary and civil service. They restricted what the government could do. Many still hoped for a return to rule by the Kaiser.'
'One left wing group was a Communist party known as the Spartacists. The party was much like Lenin's Bolsheviks. They argued against Ebert's plans for a democratic Germany. They wanted a Germany ruled by workers' councils or soviets.'

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(c) To what extent was the Weimar Republic a failure? 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 successful in the mid- to-late '20s.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The economy recovered until 1929.'
'Hyperinflation was ended.'
'Germany was accepted back into the international community.'
'German farmers suffered.'
'Recovery in the '20s was based on American loans.'
'There was high unemployment in 1929.'
'There was political instability during the '30s.'

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

e.g. 'Farming suffered from depression throughout the 1920s due to the fall in food prices. Many farmers went into serious debt.'
'Germany's recovery after 1923 was an illusion. The economic recovery depended on loans from the USA. When they were recalled after 1929, an economic crisis hit Germany with over 6 million unemployed.'

OR

e.g. 'Stresemann ended hyperinflation and confidence returned with the introduction of a new currency, the Rentenmark, and a reduction in government spending.'
'Germany's international position was improved during the '20s. By the Locarno Pact, Germany's borders were confirmed and Germany was admitted to the League in 1926.'

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

Both sides of Level 3.

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

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10 (a) Describe the role of women in Nazi 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. 'The Nazis held traditional views about women.'

Level 2 Describes role [2–5]

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

e.g. 'The Nazis preferred women to adopt a traditional role of wife and mother.'
'Women were encouraged to have large families and were rewarded if they did. The birth rate had been falling.'
'Unemployment was high and Hitler wanted to get men into employment and so women were encouraged not to go out to work.'
'Those women who did work, found senior jobs closed to them.'
'By 1939, large numbers of women were required to work in factories on the war effort.'

(b) Why did Hitler launch the Four-Year Plan for the German economy in 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. 'Hitler wanted to carry out his promises.'

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

(One mark for each point.)

e.g. 'To prepare Germany for war.'
'To make Germany self-sufficient.'
'To create employment.'
'To build up the country's military defences.'
'To improve agriculture.'
'To stock-pile essential raw materials.'
'To increase co-operation with industrial giants.'

Level 3 Explains reasons [4–7]

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

e.g. 'In 1936, Goering was put in charge of the Four-Year Plan to prepare Germany for war. This meant recruiting more for the armed forces, producing the weapons of war and breaking the terms of the Treaty of Versailles.'
'Hitler wanted Germany to be self-sufficient. This meant increasing agricultural production and increasing the production of materials such as coal, steel and oil. Autarky was encouraged. This meant producing synthetic alternatives for such products as oil and rubber.'

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(c) How far had Hitler's policies won the approval of the German people by 1939? 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 must have done as the Nazis remained in power.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Unemployment was removed.'
'Programmes were introduced to improve working and leisure conditions.'
'The Hitler Youth was introduced.'
'Trade unions were banned.'
'Food was expensive.'
'People were indoctrinated.'
'Groups were persecuted.'

Level 3 Explanation of approval OR non-approval [3–5]

e.g. 'When Hitler came to power, 6 million were unemployed. He kept his promise to remove unemployment by creating jobs through the re-armament programme and conscription. Public works schemes, such as the building of autobahns, created more jobs.'
'The 'Strength through Joy' programme provided opportunities for the low paid to take holidays and to use cheap sporting facilities.'

OR

e.g. 'Workers had no rights. They had to join the Nazi Labour Front and free trade unions were banned. Wage stayed low while working hours increased.

Level 4 Explanation of approval AND non-approval [5–7]

Both sides of Level 3.

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

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11 (a) What problems faced the Provisional Government immediately it came to power?

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 needed to make important decisions.'

Level 2 Describes problems [2–5]

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

e.g. 'It needed to work out how to get food to the starving workers in the cities.'
'It needed to make a decision of whether to continue the war or make peace.'
'It had to decide whether it ought to distribute land to the peasants or ask them to wait until elections had been held.'
'It needed to establish authority. The Provisional Government was not the only possible government as most workers looked to the soviets, such as the Petrograd Soviet, for guidance.'

(b) Why did the power of the Provisional Government weaken between April and September 1917?

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 decisive enough.'

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

(One mark for each point.)

e.g. 'The government continued the war.'
'It failed to solve the land and food problems.'
'The Petrograd Soviet undermined its authority.'
'Lenin returned.'
'The Kornilov affair showed how dependent Kerensky was on the Soviet.'

Level 3 Explains reasons [4–7]

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

e.g. 'The government decided to continue the war. This led to further defeats and mutinies. Kerensky rallied the army for a great offensive in June. It was a disaster. Thousands of deserters decided to go home.'
'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 and Land!'.'
'In September 1917, the commander of the Russian army, Kornilov, tried to seize power and install a military dictatorship. He had little support and was arrested. The Bolsheviks gained support by helping Kerensky to crush the rebellion.

