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Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0470 HISTORY

0470/11 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.

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

- When marking a response the overall criterion to be considered should be – 'How good is this response to this question?'
- The 'Level Descriptor' should be used to decide the Level into which the quality of the answer fits.
- 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.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** 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.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- 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.
- 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. 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.

Assessment Objectives

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

(a) recall, description
(b) recall, explanation
(c) recall, explanation and analysis.

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1 (a) What was the 'Young Italy' movement?

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 movement for young people.'
'It was an organisation formed outside Italy.'

Level 2 Describes movement [2–5]

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

e.g. 'It was founded by Mazzini.'
'It was formed in 1831.'
'It was formed in Marseilles.'
'It wanted to encourage exiled Italians to promote the idea of unification.'
'Its goal was to from a united Italian republic.'
'It hoped to achieve its aim by risings in the Italian states.'
'It wanted to remove Austrian control of Italian states.'

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(b) Why were Mazzini's efforts to bring unification to Italy unsuccessful?

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 Italian people were not ready for unification.'

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

(One mark for each point)

e.g. 'Mazzini was rarely in Italy.'
'He had limited support.'
'Austria was very strong.'
'Mazzini was inexperienced.'
'He offended French Catholics.'

Level 3 Explains reasons [4–7]

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

e.g. 'Mazzini favoured republican government, but this was frowned upon by other European powers who feared repercussions for their own regimes.'
'He failed to gain support in 1833/4 for his coups and they were squashed. He failed to gain the support of the agriculturalists as he ignored their problems.'
'Mazzini spent most of his life in exile and was not always in touch with fellow revolutionaries. He was young and inexperienced at fighting and commanding men.'
'The Austrian army was very powerful and Charles Albert was not convinced of Mazzini's claims of large scale support for revolution.'
'When occupying Rome with Garibaldi in 1849 and setting up the Roman Republic, it was unfortunate that the French Catholics persuaded the French government to intervene because they saw a threat to the Pope.'

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(c) How far was Garibaldi responsible for the unification of Italy? 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. 'Garibaldi was an inspiring and romantic figure.'
'Cavour and Napoleon were equally important.'
'Mazzini shaped thoughts on a united Italy.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Garibaldi liberated Sicily and Naples.'
'Garibaldi supported the King of Italy.'
'Cavour worked with France in secret.'
'Napoleon III and Cavour made a secret agreement in 1858.'
'Mazzini set up the 'Young Italy' movement.'

Level 3 Explanation of the contribution of Garibaldi OR other figures [3–5]

e.g. 'Garibaldi led a daring expedition to Sicily, which he captured. He seized Naples and then liberated the whole of southern Italy.'
'He was involved with Mazzini in forming the Roman Republic and he campaigned for the liberation of Rome, although this worried governments as it could have provoked a major war.'
'In 1860, Garibaldi recognised Victor Emmanuel II as King of Italy when he surrendered all his conquests.'

OR

e.g. 'Cavour's diplomatic skill ensured Piedmont dominated Italian politics and to this end he continued the programme of reform and opposed Austrian domination.'
'Napoleon was interested in the idea of liberating Italy and in 1858 held a secret meeting with Cavour in Plombieres. Napoleon made it clear he would only get involved if Austria started a war.'

Level 4 Explanation of the contribution of Garibaldi AND other figures [5–7]

Both sides of level 3.

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

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2 (a) What was the Missouri Compromise?

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 set criteria for slave states.'

Level 2 Describes the Missouri Compromise [2–5]

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

e.g. 'Missouri applied to be admitted as a state to the Union.'
'At the time, there was an equal balance of free and slave states.'
'There was opposition to accepting Missouri as a slave state because it would give the slave owning states a majority.'
'Maine was accepted into the Union as a free state in 1820 and, therefore, Missouri was accepted as a slave state to bring balance.'
'A northerly limit was fixed for slavery.'
'The line of latitude was fixed above which slavery was not allowed.'
'This was the Mason-Dixon Line.'

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(b) Why was a new compromise introduced in 1850?

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 situation had changed.'

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

(One mark for each point)

e.g. 'In 1848 the acquisition of the Mexican territories caused a problem.'
'Utah and New Mexico had been ceded after the 1846–48 war.'
'California had enough inhabitants to qualify as a state.'
'The Fugitive Slave Law was to satisfy Southern demands.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Californian Gold Rush had given California the inhabitants it needed to qualify as a state. This would clearly be a free state, although the South proposed splitting California at parallel 35 degrees north to provide a southern territory, but this was not approved.'
'New Mexico and Utah could become slave states although it was left to popular sovereignty to decide. It was unlikely to go to slavery as most settlers were non-Southerners and the land was not suitable for plantations.'
'Southern demands led to the Fugitive Slave Law, which was part of the new compromise. It meant runaway slaves had to be returned to their owners even if they had made it to a free state.'

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(c) How far did slavery cause the Civil War? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It must have been slavery because it was abolished.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'There were disagreements about slavery.'
'The election of Lincoln provoked the South.'
'The South threatened to leave the Union.'
'The North did not understand the need of the South for slavery.'
'The South feared the political strength of the North.'
'Tariffs affected the South.'

Level 3 Explanation of the contribution of slavery OR other contributory factors [3–5]

e.g. 'The South felt it needed to keep slavery so that it could run its plantations with a profit. Southerners thought slaves were ideal for picking cotton and tobacco. The North did not understand this factor.'
'In 1860 the South was alarmed with the election of the Republican, Abraham Lincoln, as president. Lincoln was a staunch opponent of slavery. Many Southerners thought he was unsympathetic to their views.'

OR

e.g. 'It was the threat of seceding from the Union by the South which caused the North to come to blows with the South. Lincoln had no intention of allowing the South to leave the Union.'

Level 4 Explanation of the contribution of slavery AND other contributory factors [5–7]

Both sides of level 3.

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

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3 (a) Describe the powers of the Shogun in Japan before 1867.

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 had extensive powers over Japan.'

Level 2 Describes powers [2–5]

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

e.g. 'In practice, the Shogun was the ruler of Japan.'
'The Shogun was nominally appointed by the Emperor.'
'The Shogun controlled foreign policy, the military and feudal patronage.'
'The Shoguns ran the administrative and judicial systems.'
'They appointed their own military governors as heads of each province.'
'The term 'Shogun' meant military leader, but, in practice, it meant military leader of the country.'
'The Shoguns imposed a strict class system.'
'At the top were the samurai followed by the farmers, artisans and merchants.'

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(b) Why did America send Commodore Perry to Japan?

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 wanted to trade with Japan.'
'The USA wanted to know more about Japan.'

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

(One mark for each point)

e.g. 'The USA saw Japan as a huge market.'
'It would open Japan to western influences.'
'Japan was a potential ally.'
'Japan had goods wanted by the USA.'
'The USA wanted at least the same trading rights as the Dutch.'
'Japan could be a good base for US ships.'

Level 3 Explains reasons [4–7]

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

e.g. 'Japan was ideally placed as a base for trading ships to take on provisions. It would be very convenient if American ships trading between China and San Francisco could take on fresh provisions in Japan, before crossing the Pacific. Yokohama, for example, was nearly 2000 kilometres nearer San Francisco than Shanghai.'
'The USA wanted to trade with Japan because it would be a large market for American goods and services, but the USA wanted the unique goods provided by Japan of porcelain and silk.'

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(c) 'Conflict in 1894–5 was more important than conflict in 1904–5 in strengthening Japan's claim to be a Great Power.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Both victories increased Japan's international status.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Japan wanted territorial expansion.'
'Japan was copying Western Powers' imperialism.'
'The defeat of China over Korea gained Japan dominance in the Far East.'
'The defeat of Russia showed Japan's military power.'

Level 3 Explanation of war with China OR the war with Russia [3–5]

e.g. 'In 1894, a situation developed in Korea which lent itself to Japanese purposes, which were to demonstrate that it was now a power strong enough to claim equality with Western Powers.'
'Japan wanted to make territorial gains from China as a first step in a general policy of expansion in the Far East.'
OR
e.g. 'The defeat of Russia showed Japan to be a very strong military power on both land and sea. Japanese forces crushed the Russians at Mukden and Tsushima.'

Level 4 Explanation of war with China AND the war with Russia [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 Entente Cordiale of 1904?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was an agreement between countries.'
'It aimed to settle differences.'
'It was for support.'
'To encourage co-operation.'
'An agreement secured by Edward VII's visit to Paris.'

Level 2 Describes the agreement [2–5]

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

e.g. 'It was an agreement between Britain and France.'
'France called it a 'friendly understanding'.'
'An agreement to give Britain an ally.'
'The agreement was signed with France because Britain feared the threat of Germany.'
'It stopped disagreements between Britain and France in Africa.'
'France was given a free hand in Morocco.'
'Britain was given a free hand in Egypt.'
'The French received territory in Senegal and Nigeria.'
'An agreement which resolved a number of long-standing colonial disputes.'
'The establishment of a diplomatic understanding between the two countries.'

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(b) Why was tension between the Great Powers increased by events in the Balkans in 1908–9?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Serbs and Austrians were upset with each other.'

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

(One mark for each point)

e.g. 'The Serbs wanted a larger Serbia.'
'Russia and Germany were pulled into the crisis.'
'Serbia wanted revenge.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Austrians took advantage of a revolution in Turkey to annex the Turkish province of Bosnia. The Serbs were furious because they hoped to make Bosnia a greater Serbian state. Serbia appealed to Russia for help and the Russians called for an international conference to discuss Austria's actions. Austria refused to attend and was backed by Germany. Major powers were now involved in the crisis.' (2 marks)
'Germany demanded that Russia accept the Austrian seizure of Bosnia-Herzegovina. Russia had little choice but to back down. Russia did not intend letting this happen again if another incident arose.'

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(c) 'Germany was responsible for the outbreak of war in 1914.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Germany was responsible because its policies were aggressive.'
'Germany increased tension.'

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.'
'The assassination of Archduke Franz Ferdinand brought war.'
'France wanted revenge.'
'Austria's actions triggered the alliance system to react.'
'Colonial rivalry was a cause of war.'

Level 3 Explanation of German responsibility OR other reasons [3–5]

e.g. 'In August 1914, Germany put the Schlieffen Plan into operation by marching over a million men into Belgium violating the neutrality of Belgium. This triggered Britain's declaration of war as it promised to protect Belgium's neutrality.'
OR
e.g. 'When Franz Ferdinand was assassinated, Austria was furious and blamed the Serbs. Austria invaded Serbia having got German support. Russia mobilised its forces and Germany declared war on Russia.'

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

Both sides of level 3.

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

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5 (a) What did President Wilson want to achieve from the peace settlement at the end of the First 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. 'He wanted to build a better world.'

Level 2 Describes Wilson's hopes [2–5]

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

e.g. 'Wilson wanted peace / to avoid another war / lasting peace / a fair peace.'
'He did not want to punish Germany harshly because he thought that might lead to revenge.' (2 marks)
'He wanted disarmament.'
'He wanted to strengthen democracy.'
'He hoped to achieve his Fourteen Points.'
'An international body called the League of Nations.'
'Wilson wanted 'self-determination'.'
'He wanted the people of Eastern Europe to rule themselves rather than be part of the Austro-Hungarian Empire.' (2)

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(b) Why did France want a harsh settlement to be imposed on Germany in 1919?

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 weaken Germany.'
'France thought Germany started the war.'
'Germany had invaded France.'
'To gain revenge.'

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

(One mark for each point)

e.g. 'To pay for all the damage Germany had caused.'
'To prevent future German attacks on France.'
'To gain revenge for the defeat in 1870.'
'To gain revenge for all the French suffering.'
'To regain Alsace-Lorraine.'
'France had lost many soldiers.'
'There was pressure from the French public.'

Level 3 Explains reasons [4–7]

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

e.g. 'France had suffered enormous damage to its land, industry and people. Clemenceau was under intense pressure from his people to make Germany pay for the suffering they had endured both in 1870 and the Great War.'
'Ever since 1870, France had felt threatened by its increasingly powerful neighbour, Germany. Clemenceau saw the treaty as an opportunity to cripple Germany by breaking it up into small, weak states so it could not attack France again.'
'France had borrowed huge sums of money to fight the war and was faced with enormous debt. Clemenceau wanted Germany to pay this debt.'

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(c) 'By 1923 it was clear that the Treaty of Versailles was the least effective of the peace treaties of 1919–20.' 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. 'All the defeated countries still had major problems by 1923.'

Level 2 Identifies AND/OR describes reasons why the peace treaties were ineffective [2]

(One mark for each point)

e.g. 'Reparations led to the invasion of the Ruhr.'
'The Treaty of Versailles targeted the wrong people.'
'There was hyperinflation in Germany.'
'The diktat led to a demand for revenge in Germany.'
'The results of the Treaty of Versailles led to a Nazi putsch.'
'In Austria the economy collapsed.'
'The states formed at St.Germain were small and weak.'
'The Hungarians lost 3 million citizens to other countries.'
'The Treaty of Sevres only lasted 3 years.'

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

e.g. 'The loss of industrial land such as the Saar made it extremely difficult for Germany to recover economically. Germany delayed reparations payments and the French and Belgian forces occupied the Ruhr in 1923. The government action of printing more money caused the German mark to lose its value.'
OR
e.g. 'Austria agreed to pay reparations in the Treaty of St.Germain but the economy was in ruins. No reparation payments were made and the Bank of Vienna collapsed in 1922. It was necessary for the League to offer financial help to stabilise the economy.'

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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6 (a) What were the roles of (i) the Council and (ii) the Refugees Commission in the League of Nations?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Council took decisions.'
'The Refugees Commission dealt with refugees.'

Level 2 Describes roles [2–5]

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

e.g. 'The Council dealt with emergencies.'
'The Council was set up to deal with any disputes.'
'It hoped to solve the problem by discussion before the matters got out of hand.'
'The Council could take action against a member by using economic sanctions (moral force / military force).'
'The Refugees Commission helped to return refugees to their original homes at the end of the War.'
'It was to help people fleeing from persecution.'
'It returned (400 000) prisoners of war home.' (2 marks)

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(b) Why was leadership of the League weak from the start?

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 leaders often did not agree.'
'Important countries were missing.'

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

(One mark for each point)

e.g. 'The USA was not a member.'
'Decisions had to be unanimous.'
'They lacked the ability to deploy an army.'
'Britain and France rarely worked well together.'
'Britain and France did not want to lead the League.'
'Britain and France had other priorities.'
'Germany was not invited to join.'
'The USSR was not allowed to join.'
'Collective security was difficult to deploy.'

Level 3 Explains reasons [4–7]

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

e.g. 'The USA did not join the League. The Americans were really the only nation with the resources or the influence to make the League work. The League's trade sanctions would be useless if countries could still trade with the USA.'
'Britain and France were poorly placed to take on the role of leadership. Both had been weakened by the War. Neither country was quite the major power it had once been. Neither of them had the resources to fill the gap left by the USA.'
'A number of senior politicians stated that, if they had foreseen the American decision not to join the League, they too would not have voted to join the League. This was not a good start for the League as it showed a lack of faith.'

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(c) 'The League of Nations was a success.' 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 a success as it settled some disputes.'
'It failed as war broke out.'
'It was a success early on.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'It successful in the 1920s.'
'It failed with Vilna and Corfu.'
'It was a success in Upper Silesia.'
'It dealt successfully with disputes in South America.'
'It was successful in dealing with disputes with smaller nations.'
'It was highly successful with its humanitarian work.'
'It failed in the 1930s.'
'The handlings of Manchuria and Abyssinia were dismal failures.'

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

e.g. 'The League failed over Vilna. It was clear that Poland was the aggressor because they took control of Vilna, the capital of the new state of Lithuania. The French did not want to upset Poland because they were a potential ally against Germany. The Poles kept Vilna because the League did nothing.'
OR
e.g. 'The League's Health Committee was successful. It worked to defeat the dreaded disease leprosy and began a global campaign to exterminate mosquitoes, thus greatly reducing cases of malaria and yellow fever.'