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(c) How great a leader was Lenin? 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. 'He kept many of his promises.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Lenin promised bread, peace and land.'
'He withdrew from the First World War.'
'He gave the peasants the Church and nobles' land.'
'The Bolsheviks were united under one leader.'
'Lenin introduced War Communism and the New Economic Policy.'
'It was Trotsky who created the Red Army.'
'He set up a dictatorship, not a democracy.'
'Lenin created the USSR from the Russian Empire.'

Level 3 Explanation of Lenin's leadership qualities OR lack of them [3–5]

e.g. 'Lenin was the undoubted leader of the Bolsheviks. Under him the Bolsheviks fought for a cause and for survival.'
'It was Lenin who made the important decisions. He could adapt. He introduced War Communism, which meant the Red Army was fed and equipped during the Civil War. He introduced the New Economic Policy when he thought a touch of capitalism was necessary in 1921.'

OR

e.g. 'Lenin had promised free elections to the new Constituent Assembly. The Bolsheviks did not gain a majority in the elections. Lenin sent the Red Guards to close down the Assembly. Russia's democratic experiment lasted less than 24 hours.'

Level 4 Explanation of Lenin's leadership qualities AND lack of them [5–7]

Both sides of Level 3.

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

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12 (a) In what ways did the new Constitution of 1936 benefit 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. 'It gave Stalin total power.'
'It was an illusion.'

Level 2 Describes impact [2–5]

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

e.g. 'The Constitution gave an illusion of democracy which Stalin exploited.'
'The Supreme Soviet was elected by secret ballot of Communist Party members but it met for only two weeks a year and handed its powers to the Praesidium, run by Stalin and his ministers.'
'Most of the 'universal human rights' mentioned in the Constitution such as freedom of speech, thought, the press, religion and public assembly were ignored and anyone criticising Stalin was quickly 'purged'.'
'Although not mentioned in the Constitution, the power lay with the Politburo and its secretary, Stalin.'

(b) Why did Stalin carry out the Purges?

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 deal with people.'

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

(One mark for each point.)

e.g. 'He felt threatened.'
'He was insecure.'
'To deal with those who were thought to be disloyal.'
'To deal with those who he had defeated to gain power.'

Level 3 Explains reasons [4–7]

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

e.g. 'Stalin was not prepared to accept challenges to his authority. He planned a purge of the top of the Party membership to get rid of anyone he did not trust. He feared Kirov and had him murdered and then used this as an excuse to turn on Zinoviev and Kamenev who were arrested, given long prison sentences and eventually shot.'
'He had got the better of Trotsky but feared his enemies would attempt to overthrow him. This fear was especially during the collectivisation and industrialisation campaigns of the 1930s. This started the "Great Terror" when many Bolsheviks were put on 'show trials'.'
'Stalin even feared his generals. In 1941 many were shot. He even suspected the secret police (NKVD) were plotting against him. Many senior officers were shot.'

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(c) 'Stalin's use of the secret police was more effective than government propaganda in maintaining control over the people of Russia.' 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 secret police helped remove most of the opposition.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'It carried out murders.'
'It provided 'evidence' of 'wrong-doing'.'
'The NKVD headed a reign of terror in the 1930s.'
'The idea of the 'cult of Stalin' was more effective.'
'The media was controlled by the state.'

Level 3 Explanation of the effectiveness of the secret police OR other methods [3–5]

e.g. 'All Soviet people lived in fear of arrest by the NKVD. Once arrested, prisoners could be beaten, tortured or even murdered. The secret police acted if someone was suspected of disloyalty to Stalin's state.'
'It was the NKVD, under Yagoda and later Yezhov, who provided the evidence which condemned Kirov, Kamenev and Zinoviev. They were directly involved in the 'Purges', providing Stalin with lists of suspects and carrying out the sentences.'

OR

e.g. 'Stalin used propaganda to create the 'cult of Stalin' in which Stalin was worshipped as a leader. Pictures and statues of him were everywhere and places named after him. People at meetings had to clap when his name was mentioned.'

Level 4 Explanation of the effectiveness of the secret police AND other methods [5–7]

Both sides of Level 3.

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

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13 (a) What benefits did the USA gain from the growth of the motor-car 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. 'It meant people were more mobile.'

Level 2 Describes benefits [2–5]

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

e.g. 'The motor industry created much employment. By the end of the 1920s the motor industry employed over half a million.'
'The production of cars created employment in other industries and services, such as rubber and glass production, road construction, components, oil production and hotel and restaurant services.'
'The introduction of the assembly-line reduced the cost of car production making it possible for more people to afford cars and, therefore, making them more mobile. Other US industries gained from the assembly-line technique developed by Ford.'
'People could get to work from places not served by other forms of transport. This affected town and village development.'
'Many ordinary people could go on holiday in their cars and also enjoy going out by car for their entertainment.'

(b) Why was the First World War important for the 'economic boom' in the USA?

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 built up US industry and trade.'

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

(One mark for each point.)

e.g. 'The US took away markets during the War.'
'Its industry produced the weapons of war.'
'It built up its finances from the War.'
'It developed its chemical industry.'
'The USA was not drained by the War.'
'There was a demand for consumer goods after the War.'
'Advertising learned its skills during the War.'

Level 3 Explains reasons [4–7]

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

e.g. 'During the War, the USA took over much of Europe's trade around the world. American exports increased to European colonies. After the War, these areas continued to trade with USA.'

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'The War created huge finances for the USA and these could be invested in industries after the War, much of which produced consumer goods.'
'During the War, strategic industries had developed well, including chemicals, iron and steel and power. These could now be used for peacetime purposes. Before the War, Germany was the leading chemical producing country. During the War, the USA overtook Germany and was then well placed after the War to develop new materials such as rayon, plastics, resins and Bakelite.'
'Mass nationwide advertising had been used for the first time in the USA during the War. Many of the advertisers, who had learned their skills in wartime propaganda, now set up agencies to sell cars, clothing and consumer goods.'

(c) 'Competition from Canadian farmers was the main reason why US farmers faced serious problems in the 1920s.' 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. 'American agriculture was simply too successful.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The problems were caused by overproduction.'
'Canadian farmers were more efficient.'
'The US population was dropping.'
'Europe did not want US food after the War.'
'The tariff system penalised US farmers.'
'Prices crashed and so did farmers' incomes.'
'Southern farms were hit by the boll-weevil.'

Level 3 Explanation of Canadian competition OR other reasons [3–5]

e.g. 'US farmers struggled against competition from the highly efficient Canadian wheat producers. The Canadian farmers worked on huge units and were highly mechanised in their farming.'
'The US imposed tariffs on imported goods. In retaliation, Europe imported very little US grain, but this did not apply to Canadian grain.'

OR

e.g. 'Overproduction was the biggest problem. From 1900-1920, farming was doing well and more and more land was being farmed.' Improved machinery, especially the combine harvester, and improved fertilisers made the US agriculture very efficient. By 1920, it was producing surpluses of wheat which nobody wanted.'

Level 4 Explanation of Canadian competition 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) How was Roosevelt intending to deal with the Supreme Court in 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. 'He wanted to stop it blocking his reforms.'

Level 2 Describes intentions [2–5]

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

e.g. 'Roosevelt was re-elected in 1936 and he was determined to reform the Supreme Court so that his plans could be put into operation.'
'He wanted to increase the number of judges from nine to fifteen.'
'Normally, he would have had to wait for one of the judges to die or retire before getting the chance to appoint a replacement.'
'Roosevelt intended to appoint six 'sympathetic' judges at once.'
'Because of wide-ranging criticism, Roosevelt backed down, but the Supreme Court was less obstructive in the future.'

(b) Why did sections of the American business community object to the New Deal?

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 saw it as a disadvantage to them.'

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

(One mark for each point.)

e.g. 'Most were Republicans.'
'It was opposite of 'rugged individualism' promoted by the Republicans.'
'It was expensive.'
'It created unnecessary jobs.'
'It encouraged union activity.'
'It meant higher taxes.'

Level 3 Explains reasons [4–7]

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

e.g. 'Most of the business community were Republicans who were in favour of 'rugged individualism' where individuals helped themselves rather than being helped by the state.'
'The business community thought the New Deal was expensive and they objected to having to pay higher taxes, especially as they believed that many received money under the New Deal for doing nothing or it provided unnecessary jobs.'

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(c) How far did all Americans benefit from the New Deal? 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. 'Not all Americans gained from the New Deal.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'It helped the unemployed.'
'Not all farmers were to benefit.'
'Black Americans saw little benefit.'
'Many became jobless again during the slump.'
'There was social welfare for many.'
'Farmers with large farms saw their incomes rise.'
'The wealthy and businessmen felt they lost through heavier taxes.'

Level 3 Explanation of Americans gaining from the New Deal OR those who did not benefit [3–5]

e.g. 'The New Deal reduced unemployment by creating millions of jobs through the construction of dams and roads through agencies such as the TVA.'
'Millions of poor people received food, shelter and clothing and emergency relief stopped people from starving.'

OR

e.g. 'The New Deal did not go far enough in dealing with poverty. Many Americans were excluded from social security including five million farm workers and domestics. The programme did nothing for the black Americans' civil rights.'

Level 4 Explanation of Americans gaining from the New Deal AND those who did not benefit [5–7]

Both sides of Level 3.