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

Both sides of level 3.

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

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7 (a) Describe the US reaction to the Cuban Revolution up to the end of April 1961.

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 US was surprised.'
'Relations deteriorated.'

Level 2 Describes the US reaction [2–5]

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

e.g. 'Shock – redistribution of land.'
'Concern – Americans lost their businesses as they were nationalised.'
'At first, the US government recognised the new leader, Castro.'
'In June 1960, Eisenhower authorised the CIA to investigate ways of overthrowing Castro.'
'There were attempts on Castro's life.' (If e.g. given, award extra mark)
'The CIA provided support and funds to Cuban exiles.'
'In the summer of 1960, the US stopped buying Cuban sugar.'
'By the end of 1960, the US banned all trade with Cuba.'
'The CIA tried to disrupt the Cuban economy – they damaged sugar plantations.'
'US businesses in Cuba did not cooperate with those Cuban businesses using Soviet oil or materials.'
'The US media broadcast a stream of criticism against Castro and his regime.'
'In January 1961, Kennedy broke off diplomatic relations with Cuba.'
'In April 1961, Kennedy supplied arms and equipment for 1400 anti-Castro exiles to invade Cuba and overthrow Castro.'

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(b) Why was the USA concerned about Castro declaring Cuba a Communist state in December 1961?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'America was afraid.'

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

(One mark for each point)

e.g. 'American companies had invested heavily in Cuba, especially in mining and agriculture.'
'These investments could be nationalised.'
'They feared the influence of the USSR in the area.'
'The USA had built a huge naval base at Guantanamo.'
'Cuba was only 150 km away from the USA's southern coast.'
'It was near the USA.'
'America feared Communism.'
'It was another area for the Cold War.'

Level 3 Explains reasons [4–7]

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

e.g. 'When Castro declared Cuba a Communist state, the USA was increasingly worried that his communist ideas might spread to other countries in the region. This could threaten America's security.'
'Declaring Cuba a Communist state meant that it was likely that Castro would co-operate with fellow communist USSR. This could be a serious threat in the Cold War.'
'The US businessmen had invested huge sums in a variety of industries in Cuba. This included sugar, tobacco and general agriculture. Various minerals were also mined and owned by American companies. The US worried that standard practice in a communist state was to nationalise key industries.'

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(c) 'The Missile Crisis was a humiliation for the Soviet Union.' 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, as it went against the Soviet Union.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Khrushchev acted responsibly by removing the missiles.'
'Cuba was a base for communist expansion.'
'Khrushchev did get the USA to remove missiles in Turkey.'
'Khrushchev had been forced to back down.'
'The deal over Turkey was secret.'
'Khrushchev was not forceful enough.'

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

e.g. 'There was no question that keeping Cuba safe from American action was a major achievement for the Soviets. Cuba was a valuable ally and proved a useful base to support Communists in South America.'
'In public, Khrushchev was able to highlight his role as a responsible peacemaker, willing to make the first move towards compromise.'
OR
e.g. 'Khrushchev had been forced to back down and remove the missiles. Being forced to put the missiles on the decks of their ships so that the Americans could count them was humiliating.'
'Although Khrushchev did get the USA to remove its nuclear missiles from Turkey, it was to be kept secret and, therefore, Khrushchev was unable to use it for propaganda purposes.'

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

Both sides of level 3.

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

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8 (a) What changes did Nagy want to make to Communist rule in Hungary?

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 less control.'

Level 2 Describes proposed changes [2–5]

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

e.g. 'Nagy wanted to remove Soviet influence from Hungary.'
'He wanted to stop censorship giving a free press.'
'He wanted to stop repression.'
'Nagy wanted to hold free elections.'
'He wanted to create impartial courts.'
'He wanted to restore farmland to private ownership.'
'Nagy wanted the total withdrawal of the Soviet army from Hungary.'
'This would mean saving money as Hungary paid for Soviet troops stationed in Hungary.'
'Nagy wanted Hungary to leave the Warsaw Pact.'
'He wanted to declare Hungary neutral in the Cold War struggle.'

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(b) Why did the Prague Spring fail?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The USSR did not like change.'
'It was threatening.'

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

(One mark for each point)

e.g. 'Reforms were threatening Soviet control.'
'Actions were against the Brezhnev Doctrine.'
'If freedom was granted for one country, then others would follow.'
'Soviet leaders thought the ideas would spread.'
'Brezhnev feared Czechoslovakia would leave the Warsaw Pact.'
'They feared Czechoslovakia would ally itself with Yugoslavia.'

Level 3 Explains reasons [4–7]

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

e.g. 'Brezhnev was the new Soviet leader and he was just as determined as previous leaders to maintain Soviet control of eastern Europe. He felt this control was being threatened.'
'Dubcek wanted less state control and more freedoms for the people. Soviet leaders feared that there would be further demands for even more freedom in Czechoslovakia. If granted, people in other eastern European states would make demands. This might destroy the rule of the Communist parties in these countries and, in the end, Soviet control.'

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(c) How important were events in Poland after 1980 in influencing the collapse of Soviet control in Eastern Europe? 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. 'Gorbachev was responsible because he was in power.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Solidarity was an example to other countries.'
'Solidarity highlighted the failure of Communism.'
'Solidarity challenged the Polish Communist government.'
'The economy of the Soviet Union was failing.'
'Gorbachev introduced reforms.'
'Red Army support was withdrawn.'

Level 3 Explanation of events in Poland OR other reasons [3–5]

e.g. 'The Solidarity movement showed that if people stood together against oppression it was difficult to deal with. In the 1989 elections in Poland, anti-communist candidates won a striking victory. This sparked peaceful anti-communist revolutions in Hungary, East Germany and Czechoslovakia.'
OR
e.g. 'Gorbachev decided to cut back on the arms race and the armed forces because the Soviet economy was failing. He was fighting an expensive war in Afghanistan. He told the heads of Eastern European governments that they would no longer get support from the Red Army and this one-by-one led to the collapse of communist governments.'

Level 4 Explanation of events in Poland AND other reasons [5–7]

Both sides of level 3.

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

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9 (a) Describe the Spartacist uprising.

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 disruption.'

Level 2 Describes the rising [2–5]

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

e.g. 'The Spartacists were led by Karl Liebknecht and Rosa Luxemburg.' (1 mark)
'In January 1919, they launched their bid for power in Berlin. (Additional mark for correct date.)
'It was a Communist rising.'
'It was against the Weimar Government.'
'They attempted to overthrow democracy.'
'They seized newspaper offices in Berlin.'
'A general strike was organised.'
'There were barricades in the street and armed street fighting.'
'They wanted a Germany ruled by workers' councils or soviets.'
'They set up soviets in many towns.'
'Ebert's government had few troops as the army had been disbanded after the war.'
'The Spartacists were attacked by the Freikorps, a group of ex-soldiers opposed to communism.'
'Both sides were heavily armed and casualties were high.'
'The Freikorps were victorious.'
'On January 15th, Liebknecht and Luxemburg were executed by the Freikorps.'

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

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'People could not afford to live.'

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

(One mark for each point)

e.g. 'There was political instability.'
'Democracy was under threat.'
'Reparations had not been paid.'
'The Ruhr was occupied.'
'Money was worthless.'
'There was hyperinflation.'
'There was passive resistance.'
'There had been political murders.'
'The Nazis attempted a coup.'

Level 3 Explains reasons [4–7]

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

e.g. 'There had been numerous political assassinations throughout 1922 and into 1923. This caused some political instability. This was made worse by the attempted coup by the Nazis at Munich.'
'Germany had to send large quantities of goods to France and Belgium as part of the reparations payment. The Ruhr had been invaded by French and Belgian troops because reparation payments had not been met. As a result the workers went on strike (passive resistance).'
'There were not enough goods for the domestic market and, therefore, prices rose. The government printed more money to pay the workers. This made inflation worse.'
'With so much money in circulation, prices rocketed causing hyperinflation and money became worthless. This caused hardship to many Germans.'
'Many had saved for old age but because of hyperinflation they found their pensions worthless.'

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(c) 'After 1923 the Weimar Republic brought stability to Germany.' 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. 'Success was just an illusion.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Stresemann helped the economic recovery.'
'He worked with the USA.'
'Hyperinflation was ended.'
'Stresemann improved foreign relations.'
'The economy was built on credit.'
'Many did not like the political system.'

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

e.g. 'Stresemann brought economic stability and confidence back by ending hyperinflation, introducing a temporary new currency, the Rentenmark, and reducing government spending.'
'Stresemann had worked closely with the Americans in securing loans under the Dawes Plan and reducing and extending the payment period of reparations in the Young Plan.'
OR
e.g. 'Economic prosperity was based largely on foreign loans. Exports were falling and huge sums were being spent on welfare and health care.'
'Many did not like the Weimar Republic. They preferred the rule of the Kaiser which was considered stronger. An economic crisis could lead to a political crisis with extremist groups like the Communists and Nazis waiting for such an opportunity.'

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

Both sides of level 3.

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

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10 (a) Describe how the churches responded to Nazi rule.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They spoke against Nazi methods.'
'Relations deteriorated rapidly.'

Level 2 Describes the churches' responses [2–5]

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

e.g. 'At first, Christian churches were keen to work with the Nazis.'
'The Catholic Church initially got on well with the Nazi regime.'
'The Nazis' belief in family values and its drive against immorality were in keeping with the churches' beliefs.'
'In 1933, the Catholic Church signed a Concordat with the Nazis.'
'The Church agreed not to make comments on political matters if the Nazis did not interfere in religion.'
'Hitler did not keep his promise and in 1937 Pope Pius XI denounced Nazism as anti-Christian.'
'In 1941, the Pope criticised the Nazis for their abuse of human rights.'
'When Hitler set up the Reich Church to replace the Protestant churches, many Protestant leaders spoke out against the new Church.'
'It resulted in Protestant churchmen, such as Pastor Niemoller, being sent to labour camps. Cooperation had turned into confrontation.'
'Galen was against euthanasia.'

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(b) Why did the Nazis persecute minority groups in Germany?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They believed that Germans were better than anyone else.'
'Their views were extreme.'

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

(One mark for each point)

e.g. 'The Nazis believed that Germans were the master race.'
'They believed that Aryans were superior.'
'They believed that other races were inferior.'
'They believed these groups to be a drain on resources.'
'Hitler's racial views are outlined in Mein Kampf.'
'Hitler hated Jews from his days in Vienna.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Nazis believed that the Germanic racial group, the Aryans, was superior to all other groups. The ideal Aryan was tall with blond hair and blue eyes and Hitler was frequently photographed with men and women who fitted this model.'
'The Nazis believed that others were inferior and deserved no respect. These included Jews, eastern Europeans and blacks.'
'When Hitler was in Vienna before the War, he struggled to gain employment, but he thought Jewish businessmen were prospering. It is probably from this period in his life that Hitler started to despise Jews. Later, in Mein Kampf, Hitler outlined his racial views describing the Jews as an inferior race. He accused them of helping to undermine the German war effort.'
'The Nazis persecuted any group which challenged Nazi ideals. Homosexuals threatened Nazi views on family life; the mentally handicapped threatened the Nazi view of the German master race, while gypsies were just thought to be inferior people.'

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(c) 'The use of mass media was the Nazis' most effective method of controlling the German people.' 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 Gestapo had more control than the mass media.'
'Hitler gave them what they wanted.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Control was based on terror.'
'People were indoctrinated.'
'The mass media was totally controlled.'
'Opposition was removed by the Gestapo.'
'There was large scale support for Hitler.'
'Hitler gave the people employment.'
'The Hitler Youth was effective in controlling young people.'

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

e.g. 'The SS and Gestapo had unlimited powers to arrest people without charge. People were often sent to concentration camps without trial. People feared the action of the Gestapo and SS.'
OR
e.g. 'Hitler realised the importance of propaganda. It was organised by Goebbels who got the Nazi message across through cheap radios and censoring the press. Newspapers were not allowed to print anti-Nazi ideas. Anti-Nazi newspapers were closed down.'

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

Both sides of level 3.

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

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11 (a) What mistakes did Trotsky make in the struggle for power with 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. 'He was considered arrogant.'
'His vision for the future was rejected.'

Level 2 Describes mistakes [2–5]

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

e.g. 'Trotsky failed to take the opposition seriously.'
'Trotsky failed to realise that Stalin was working with Zinoviev, Bukharin and Kamenev to prevent him from becoming leader.'
'He did not build up support within the party.'
'He underestimated Stalin who, as General Secretary, had built a power-base.'
'He was arrogant and often offended senior party members.'
'His vision of permanent or world revolution was not popular.'
'Many in the party were worried that Trotsky would involve the USSR in new conflicts.'
'He fell for a simple trick by Stalin over Lenin's funeral.'

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(b) Why was Stalin able to benefit from 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. 'Stalin removed opposition.'

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

(One mark for each point)

e.g. 'He dealt with people who had opposed him in the past.'
'He dealt with people he suspected of opposing him in the future.'
'He gained mass labour for industrial projects.'
'He had an excuse for failures.'
'Insecurity meant less challenges.'

Level 3 Explains reasons [4–7]

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

e.g. 'Stalin removed all major political opposition to his dictatorship. Kirov, Zinoviev, Kamenev and Bukharin were all murdered or executed.'
'Stalin's fear of senior Red Army officers leading a coup against him was crushed with the arrest and shooting of the Commander-in-Chief, Marshall Tukhachevsky, and seven other generals, all of whom had been heroes in the Civil War.'
'The purges were also a convenient way of excusing failure and setbacks. For example, failures to achieve targets under the Five Year Plans could be blamed on sabotage rather than faults in the Plan.'
'Stalin wanted Soviet citizens to feel insecure because this would make them less likely to challenge him.'

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(c) How far do you agree with the view that Stalin's rule up to 1941 was a disaster for the Soviet Union? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

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

Level 2 Identifies AND/OR describes reasons [2]
(One mark for each point)

e.g. 'Millions lost their lives.'
'He changed communism.'
'He brought terror.'
'He was building for the future.'
'He saved Russia from defeat in the war.'
'There were advances in medicine and education.'
'Living standards were beginning to rise.'

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

e.g. explains the relevant content to answer the question

e.g. 'Stalin caused the death of millions of people during collectivisation and the purges. By so doing, he got rid of some of the Soviet Union's best brains, best generals and officers, best farmers, best thinkers, writers, and artists, who could have produced brilliant work in many fields.'
OR
e.g. 'Stalin turned Russia into a powerful and modern industrialised nation in 30 years. His strong leadership and industrial policies saved Russia from defeat in the Second World War as the weapons of war were produced.'

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

Both sides of level 3.

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

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12 (a) What did Stalin hope to achieve by introducing collectivisation?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Control of the countryside.'
'More efficient farming.'

Level 2 Describes what he hoped to achieve [2–5]

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

e.g. 'Stalin wanted agriculture to produce more food for the workers in the cities.'
'He wanted to modernise farming with machinery such as tractors.'
'This would mean less working on the land and more working in the factories.'
'He wanted to increase production so that he could export grain.'
'With the profits he wanted to finance the development of industry.'
'Stalin wanted to fix the price of food and this would help keep wages down for industrial workers.'
'Stalin wanted to control the countryside and the peasants, particularly the richer peasants called the kulaks. Stalin disliked them.'

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(b) Why was there opposition to the introduction of collectivisation?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Many peasants were against it.'

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

(One mark for each point)

e.g. 'Peasants did not want to hand over control.'
'They wanted to grow their traditional crops.'
'The kulaks refused to hand over their land.'
'There was violence.'
'Kulaks destroyed their crops and animals.'
'There was starvation and famine.'