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

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15 (a) Describe the activities of the Nationalists during the Second World 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 Nationalists lost popular support.'

Level 2 Describes events [2–5]

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

e.g. 'The KMT lacked the determination to take positive action against the Japanese and this affected the views of Chinese peasants.'
'They lost control of significant parts of China which they had controlled in 1937.'
'Chiang adopted scorch earth tactics and this brought misery to millions of Chinese peasants.'
'The Nationalists were forced to retreat to an area around Chongqing, losing much land to the Japanese and the Communists.'
'Chiang and his troops were considered to be cruel in their methods as well as being corrupt.'

(b) Why was the Second World War important for the Chinese Communists?

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 important because the Communists gained popularity.'

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

(One mark for each point.)

e.g. 'The Communists expanded their territory.'
'They were seen as friends of the people.'
'They used the Red Army to forge links.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Japanese invasion in 1937 and the retreat of Chiang Kai-shek to Chongquing gave many opportunities for the Communists to expand the area under their control.'
'From 1937 to 1940, Communist fighters took control of many parts of northern China.'
'The tactics of the Japanese ensured that the peasants were more than willing to join with the Communists in helping to attack the Japanese. This fighting for China gave the Communists the support of the people and they were seen as defenders and friends of the people. They were able to win over the people by providing medical care and opening schools.'

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15 (c) How far was the Communists' victory in the Civil War due to Nationalist unpopularity? 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 Nationalists lost support in the Second World War.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The Nationalists had a reputation for being corrupt.'
'Chiang was a dictator.'
'Mao had the support of most of the peasants.'
'Mao was seen as looking after the interests of China.'

Level 3 Explanation of Nationalist unpopularity OR other reasons [3–5]

e.g. 'The KMT was not popular because their followers had not fought hard for China against the Japanese and they had treated the peasants harshly before, during and after the Second World War.'
'Chiang was dictatorial. He was also corrupt. Aid from the USA went into the pockets of Chiang and his family and friends. He appeared to be no more than a puppet of the USA.'

OR

e.g. 'Mao was a popular leader which came from the Long March. During the Second World War, Mao and the Communists were seen as liberators because of their successful guerrilla tactics against the Japanese. The peasants recognised that the Communists were fighting to defend China's interests.'

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

Both sides of Level 3.

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

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16 (a) Describe the incidents which took place on China's borders between 1950 and 1962.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Communist China claimed all territory traditionally ruled by the emperors. This led to clashes with its neighbours.'

Level 2 Describes events [2–5]

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

e.g. 'In 1950, China invaded Tibet and turned it into a province of China. In 1959, the Dalai Lama objected to the spread of communism in Tibet and fled to India.'
'The border between Tibet and India was not well defined. In 1962, there was fighting between China and India over the border. It was fought at 14 000 feet in inhospitable conditions.'
'The Chinese played a large part in the Korean War against the US-backed South Koreans.'
'Although a treaty was signed between China and Russia guaranteeing Mongolia's independence in 1950, there were disputes over where the border should be until 1987.'

(b) Why were relations between Communist China and the USA hostile in the first twenty years of the People's Republic?

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 had different political ideologies.'

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

(One mark for each point.)

e.g. 'China had a hatred of foreigners, especially Americans.'
'The USA was against the advance of Communism.'
'The USA supported Chiang Kai-shek.'
'China supported North Vietnam against the USA and South Vietnam.'
'China exploded a test nuclear bomb in 1964. The danger seemed all the greater.'
'The USA vetoed Communist China's application to the UN until 1971.'

Level 3 Explains reasons [4–7]

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

e.g. 'To the USA, China was part of international Communism, a steadily advancing threat. The actions of China in Korea, Vietnam and Tibet seemed to confirm this.'
'The Nationalists in Taiwan, under Chiang Kai-shek, were supported by the USA, who considered them the true Chinese government. This was resented by Communist China.'
'America's activity on China's borders in Korea and Vietnam seriously worried China's leaders.'

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16 (c) 'China was a superpower by 1990.' 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. 'No, it was not like the USA.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'It was one of the major economies of the world.'
'It had a nuclear power capability.'
'It was a powerful voice at the UN.'
'It was the foremost military power in Asia.'
'China still had a poor record on human rights.'
'Its economy was just beginning to rival Japan.'
'It had numerous social problems including corruption and crime.'

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

e.g. 'China's modernisation policy introduced by Deng Xiaoping after 1978 had produced tremendous economic activity by 1990. The economy was beginning to rival Japan's as growth averaged over 10% per year.'
'China became a powerful military force especially in Asia, but it had nuclear capability by 1990 and was a power to be feared worldwide.'

OR

e.g. 'China had failed to become democratic by 1990. It was (and is) a one party state which does not tolerate opposition to the party line. Over a thousand students went on hunger strike in Tiananmen Square in 1989 over the lack of freedoms. They were massacred, many in the streets around the square.'

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 the main features of the constitution of the Union of South Africa.

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 Union of South Africa remained under the British Crown.'

Level 2 Describes features [2–5]

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

e.g. 'The Union was under the British Crown as a self-governing dominion of the British Empire.'
'The Monarch was represented by a Governor-General, but effective rule was in the hands of the Prime Minister.'
'The Union was a unitary state, not a federation.'
'Each colony had a provincial council'
'Parliament consisted of a House of Assembly and the Senate.'
'The administrative capital was in Pretoria and the seat of Parliament was in Cape Town.'
'Parliament was elected from the white minority.'

(b) Why did successive governments adopt policies of segregation in the 1920s and 1930s?

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 limit influence.'

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

(One mark for each point.)

e.g. 'The government thought whites were superior.'
'To protect whites.'
'To reduce black control.'
'To protect African culture.'
'It gave protection to white workers against competition.'
'To control the workforce.'
'To keep black people inferior.'

Level 3 Explains reasons [4–7]

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

e.g. 'It kept black people 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.'
'Many people believed that the white race was superior to others. These white supremacist views 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.'

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'Segregation and the creation of native reserves would preserve tribal unity and purity. It was considered important to keep African people separate in order to protect culture.'

(c) How effectively did Africans organise themselves against the effects of white rule during the 1920s and 1930s? 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. 'Not very effectively as segregation continued.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The moderate approach of the ANC was not successful.'
'Non-violent resistance had some success.'
'Non-violent resistance led to mass arrests.'
'There was a lack of strong leaders.'
'There was a suspicion about Communism.'

Level 3 Explanation of effective organisation OR lack of it [3–5]

e.g. 'The ANC was ineffective for many years, believing the best way was to keep on good terms with the whites to gain their respect. By 1930 it was in the hands of moderates worried about becoming involved in issues such as the anti-Pass Laws protests.'

OR

e.g. '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.'

Level 4 Explanation of effective organisation AND lack of it [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how effectively'

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18 (a) In what ways was South Africa changed by the Second World 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. 'Many whites felt threatened by the changes.'

Level 2 Describes changes [2–5]

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

e.g. 'The economy expanded and new industries were established as South Africa was cut off from its usual suppliers of manufactured goods.'
'These industries needed workers and so black workers were in demand. They needed to live in the cities near the new industry and so the pass-law enforcement was relaxed.'
'Black workers were paid little, but, because they were in demand, there were strikes which alarmed many white people.'
'The decision to join the Allies had split the United Party. Hertzog, the PM, had fought against the British as a Boer General and he refused to fight on the side of British. He was outvoted and resigned. He was replaced as PM by Smuts.'

(b) Why did Malan come to power in 1948?

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 National Party had a well organised campaign.'

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

(One mark for each point.)

e.g. 'His Party appealed to white voters.'
'He won the election because of a 'legality'.'
'His Party had the support of the press.'

Level 3 Explains reasons [4–7]

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

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

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(c) How effective was government repression of opposition before 1965? 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. 'Opposition increased despite harsh laws.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The ANC membership increased.'
'The government charged leaders with high treason.'
'There were bus boycotts.'
'School protests were quashed.'
'Tougher legislation followed after 1965, implying ineffectiveness.'

Level 3 Explanation of effectiveness OR ineffectiveness [3–5]

e.g. 'The National Government had passed the Suppression of Communism Act in 1950. It was able to label many opposition leaders as Communists and charge them with high treason. Between 1955 and 1956, 156 leaders were arrested under this legislation including leaders of the ANC.'

OR

e.g. 'Despite tough legislation and the harsh implication of the legislation, membership of protest groups increased rapidly. The ANC'S membership increased from 7 000 to 100 000 from 1950 to 1952.'

Level 4 Explanation of effectiveness AND ineffectiveness [5–7]

Both sides of Level 3.

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

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19 (a) Describe how Lüderitz tricked Chief Frederick.

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 acquired land by deceit.'

Level 2 Describes events [2–5]

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

e.g. 'Luderitz was a German merchant hoping to find mineral wealth, especially diamonds, gold and silver. He was looking for land with minerals before it was claimed by a European nation.'
'He bought his first piece of land for a derisory sum in 1883.'
'He acquired land by cheating Chief Frederick using 'geographical miles'.'
'In 1884, he acquired land around Walvis Bay. At that time his land was placed under the protection of Germany.'

(b) Why was there conflict between the Herero and the Germans towards the end 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 did not get on.'

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

(One mark for each point.)

e.g. 'The Herero were unhappy with the way they were treated by the Germans.'
'The Treaty was invalid.'
'The Germans took cattle.'
'The Germans wanted more land.'