Level 3 Explains reasons [4–7]

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

e.g. 'The peasants did not like the idea that the farms were under the control of the local Communist leader. The peasants were being asked to grow crops like flax for Russia's industry rather than grain to feed themselves.'
'The kulaks, who owned their own land, refused to hand over their land and produce. Kulaks were arrested and sent to labour camps. In revenge, many kulaks burnt their crops and slaughtered their animals so that the Communists could not have them.'
'This opposition meant that food production fell and there was a famine in 1932–33. Millions died in Kazakhstan and the Ukraine, Russia's richest agricultural regions.'

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(c) How effective was Stalin's modernisation of Soviet industry by 1941? 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. 'Much progress was made very quickly.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Soviet industry developed spectacularly.'
'The USSR became a great industrial power.'
'The USSR was able to fight successfully in the War.'
'It had created a skilled workforce.'
'Many workers were treated harshly.'

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

e.g. explains the relevant content to answer the question

e.g. 'The Five Year Plans had spectacular economic results. Although not all targets were met, every Soviet industry made significant advances. By 1940, the USSR was the world's second largest industrial power.'
OR
e.g. 'It is impossible to say how effective the Five Year Plans were. Any Soviet figures are unreliable. The USSR was certainly transformed but it could have been achieved with less drastic methods.'
'Workers were poorly paid. The value of wages fell by 50% in the five years up to 1933. There was a great shortage of consumer goods including clothes and shoes.'

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

Both sides of level 3.

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

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13 (a) What difficulties faced American agriculture 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. 'US agriculture lost markets.'
'Farmers faced serious competition.'

Level 2 Describes the difficulties [2–5]

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

e.g. 'The demand from Europe fell.'
'The War in Europe was over.'
'Europe was poor and started to grow more of its own food.'
'It was partly a response to US tariffs which disadvantaged European goods into the USA.'
'Farmers struggled against the efficient Canadian wheat producers.'
'European grain imports were mainly Canadian rather than from the USA.'
'The underlying problem was over-production, which meant a low price for their crops.'
'Farmers were producing surpluses of wheat which nobody wanted.'
'More and more land was being farmed with more machinery, like the combine harvester, and improved fertilisers.'
'In the 1920s, there were many farm bankruptcies and the collapse of many rural banks.'
'Many farmers had to leave the land and look for jobs in the towns and cities.'

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(b) Why did some industries not prosper from the economic boom 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. 'Some industries relied on outdated approaches.'
'Some industries were out of fashion.'
'Some industries relied on traditional approaches.'

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

(One mark for each point)

e.g. 'The traditional industries lost markets.'
'People spent their money on cheaper products.'
'Newer, cleaner fuels were used.'
'World trade declined.'

Level 3 Explains reasons [4–7]

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

e.g. 'In the long-established traditional industries consumer demand did not grow as fast. The markets for these goods were long established and the products were not new and exciting.'
'Some traditional industries faced competition from the newer industries such as cotton v man-made fibres.'
Coal lost ground to oil, gas and electricity. As a result, many coal mines closed.'
'Shipbuilding suffered because of a decline in world trade.'
'Newer production methods, such as the moving assembly line, made newer goods cheaper to produce.'

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(c) 'The most important reason for the economic boom in the 1920s was government policy.' How far do you agree with this statement? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Yes, it was Republican policies.'
'There was a legacy from the First World War.'

Level 2 Identifies AND/OR describes reasons [2]
(One mark for each point)

e.g. 'Taxation was low.'
'Tariffs protected home produced goods.'
'The government believed in laissez-faire.'
'Trade unions were discriminated against.'
'New technology created consumer goods.'
'Profits from the War were invested in industry.'
'Credit facilities became readily available.'
'The expansion of the car industry boosted the economy.'

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

e.g. explains the relevant content to answer the question

e.g. 'Presidents Harding and Coolidge believed in a policy of laissez-faire or not interfering in the economy. Instead, they encouraged the growth of industry by low taxes. This encouraged business owners to invest and give consumers more money to spend.'
OR
e.g. 'The expansion of the car industry boosted the whole economy as more cars were bought. It stimulated other industries such as oil, steel, rubber, iron and coal.'

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

Both sides of level 3.

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

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14 (a) Describe how American banks were affected by the Wall Street Crash.

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 banks failed.'

Level 2 Describes the effect on banks [2–5]

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

e.g. 'Many banks failed and people did not trust them.'
'Many thought that banks were no longer safe.'
'People began to withdraw their savings.'
'People began to put their money in safe deposit boxes or stored their money at home rather than trust a bank.'
'In 1929, over 650 banks failed, with over 1300 going in 1930 and nearly 2300 in 1931.'
'The biggest bank failure was the Bank of the United States in New York which had over 400 000 depositors. It went bankrupt in December 1930.'
'The Wall Street Crash also affected European banks which had a knock-on effect in the USA. This led to panic and money being withdrawn further.'

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(b) Why did the Wall Street Crash take many Americans by surprise?

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 1920s had been economically successful years.'
'An attitude of 'you couldn't lose' on the stock market.'

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

(One mark for each point)

e.g. 'The economy had boomed during the 1920s.'
'Many consumer items had sold well in the 1920s.'
'Share prices kept rising throughout the 1920s.'
'Speculators had made huge profits.'
'Investors did not realise the economy was slowing down.'

Level 3 Explains reasons [4–7]

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

e.g. 'The 1920s had been boom years for the American economy. Consumer items such as cars, washing machines, fridges, hoovers, and radios had sold in huge numbers. These industries were making substantial profits and shareholders did exceedingly well from their shares. Many investors though did not notice the fall in profits and production in 1928.'
'Many thought that shares could not fall during the boom time. Many bought shares on credit expecting to sell them and make a profit. These speculators were caught by surprise in 1929 when some investors decided that the market was going to fall. Some started to sell their shares and this caused a panic resulting in prices plunging and investors tried to cut their losses.'

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(c) 'Hoover was the cause of Roosevelt winning the Presidential election of 1932.' 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 Roosevelt's promises which made him popular.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Hoover failed to deal with the Depression.'
'Hoover did too little and too late.'
'Hoover wanted to keep government out of business.'
'Hoover was associated with shanty towns.'
'Roosevelt promised to use public money.'
'Roosevelt gave hope to the unemployed.'
'Roosevelt was a charismatic speaker.'

Level 3 Explanation of Hoover's actions OR Roosevelt's actions [3–5]

e.g. explains the relevant content to answer the question

e.g. 'Hoover believed that government should stay out of business matters. He assumed eventually everything would return to normal.'
'The Bonus Marchers wanted a promised war bonus early but Hoover refused and used force to evict them from their camps.'
OR
e.g. 'Roosevelt promised a 'New Deal' and came over with energy and determination. He could offer some hope. He made people feel he was on their side.'
'He promised government schemes for new jobs. He promised measures to revive industry and agriculture, relief for the poor and the unemployed, although nothing was in detail.'

Level 4 Explanation of Hoover's actions AND Roosevelt's actions [5–7]

Both sides of level 3.

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

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15 (a) What benefits did land reform in 1950 bring to Chinese peasant farmers?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Most peasants gained from the changes.'

Level 2 Describes benefits [2–5]

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

e.g. 'The land in the villages was shared out among the peasants.'
'Peasants had the satisfaction of seeing landlords put on trial in 'people's courts'.'
'Peasants could accuse landlords of charging high rents or mistreating them.'
'Peasants had the satisfaction of seeing some landlords being imprisoned or executed.'
'Landlords as a class were wiped out.'
'Mutual aid teams were set up to help provide equipment for farming.'
'These teams worked together sharing their equipment.'
'Grain production began to increase.'
'Support for Mao increased.'

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(b) Why did Mao introduce communes?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Mao wanted to reorganise agricultural life.'

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

(One mark for each point)

e.g. 'To improve teamwork.'
'To organise the peasant workforce.'
'To attempt large projects.'
'To run local industries.'
'To encourage communal life.'
'To bring about true Communism.'

Level 3 Explains reasons [4–7]

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

e.g. 'Communes seemed to be the ideal way to organise China's vast peasant labour force. They were large enough to tackle large projects such as irrigation works and run their schools, clinics, shops and local citizen army.'
'Mao asked communes to mine coal and iron and to set up their own blast furnaces. Millions of people began to operate 'backyard' blast furnaces.'
'Life in the commune was supposed to be lived communally. Peasants were to eat in mess halls. Nurseries were provided for young children. Family life was cut back. In this way it was hoped that communes would speed up the change to Communism.'