Level 3 Explains reasons [4–7]

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

e.g. 'Tension still existed after the protection treaty because of the arrogance of the Germans, who disregarded its terms by stealing cattle and taking more land.'
In 1888, Maharero declared the Treaty with the Germans invalid. This was unacceptable to the Germans.'
'The Germans sent troops to Namibia to put down resistance. It was stated that these troops were on a scientific expedition.'

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(c) The main cause of the War of National Resistance between 1904 and 1908 was the brutal and oppressive German rule.' 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. 'Yes, brutal colonial oppression was responsible.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The main cause was land robbery.'
'It was because of the building of the railway.'
'It was the theft of cattle.'

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

e.g. 'German rule was oppressive and cruel. The colonial authorities crushed any attempt at opposition, but did not stop the violations of Namibian communities. Murders, rapes and beatings were common.'

OR

e.g. 'Large areas of land had been taken away from the Namibian communities in the centre and south and given to increasing numbers of German settlers.'
'In 1898, a German Decree ordered the setting up of reserves for Namibians. The Namibians were being treated like foreigners in their own country.'

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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20 (a) What was the significance for Palestine of the ending of the Second World 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. 'A very uncertain future.'

Level 2 Describes significance [2–5]

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

e.g. 'The proposal that there should be a national homeland for Jews on Palestinian land.'
'During the War, many Jews had been displaced. They had no place to return to or it had been totally destroyed. They needed somewhere to go.'
'The suggestion that Jews from Europe could join family and relations already living in Palestine.'
'The USA was encouraging Jews to go to Palestine. It suggested up to 100 000 per year.'
'There was limited entry of Jews into the USA and Britain, therefore putting pressure on Palestine.'
'The Peel Plan of 1937, suggesting the partition of Palestine between Jews and Arabs, was resurrected.'

(b) Why was the United Nations Partition Plan rejected by the Palestinian Arabs?

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 linked Jews and Arabs.'
'They thought it was unfair.'

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

(One mark for each point.)

e.g. 'The Arab state would be divided.'
'The Jewish state would be larger.'
'The Palestinians would receive poor farming land.'
'They had rejected the idea in the 1930s.'

Level 3 Explains reasons [4–7]

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

e.g. 'This was similar to the Peel Plan of 1937. The Palestinian Arabs had already stated that they did not want partition and the UN plan was similar to Peel.'
'The proposed Jewish state would be larger than the Arab state, even though Jews were only one third of the population and owned less than one tenth of the land.'
'The Arab state would be divided into three with no direct access to the sea. Jaffa, the main Arab port, would be cut off from the rest.'
'The fertile land was to be Jewish, leaving mostly desert country for the Arabs and this was difficult to farm.'

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(c) 'Arab weakness was the main reason for the survival of Israel in the 1948-49 war.' 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 showed a lack of spirit and determination.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The Arabs were not organised.'
'The Arabs were not prepared.'
'The Arabs were not united in their cause.'
'The Israelis had to win to survive.'
'The Israelis proved to be better at fighting.'
'The Israelis had support from the USA and USSR.'

Level 3 Explanation of Arab weakness OR other reasons [3–5]

e.g. 'King Abdullah of Transjordan claimed to be the Arab's commander-in-chief. Despite agreeing on a plan, Arab leaders were not united in their goals and each tended to fight for their own interests which often meant to gain a piece of Palestinian territory for themselves.'
'Abdullah defended the Old City of Jerusalem, but made no attempt to defend the western part and he did not invade any of the land of the new Jewish state.'

OR

e.g. '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 Jewish state was established within the territory controlled by Jewish forces.'

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

Both sides of Level 3.

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

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21 (a) Describe conditions in refugee camps occupied by Palestinians following the war of 1948–9.

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 overcrowded.'
'There was a lack of basic facilities.'
'Life was difficult.'

Level 2 Describes conditions [2–5]

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

e.g. 'An overcrowded area of tents.'
'Areas without water, electricity and sewers.'
'Death from malnutrition and disease was common.'
'Limited rations and welfare services provided by the UN.'
'It was difficult to find employment.'
'Possibility of epidemics.'
'A run down area of town.'

(b) Why was National Service important to Israel?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'For support in difficult times.'

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

(One mark for each point.)

e.g. 'To provide welfare services.'
'To maintain tradition and culture.'
'To provide support to the regulars.'
'To provide the defence of the country.'
'To impress on the whole population the threat to the country.'

Level 3 Explains reasons [4–7]

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

e.g. 'It is an opportunity to increase education by teaching all to read. Everyone is taught Hebrew to remove linguistic barriers.'
'On joining, every conscript receives a crash course on Jewish history and culture and, on leaving, another intensive course on civics, tradition and history. This helps with the development of belonging.'
'After conscript service, reservists are liable to instant recall to support the regular army.'
'The army is perhaps the most unifying force in Israeli society. It is not just a war machine as it aids the economy and performs welfare duties.'