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(c) 'The consequences of the Great Leap Forward were greater than the consequences of the First Five-Year Plan.' 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 Great Leap Forward tried to do too much and too fast.'
'The First Five-Year Plan made huge progress in industry.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Output increased under the First Five-Year Plan.'
'Inflation was brought under control.'
'There was a lack of consumer goods.'
'The Great Leap Forward set new targets.'
'The industries were inefficient and wasteful.'

Level 3 Explanation of the Great Leap Forward OR the First Five Year Plan [3–5]

e.g. 'The Great Leap Forward was designed to increase the efficient use of manpower. It was an opportunity to hand back control to the workers. New higher targets for industry were set. Steel production doubled in the first year.'
'The GLF was set to double industrial output, but the many small factories were inefficient and wasteful. Much of the steel was low quality and could not be used.'
OR
e.g. 'The First Five-Year Plan concentrated on heavy industry such as steel, coal and electric power. Output increased by 120%. Inflation was stopped by buying and selling at low, fixed prices.'
'The First Five-Year Plan did little to improve the standard of living of the Chinese, who were desperate for consumer goods such as bicycles.'

Level 4 Explanation of the Great Leap Forward AND the First Five-Year Plan [5–7]

Both sides of level 3.

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

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16 (a) What was the 'Hundred Flowers' campaign of 1956–7?

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

Level 2 Describes the campaign [2–5]

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

e.g. 'An opportunity for free discussion and criticism of the government and its work.'
'It was mainly addressed to the educated classes.'
'It was to assess the work of the Party cadres.'
'It hoped to heal the rift between the Party cadres and the technical experts.'
'The resultant torrent of hostile comment was a shock.'
'The government had expected constructive criticism, but what happened was counter-revolutionary.'
'It was ended abruptly.'

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(b) Why, by 1967, was China facing 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. 'Because control had been lost.'

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

(One mark for each point)

e.g. 'It was the fault of the Cultural Revolution.'
'Red Guards rampaged.'
'People were treated violently.'
'Mao had misjudged his actions.'
'The Communist Party was in disrepute.'
'Education was lost for most young people.'

Level 3 Explains reasons [4–7]

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

e.g. 'By 1967, the Cultural Revolution was rapidly spinning out of control and China was on the verge of civil war. Around one million people had been killed. The education of a whole generation of young people had been lost and industrial production had fallen.'
'Mao had encouraged young people to rise up and rid China of anti-communist elements within the Party, schools, universities and society as a whole. This caused chaos.'
'In June 1966, schools and universities were closed down with students joining the Red Guards. They were encouraged by Mao to seek out revisionists.'
'The Red Guards went on the rampage, denouncing parents, teachers and lecturers as anti-communist. Many were tortured and put to death.'
'Factories, offices and homes were ransacked by the Red Guards. Everything considered anti-revolutionary was smashed or burned. Thousands of innocent people were beaten, tortured or imprisoned after unfair trials.'

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(c) How far were the lives of the Chinese people in the 1980s changed by China's economic development? 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. 'Many things changed for the better.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

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

Level 3 Explanation of changes OR lack of change [3–5]

e.g. 'Under Mao, the communes of the Great Leap Forward had been unsuccessful with strict rationing to prevent a famine. Deng saw that China needed to increase production and modernise industry to support the huge population. Incentives drove up production figures.'
'People were free to own their own businesses. There were record numbers of consumer goods. Foreigners were encouraged to visit China and external investment was encouraged.'
OR
e.g. 'Despite increased trade, the cost of living remained high and wages low. Unemployment in 1983 was 12% and, with modernisation, there were Western style problems of increasing crime and football hooliganism.'

Level 4 Explanation of changes AND lack of change [5–7]

Both sides of level 3.

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

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17 (a) What grievances did black mineworkers have in the early years of the twentieth 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 treated harshly.'

Level 2 Describes grievances [2–5]

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

e.g. 'They were employed under short-term contracts.'
'Conditions in the mines were unsafe.'
'There were numerous deaths and serious injuries from mine accidents.'
'Black workers did the most dangerous work.'
'Wages were low but housing and food were provided.'
'They were housed in squalid compound blocks.'
'They had to carry a passbook.'
'They were not trusted and were often searched.'

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(b) Why did South African governments follow discriminatory policies between 1910 and 1939?

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. 'To keep black people inferior.'
'To control black people.'
'To control the workforce.'
'To adopt white supremacy.'
'To preserve heritage.'

Level 3 Explains reasons [4–7]

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

e.g. 'It kept blacks in an inferior position and enabled employers to pay low wages. In doing this, the black people's control over land was reduced thus making it available to white farmers.'
'Many people believed that the white race was superior to all others. These views of white supremacy were readily adopted by the new Union of South Africa.'
'Some people thought the native African should be encouraged to live in 'natural conditions' away from the corrupting effects of towns and industry.'
'Segregation and the creation of native reserves would preserve tribal unity and purity and it was important to keep African people separate in order to protect culture.'

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(c) How significant was the impact of the Second World War on South Africa's white minority? 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. 'Many whites felt threatened by the changes.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Many white men joined the army.'
'There were opportunities to establish new industries.'
'White employers needed black labour.'
'Whites were worried by the many black strikes.'
'There were more blacks in the towns and cities.'
'The pass law was relaxed.'
'Life for whites changed little.'

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

e.g. 'As white men were in the army, black workers were in demand to work in manufacturing. This was mainly in the towns and cities and it meant a wave of black migration to the cities. There was not enough housing and this led to unrest and an increase in strikes amongst the black population. This worried the white minority.'
OR
e.g. 'The impact of the War was not significant because the white minority still maintained control of government, industry, agriculture and society in general. The whites still had nearly all the privileges whether it was who owned the land, the mines, the factories or who had the best education, medicine and housing.'

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

Both sides of level 3.

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

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18 (a) What were the main aims of apartheid?

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 favour the white population.'

Level 2 Describes the aims [2–5]

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

e.g. 'It was to separate the different peoples living in South Africa.'
'It wanted to give privileges to those of European origin.'
'It wanted to show that whites were superior.'
'It wanted to force different races to live in separate areas.'
'It wanted the different races to have their own schools.'
'It wanted the different races to have separate transport.'
'The white population wanted to control the black population.'
'The white population wanted the black population to work for the whites.'

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(b) Why was the election of the National Party a disaster for prospects of racial integration in 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 Party did not allow racial integration.'

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

(One mark for each point)

e.g. 'The Party advocated apartheid.'
'Many black people were forced to live in Bantustans.'
'The movement of blacks was controlled in and out of towns.'
'Black people could not leave a rural area for an urban area without a permit.'
'There were separate educational systems for whites and blacks.'
'There were separate queues for buses and trains.'
'There were separate beaches and park areas.'
'Only whites were allowed to participate in national elections.'

Level 3 Explains reasons [4–7]

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

e.g. 'The National Party imposed apartheid after the 1948 election. This meant the majority of the black population were forced to live on Bantustans, which was 13% of the total area of South Africa. The minority white population owned 87% of the land.'
'The National Party passed legislation such as the 'Abolition of Passes Act' of 1952, which forced all black men living in white areas to carry a pass or reference book. Without a pass it was illegal for black people to live and work in a white area.'

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(c) 'The Defiance Campaign of 1952 was more important than the Freedom Charter of 1955 in the struggle against apartheid.' 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. 'Both were equally as important.'
'Both were needed to overcome apartheid.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Defiance Campaign increased the ANC membership.'
'8000 went to jail for defying apartheid laws.'
'The UN set up a Commission to investigate South African racial policy.'
'The Charter stated what the South African Congress Alliance wanted to achieve.'
'The Charter demanded a non-racial South Africa.'
'It led to the banning of the ANC and the arrest of its leaders.'

Level 3 Explanation of the Defiance Campaign OR the Freedom Charter [3–5]

e.g. 'The Defiance Campaign in 1952 resulted in the membership of the ANC increasing from 7000 to 100 000. The Campaign gave confidence to the opponents of the government that further mass protest could bring political changes.'
'It was important because it was the largest non-violent resistance ever seen in South Africa and the first campaign pursued jointly by all racial groups under the leadership of the ANC and the South African Indian Congress.'
OR
e.g. 'The Freedom Charter was the statement of core principles of the South African Congress Alliance, which included the ANC, the S.A.Indian Congress, the S.A. Congress of Democrats and the Coloured People's Congress. It was the most important single document of resistance to apartheid.'

Level 4 Explanation of the Defiance Campaign AND the Freedom Charter [5–7]

Both sides of level 3.

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

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19 (a) What did the Germans hope to achieve from the 'protection treaties' they made with Namibian leaders.

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 wanted land.'
'They wanted no competitors.'

Level 2 Describes the Germans hopes [2–5]

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

e.g. 'They did not want Namibians making treaties with other European nations.'
'They did not want foreign citizens being allowed to use land unless the German government agreed.'
'They wanted to protect the life and property of Germans on Namibian territory.'
'The Germans wanted to carry out trade.'
'They wanted the administration of justice and law for all Europeans on Namibian territory to be in the hands of the German authorities.'

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(b) Why did conflict between Namibians and Germans increase in the last ten years 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, Maherero 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) 'German exploitation of the Namibian people was the main cause of the War of National Resistance (1904–8).' 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. '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 German exploitation OR other reasons [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 German exploitation AND other reasons [5–7]

Both sides of level 3.

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

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20 (a) What did Israel gain from the 1956 Suez 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. 'It was a partial victory for Israel.'

Level 2 Describes Israeli gains [2–5]

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

e.g. 'Israel gained security having destroyed the bases of the Fedayeen.'
'The speed of their victory over Egyptian forces in Gaza and Sinai had proved that the Israeli Defence Forces were the strongest in the Middle East.'
'For several years afterwards no Arab countries were prepared to go to war against Israel.'
'When they withdrew from Sinai, the UN moved in to guard the border between Egypt and Israel.'
'UN forces were sent to Gaza to prevent more raids on Israel.'
'The UN forces went to Sharm-el-Sheikh to guard the passage of Israeli shipping through the Straits of Tiran.'

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(b) Why was there increasing tension in the Middle East prior to the Six Day War of 1967?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was due to the actions of several countries.'
'Nasser took decisive action.'

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

(One mark for each point)

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

Level 3 Explains reasons [4–7]

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

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

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(c) How far was the result of the Yom Kippur War of 1973 a defeat for the Arab states? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

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

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Israel confirmed their military superiority.'
'The Arab states used oil as a new weapon.'
'The Arab attack was a surprise.'
'Solutions were sought.'
'Sadat had forced a change in US policy.'

Level 3 Explanation of a defeat for Arab States OR some hopeful signs [3–5]

e.g. 'Ultimately the war was a military victory for the Israelis and a defeat for the Arab states. The Israelis crossed the Suez Canal, captured some of the Arab SAM bases and began to move on the Egyptian capital, Cairo. The Egyptian forces found themselves stranded on the Sinai side of the Canal.'
OR
e.g. 'Arab nations for the first time were not humiliated by Israel. They had greater self-respect and confidence. Led by Saudi Arabia, they used their new found weapon of oil embargo against the rich nations of the USA and Europe.'
'After the war, the Arab states dramatically increased the price of oil. This encouraged many western countries, especially the USA, to look for ways of solving the political problems of the Middle East.'

Level 4 Explanation of a defeat for the Arab States AND some hopeful signs [5–7]

Both sides of level 3.

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

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21 (a) Describe the terrorist attack at the Munich Olympics, September 1972.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Hostages were taken.'
'There were deaths.'
'It happened in the Olympic village.'
'It was the second week of the Games.'

Level 2 Describes events [2–5]

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

e.g. '11 members of the Israeli Olympic Team were taken hostage.'
'The terrorists were members of the Palestinian group, Black September.'
'The terrorists wanted the release of Palestinian prisoners held in Israeli jails.'
'They wanted the release of Baader and Meinhof held in German prisons.'
'During negotiations, an Israeli was thrown out of the front door of the residence.'
'At that point, the Israeli authorities stated there would be no negotiations.'
'The hostages were killed and so was a German police officer.'
'Five of the eight terrorists were killed during a failed rescue attempt.'
'The three surviving terrorists were captured but released later by West Germany following a hijacking of a Lufthansa airliner.'
'Later, Israeli special forces tracked the terrorists down and killed them.'

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(b) Why was the Palestine Liberation Organisation (PLO) a problem for Lebanon between 1968 and 1982?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Israel attacked the PLO.'

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

(One mark for each point)

e.g. 'The PLO was based in Lebanon.'
'Raids took place on Israel from Lebanon.'
'There were Palestinian camps in Lebanon.'
'The Israelis retaliated when raids were against Israel.'
'Christians were attacked by members of the PLO.'

Level 3 Explains reasons [4–7]

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

e.g. 'By 1975, there were at least half a million Palestinians living in squalid camps. Members of these camps were continually involved in frontier incidents with Israel, provoking the Israelis to hit back at the Palestinians in southern Lebanon.'
'The PLO established bases in south-east Lebanon and its headquarters in Beirut. It trained people for raids against Israel and the Israelis retaliated.'
'The Israelis sent in troops to protect Christians who were fighting Palestinians. They set up a small semi-independent Christian state of Free Lebanon under Major Haddad. The Israelis supported this because it acted as a buffer zone to protect them from further Palestinian attacks.'

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(c) How effective was the PLO in promoting the Palestine cause before 1990? 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 popular with some, but condemned by many.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'It provided a voice for Palestinians.'
'It gained massive publicity with its tactics.'
'There were many splinter groups.'
'They had to change their approach.'
'In 1988 the PLO accepted the existence of Israel.'
'The USA invited the PLO to talks.'
'There was still no independent Palestine.'

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

e.g. 'The PLO used terrorism to gain publicity for their cause. In 1972, massive publicity was gained for the death of 11 Israeli athletes at the Olympic Games and in 1976 for the hijacking of a French plane which was taken to Entebbe.'
'In 1974, the PLO became the sole legitimate representative of the Palestinian people with Arafat being invited to speak at the UN.'
OR
e.g. 'Many condemned the PLO for its attacks on civilians despite many understanding the thinking behind the approach.'
'Although by 1982 the PLO had been accepted by much of the world as the voice of the Palestinian community, the use of force had brought little success in the struggle with Israel.'

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

Both sides of level 3.

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

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22 (a) What were the problems of moving goods by canal at the beginning 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. 'It was slow.'
'Weather was a problem.'

Level 2 Describes problems [2–5]

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

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

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(b) Why was Brunel's contribution to the development of railways 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. 'A great pioneer of the railways.'
'He built lines in the South of England.'

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

(One mark for each point)

e.g. 'Brunel introduced the broad gauge.'
'Brunel was Chief Engineer of the Great Western Railway.'
'He built Box Tunnel.'
'He built many lines in Devon and Cornwall.'

Level 3 Explains reasons [4–7]

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

e.g. 'Brunel was the Chief Engineer of the Great Western Railway and he built its most famous line from Bristol to London. He designed the stations at Temple Meads and Paddington.'
'The line included two difficult engineering problems overcome by the Sonning Cutting in Berkshire and Box Tunnel near Bath. The tunnel was two miles long and took six years to complete.'
'Brunel used his broad gauge of just over seven feet to ensure comfort, safety and increased speed.'
'Brunel built the Bristol to Exeter line, the South Devon railway and the Cornish railway. He built the Royal Albert Bridge over the Tamar. Here he pioneered the sinking of iron caissons into deep water to enable secure foundations for supporting piers to be made on bed rocks, 80 feet below high water.'