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(c) By 1994, how different were the views of the Jewish people of Israel about how to deal with the Palestinians? 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 wide-ranging views among Jews.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Most of the Labour Party supported a state of Palestine.'
'Likud did not want an independent Palestinian state.'
'United Torah Judaism wanted to expand Israel at the expense of the Palestinians.'
'The Oslo Accords recognised Palestinian territory.'

Level 3 Explanation of similarities OR differences
OR
Explanation of change OR continuity [3–5]

e.g. 'The Oslo Accords recognised that there was Palestinian territory.
More than half of the delegates in the Knesset voted for the Accords.'
e.g. 'Only the Labour Party has thought that Palestine should be an independent state and that Israeli settlements on occupied land should not be settled.'

OR

'Likud did not/does not believe in an independent state for the Palestinians. It encouraged further settlements in the occupied territories. When Likud came to power in 1977, these settlements rose from 4 000 to 100 000.'
'Extreme groups, like the United Torah Judaism, held views similar to Likud's , but wanted to remove more Palestinians so that more Israeli settlements could be established in the occupied territory quicker.'

Level 4 Explanation of similarities AND differences
OR
Explanation of change AND continuity [5–7]

Both sides of Level 3.

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

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22 (a) Describe how steam engines were used in TWO industries in Britain 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 were used in the coal mines.'
'They were used in the cotton mills.'

Level 2 Describes use [2–5]

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

e.g. 'Steam engines were used in the coal mines to pump out water. Newcomen's engines and later Watt's engines were used for this purpose. Watt's engines were used to wind coal to the surface.'
'In the cotton mills steam engines powered the Mule and Power Loom through a series of belts and pulleys.'
'At the iron foundry, steam engines pumped water to operate the bellows. Later, they drove tilt hammers and rolling mills.'

(b) Why was there an increasing demand for textiles 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. 'There was a move away from wearing woollen clothing.'

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

(One mark for each point.)

e.g. 'There was a growing population.'
'Cotton was cheaper.'
'Cotton was more suitable.'
'There were increasing exports.'

Level 3 Explains reasons [4–7]

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

e.g. 'During the nineteenth century, the population grew markedly. All these extra people needed clothes. There was a rising demand for cotton clothing as it was easier to clean than woollen clothing.'
'After the invention of the cotton gin, cotton became cheaper and easier to handle than wool.'
'Steam machinery was being introduced to the textile industry and cotton was more suitable and easier to mechanise compared to wool.'
'Britain had a strong overseas trade through its Empire, where, for example, cotton goods could be exported.'

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(c) How far did government legislation change the lives of working people in the nineteenth century? 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. 'Legislation had little impact.'
'There was general improvement throughout the century.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The Factory Acts reduced the hours of work.'
'The Factory Acts were not always enforced.'
'There was an improvement for women and children in the mines.'
'Safety was not a priority in the first half of the century.'

Level 3 Explanation of effectiveness of government legislation OR ineffectiveness [3–5]

e.g. 'The Factory Acts of 1802, 1819 and 1833 stopped very young children from working in the textile mills and similarly in the mines after 1842.'
'Hours for all workers were reduced and, by 1853, were limited to ten and a half hours.'

OR

e.g. 'After the 1833 Factory Act, there were only four inspectors for the whole country. Despite the Mines Act being passed in 1842, mines inspectors were not allowed underground until 1850.'

Level 4 Explanation of effectiveness of government legislation AND ineffectiveness [5–7]

Both sides of Level 3.

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

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23 (a) What problems faced poor people living in cellar dwellings?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Life was usually dark and dingy.'

Level 2 Describes problems [2–5]

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

e.g. 'Cellars in Victorian England were usually damp and often flooded because they were below ground level.'
'If there were any windows, they were usually small and let in very little natural light.'
'Ventilation was often a problem because of the lack of opening windows.'
'Respiratory diseases were common for cellar-living people.'

(b) Why did public health and housing not improve immediately after the 1848 Public Health Act?

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 no incentive to improve conditions.'

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

(One mark for each point.)

e.g. 'The 1848 Act was not compulsory.'
'There was a lack of money to make improvements.'
'Many did not want State interference.'
'Chadwick was forced out of office.'
'There was a laissez-faire attitude.'
'Profit was the most important motive.'

Level 3 Explains reasons [4–7]

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

e.g. 'The 1848 Public Health Act was not compulsory and, therefore, was not widely adopted. It was enforced where there were unusually incidents of high mortality.'
'Many local councillors objected to state interference in these matters. Many had a vested interest in the existing slums and did not want Chadwick and his Board members interfering.'

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(c) How far did housing for the working classes improve between 1860 and 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. 'Progress was slow and patchy.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'Joseph Chamberlain improved Birmingham.'
'Lever and Cadbury built model towns for their workers.'
'The acts to improve housing were hampered by a lack of money.'
'Slum clearance could take place under the law.'