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(c) 'The greatest impact of railways was on everyday life.' 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 working classes could now afford to travel.'
'Business benefited from the growth of the railways.'
'Other forms of transport went into decline.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'People could travel to work.'
'People could go on holiday.'
'Diets improved especially for those living in the cities.'
'Heavy industry benefited, especially coal, iron and steel industries.'
'Canal and road transport went into decline.'
'Time was set across the country.'

Level 3 Explanation of the impact on everyday life OR other reasons [3–5]

e.g. 'Railways increased the mobility of the working classes and allowed suburbs to develop so people could live outside the unhealthy towns.'
'Fresh agricultural produce such as milk and fish could be brought to markets in the towns and cities. Fresh vegetables and fruit were available in the towns improving the health of the nation.'
OR
e.g. 'Some forms of transport declined resulting in the loss of many jobs. Railway companies bought up canal trusts so that they could close sections of canal down to eliminate competition for the railways. Coach services on the roads declined especially between the major towns. This put many out of work.'

Level 4 Explanation of the impact on everyday life AND other reasons [5–7]

Both sides of level 3.

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

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23 (a) What threats to health existed in inadequate nineteenth-century housing?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Housing was sub-standard.'

Level 2 Describes threats [2–5]

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

e.g. 'There was overcrowding.'
'There was a lack of planning.'
'Houses were built too close together.'
'There was poor ventilation.'
'Damp and mould were common.'
'There was a lack of clean water.'
'Drains were often just open ditches.'
'There were not enough privies for everyone.'
'The government did not intervene.'
'Rubbish was left in the streets.'

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(b) Why was there opposition to public health reforms?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Someone had to pay.'

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

(One mark for each point)

e.g. 'Ratepayers did not want the rates to go up.'
'Landlords did not want slums removed.'
'The wealthy did not live near the most polluted areas.'
'Slum removal often meant fewer houses.'
'Better conditions encouraged bigger families.'
'The link between dirt and disease was not always recognised.'

Level 3 Explains reasons [4–7]

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

e.g. 'Public health reforms had to be paid for by taxes and rates. This meant many taxpayers and, in particular, ratepayers disapproved of improvements because it meant a rise in rates and taxes.'
'Some objected to the removal of slums because it would mean fewer houses to live in. There was often not the money to re-build the housing or, as in parts of Birmingham, fewer houses were built and commercial buildings were built.'

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(c) How far did government action from 1848 make towns healthier places to live? 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. 'Real progress came after 1875.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Public Health Act of 1875 was a major step forward.'
'The Artisans Dwelling Act of 1875 improved some housing.'
'The Housing of the Working Classes Act of 1890 helped to improve public health.'
'The Public Health Act of 1848 had been ineffective.'

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

e.g. 'The Public Health Act of 1875 was a major step forward as it was compulsory. Every area had to have a Medical Officer of Health and a sanitary inspector. Sewers and drains were built, the water supply controlled and refuse was collected.'
OR
e.g. 'The Public Health Act of 1848 was the last major health legislation until the 1875 Act. The 1848 Act was largely ineffective as the Boards of Health did not have the powers to force towns to improve conditions. Only one sixth of the population was actually covered by local Boards of Health by 1854.'

Level 4 Explanation of improvements AND lack of improvements [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 attitude towards foreign visitors in the early nineteenth century.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was a dislike of foreigners.'
'Foreigners were treated with suspicion.'

Level 2 Describes attitude [2–5]

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

e.g. 'Foreigner visitors were treated with caution because the Chinese feared the impact of foreign influence.'
'China wanted to remain isolated.'
'There was a fear of changes to the culture, heritage and language.'
'Chinese society was feudal like and wanted to keep its privileges.'
'It was thought that foreigners might destroy those privileges.'
'Visitors and traders were restricted in their access to parts of China.'
'The Emperor believed China had all it needed and did not want foreign interference.'

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(b) Why did the Chinese agree to the Treaty of Nanking?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'China lost the War.'
'China annoyed Britain.'

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

(One mark for each point)

e.g. 'China was forced to sign the Treaty.'
'China was not able to defeat British forces.'
'China failed to stop the opium trade.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Chinese decided to clamp down on drug dealing by making a determined effort to stop the opium trade. The authorities started to confiscate opium from British traders.'
'British traders were forced to surrender 20 000 chests of opium and forced to sign an undertaking not to import the drug in the future.'
'The British government objected to the seizures and threatened military action. When the officials of the Qing Dynasty refused to return the chests or pay for them, Palmerston decided to send warships to China. The expeditionary force included 4000 soldiers.'
'The Chinese were forced to sign the Treaty of Nanking, which stated that trading was to be resumed.'

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(c) How successfully did China deal with European intervention after 1850? 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. 'Most resisted western ideas.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The vast majority continued to be ruled by custom and tradition.'
'The Emperor, Mandarins and landlords resisted change.'
'Opium had been introduced.'
'Western equipment and training were made available.'
'Education reforms at the end of the century were rejected.'
'The Boxer Rising showed the hatred towards foreign influence.'

Level 3 Explanation of successfulness OR lack of success [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. Western ideas were rejected.'
'When Emperor Guangxu attempted moderate western style reforms in education, he was overthrown by his aunt, the Emperor Dowager Cixi.'
OR
e.g. 'The Boxer Rising showed that foreign influences were hated. The secret society, the Boxers, organised a rising to get rid of foreigners. Despite killing 200 missionaries, the Boxer Rising was ruthlessly crushed by the Western powers.'
'From 1840s onwards, the European powers took advantage of the weakness of China and started to divide the country among them. They introduced factories and trade and the Chinese took part reluctantly.'

Level 4 Explanation of successfulness AND lack of success [5–7]

Both sides of level 3.

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

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25 (a) Describe the activities of the East India Company on the Indian sub-continent.

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 corrupt organisation.'

Level 2 Describes activities [2–5]

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

e.g. 'It was a private trading organisation which began trading with the East Indies in 1600. It set up trading stations at places such as Calcutta, Bombay and Madras.'
'It traded in precious stones, silks, ivory, porcelain and tea.'
'It expanded by using bribes to exploit the greed of the rajah rulers.'
'It formed its own army to protect friendly governments.'
'There was a governor general who had overall control of the Company.'
'Although the Indian princes were left to rule their own territories, the Company pioneered the principle of indirect rule, interfering in the ruling of territories when it felt necessary.'
'Some individuals in the Company became excessively wealthy and powerful.'

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(b) Why was the Government of India Act passed in 1858?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There had been a mutiny.'

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

(One mark for each point)

e.g. 'Palmerston did not like the activities of the East India Company.'
'To avoid the causes of the Indian Mutiny in the future.'
'To take a tighter grip on the control of India.'
'To end Dalhousie's 'doctrine of lapse'.'
'Indians to be part of government.'
'To end attempts at westernisation.'

Level 3 Explains reasons [4–7]

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

e.g. 'Palmerston could not understand why the causes of the Mutiny had not been noticed. He considered it was the attitude of the East India Company. He felt that it was not fit for purpose and needed tighter regulation and control by the British Parliament.'
'It was important that the westernisation stopped and an attempt was needed to integrate the higher castes and rulers into government. The attitude of land grabs and religious intolerance had to stop. It was considered that the East India Company had to relinquish power to achieve this.'
'On a political level, it was felt that the previous lack of consultation between rulers and ruled had been a significant factor in contributing to the uprising. In consequence, Indians were drawn into government at a local level. Though this was on a limited scale, a crucial precedent had been set, with the creation of a new 'white collar' Indian elite.'

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(c) 'Lord Dalhousie created as many problems as he 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. 'He was interfering with the Indian way of life.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Dalhousie improved communications.'
'He improved educational facilities.'
'He tried to make Indians more western.'
'Dalhousie was trying to change their customs.'
'More power seemed to go into British hands.'

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

e.g. 'During Dalhousie's term of office, a cheap postal service, the electric telegraph, good roads and the first railways were introduced to improve communications.'
'He began a system of elementary education, hospitals and universities. He widened the opportunity to gain an education and he widened the availability of medical help.'
OR
e.g. '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.'
'Most Indians were very conservative and did not want to see change. He upset many by trying to change customs such as trying to stamp out suttee.'

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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