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

e.g. 'Chamberlain was Mayor of Birmingham and he used the powers under the Artisans Dwellings Act of 1875 to clear away slums and build better houses.'
'Lever and Cadbury built housing for their workers with tree lined streets and open spaces.'
'The Torrens Act of 1868 said that landlords had to keep their property in good order.'

OR

e.g. 'Chamberlain did not build enough houses to replace those he had pulled down in Birmingham.'
'The work of Salt, Lever and Cadbury only brought good housing to a few.'

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

Both sides of Level 3.

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

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24 (a) Describe China's relations with Britain before 1842.

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 fell out over trade.'

Level 2 Describes relations [2–5]

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

e.g. 'There was a great reluctance by the Chinese to trade and in particular to import goods.'
'In 1793, the Chinese Emperor had said "we have no use for your manufactures".'
'The Chinese exported silk, tea and china porcelain to Britain and the British traded with opium.'
'The Chinese authorities wanted to stamp out the opium trade because of the effect on drug dealing in China.'

(b) Why did the Boxer Rebellion take place?

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 felt their country had been taken over.'

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

(One mark for each point.)

e.g. 'They wanted to protect Chinese customs.'
'Their government had given in to foreigners.'
'Foreigners had exclusive trading rights.'
'To halt the spread of Christianity.'

Level 3 Explains reasons [4–7]

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

e.g. 'Patriotic Chinese deeply resented the way their country had been taken over and many blamed their own government for letting it happen.'
'Western dress and customs had become rivals to traditional Chinese customs.'
'By 1898, Britain, Germany and France had gained exclusive trading rights and the USA was anxious not to be left out. This put pressure on China to operate an open-door policy of free trading.'
'The League of Harmonious Fists was unofficially encouraged by the Chinese government to rebel against foreigners.'

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(c) How significant was the impact of Western Imperialism on Chinese society and culture? 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 adopted western ideas, but most were untouched.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'The vast majority were ruled by custom and tradition.'
'The Emperor, Mandarins and landlords resisted change.'
'Opium had been introduced.'
'Western equipment and training were made available.'
'The Boxer Rising showed the hatred towards foreign influence.'

Level 3 Explanation of the impact OR the lack of impact [3–5]

e.g. 'The Emperors were against change. They studied the writings of Confucius, who said that in the past everything was good and that, therefore, all change is bad.'
'When Emperor Guangxu attempted moderate reforms in education as suggested by the western powers, he was overthrown by his aunt, the Emperor Dowager Cixi.'

OR

e.g. 'Chinese society was changing as foreign powers encouraged the building of railways and the introduction of the telegraph. They encouraged the development of mines for coal and iron and the building of mills for textiles.'

Level 4 Explanation of the impact AND the lack of impact [5–7]

Both sides of Level 3.

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

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25 (a) What did Bentinck propose for India?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'A way of saving money.'
'He wanted to westernise India.'

Level 2 Describes proposals [2–5]

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

e.g. 'Bentinck wanted to turn around the money-losing East India Company. This involved selling marble and metal and he even thought about knocking down the Taj Mahal.'
'He proposed a policy of 'Westernization', which took the form of reforming the legal system, using English as the official language. He proposed introducing a western-style education system with English being the language used.'
'Bentinck proposed suppressing some Indian customs such as sati/suttee when widows threw themselves on their husbands' funeral pyre.'

(b) Why did the proposals of Dalhousie bring opposition from many Indians?

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 interfering with their way of life.'

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

(One mark for each point.)

e.g. 'Dalhousie was trying to change their customs.'
'He wanted them to be more western.'
'The power seemed to be British hands.'

Level 3 Explains reasons [4–7]

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

e.g. 'Most Indians were very conservative and did not want to see change. Dalhousie even replaced corrupt native leaders, such as the Nawab of Oudh.'
'Dalhousie tried to change Indian customs, such as trying to stamp out suttee.'
'Indians seemed to be treated as second class citizens by the British as all important decisions were made by Dalhousie or the British government.'
'Dalhousie proclaimed the 'doctrine of lapse'. If there was no natural heir to a native ruler, he was replaced by direct British rule on his death. This upset the native ruling class.'

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(c) 'Imperialism in India caused more problems than it solved.' 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 advantages and disadvantages.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point.)

e.g. 'British culture was a strong influence.'
'Attempts were made to change the culture.'
'Communications improved.'
'New technology was introduced.'
'British control was strengthened.'

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

e.g. 'Many British people failed to adopt the culture and lifestyle of India preferring to bring Britain to India with balls and tea parties.'
'Many Indian customs were stamped out, such as suttee.'

OR

e.g. 'Good roads and railways were built across India to improve communications.'
'Hospitals, schools, clinics and universities were opened on British ideas.'

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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