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Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0470 HISTORY

0470/13 Paper 1, maximum raw mark 60

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

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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) Describe the revolutionary events in Berlin, March 1848.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was fighting.'
'There was unrest.'

Level 2 Describes events [2–5]

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

e.g. 'On March 13th, there was a demonstration by workers in the palace square.'
'Demonstrators threw stones at the troops and the troops opened fire.'
'On March 18th, a large crowd gathered outside the royal palace.'
'The King appeared on the balcony.'
'The crowd cheered believing the King was going to announce some liberal reforms.'
'The troops were ordered to disperse the crowd.'
'Shots were fired by the troops either in panic or by accident.'
'Students and workers immediately set up barricades and serious fighting broke out.'
'At least 300 rioters were killed.'
'The King agreed to withdraw the troops if the barricades came down.'
'Following the withdrawal, the King appeared on the streets to great applause.'

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(b) Why were the Prussian Liberals hostile to the appointment of Bismarck as Minister-President in 1862?

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 popular.'

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

(One mark for each point)

e.g. 'He would pass a budget.'
'He was friends with von Roon.'
'He was a typical Prussian Junker.'
'He demanded control of foreign affairs.'
'He would lead the country to war.'
'He would have a strong influence over the King.'
'He was a Conservative.'

Level 3 Explains reasons [4–7]

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

e.g. 'In 1862, the House of Deputies, dominated by the Liberals, refused to authorise funding for a proposed re-organisation of the army. King William's ministers could not convince legislators to pass the budget and the King was unwilling to make concessions.'
'The army reforms were in the hand of von Moltke and von Roon. Von Roon was a personal friend of Bismarck. He recommended Bismarck to William as the solution to the budget problem. He was appointed Minister-President and Foreign Minister.'
'Liberals saw his appointment as a way of reforming the army and the possibility of military action in the future.'
'Bismarck made it clear that if the House would not pass a new budget, then he would apply the previous year's budget. When in power, he applied the 1861 budget and collected taxes for another four years.'

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(c) 'Austria was a greater threat to Bismarck's plans than was France.' 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. 'Austria had been Prussia's rival.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Both Austria and France threatened unification.'
'Austria had dominated German states.'
'Olmutz reasserted Austria's influence.'
'Austria was a spent force in the 1860s.'
'Napoleon had an active foreign policy.'
'The southern states could be a target for Napoleon.'

Level 3 Explanation of Austria as a greater threat OR France [3–5]

e.g. 'Napoleon had an active foreign policy. He had involved himself in the Italian question and acquired Savoy and Nice. It was rumoured he wanted Luxemburg. The southern German states could be a target which would be dangerous for Prussia.'
OR
e.g. 'Austria had been a major force from 1815 to 1850. It had re-asserted its power and influence over the Germanic states at the expense of Prussia at Olmutz. It was a declining power and this showed in the 1860s over the Schleswig-Holstein question and eventual defeat by Prussia.'

Level 4 Explanation of Austria as a greater threat AND France [5–7]

Both sides of level 3.

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

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2 (a) Describe the treatment of slaves in the southern states.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Working conditions were hot and humid.'

Level 2 Describes treatment [2–5]

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

e.g. 'Some slaves had good owners who gave them homes and reasonable conditions to work in.'
'Some slaves worked around the owner's home as domestic servants and their conditions were relatively good.'
'Many slaves worked on the cotton and tobacco plantations.'
'The hours were long and the weather hot and humid.'
'Many slaves lived in basic wooden shacks.'
'These shacks had poor water supplies and resulted in poor hygiene.'
'Some slave owners handed out severe punishments to their slaves.'
'The most common punishment was whipping.'

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(b) Why did the Kansas-Nebraska Act of 1854 increase tensions between North and South?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was a minor civil war.'

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

(One mark for each point)

e.g. 'The principle of self-determination had been used in 1850 and this was allowed to apply in the case of Kansas.'
'Was it to be a free or a slave state?'
'There was a minor civil war between the supporters of slavery and those against.'
'Politicians vied for power in order to control the legislature.'
'There was a split in the main political parties. The Republican Party was formed with the aim of resisting the spread of slavery.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Act created Kansas and Nebraska, opening new lands for settlement and had the effect of repealing the Missouri Compromise of 1820 by allowing white male settlers to determine through popular sovereignty whether they would allow slavery within each territory.'
'The pro- and anti- slavery elements flooded into Kansas with the goal of voting slavery up or down. This led to the new Republican Party, which had the aim of stopping slavery.'

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(c) How far was slavery the issue over which the Civil War was fought? 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 as it was abolished.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Northern and Southern states differed in their view of government control.'
'The election of Lincoln provoked the South.'
'The South threatened to leave the Union.'
'The South feared the political strength of the North.'
'The North did not understand the need of the South for slavery.'
'The Dred Scott decision contributed.'
'Tariffs affected the South.'

Level 3 Explanation of slavery as the main cause OR other reasons [3–5]

e.g. 'The South 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.'
OR
e.g. 'The election of Abraham Lincoln as President provoked the South. Lincoln was known for his anti-slavery views and they feared he would act.'
'It was the threat of seceding from the Union 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 slavery as the main cause AND other reasons [5–7]

Both sides of level 3.

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

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3 (a) What impact did the Western powers have on Japan before 1868?

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 impact did not treat Japan fairly.'

Level 2 Describes events [2–5]

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

e.g. 'As a result of the Treaties with Five Nations, foreigners lived under their own laws, not those of Japan.'
'If a foreigner committed a crime, they were tried according to the laws of their own country.'
'The Japanese were unable to control tariffs levied on goods coming into their own country. The tariffs were to be kept at a low level to encourage trade.'
'All the countries, including the USA, got the benefit of the extra terms agreed by other nations.'
'Many Japanese feared that foreigners might have an effect on language, heritage and culture.'
'Japan produced a valuable export trade with Western powers for porcelain and silk.'

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(b) Why was the Shogunate overthrown in 1868?

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 attempted reforms by the Shogun failed.'

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

(One mark for each point)

e.g. 'There was foreign influence.'
'Mismanagement and infighting.'
'The Samurai opposed the Shogun's foreign contacts.'
'The threat of Satsuma and Chosu troops.'
'Yoshinobu submitted powers to the Emperor.'

Level 3 Explains reasons [4–7]

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

e.g. 'There had been considerable mismanagement and lack of reform before the last Shogun, Yoshinobu. He attempted to reform his forces with the help of the French including the building of an arsenal at Yokosuka.'
'These measures were strongly opposed by the Samurai who did not favour foreign influences in Japan. The Samurai from Satsuma, Chosu and Tosa formed an alliance to counter this by suggesting the end of the Shogunate.'
'They used the slogan 'revere the Emperor, expel the barbarians'.'
'Under pressure, Yoshinobu tamely tendered his resignation to the Emperor. He was placed at the head of a governing council, but the Samurai would not accept this and it led to the Boshin War. Eventually, Yoshinobu handed over all power and the Shogunate was ended.'

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(c) How effectively had Japan modernised itself by 1914? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Many old customs disappeared.'
'Japan had become a very powerful country.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Old customs related to feudalism were removed.'
'Japan adopted western ideas.'
'Education was seen as important.'
'The military was developed into an up to-date fighting force.'
'The peasant farmer gained little.'
'Industrial power was in the hands of a few people.'
'The Emperor retained much power.'

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

e.g. 'Japan removed the feudal system. To do this, they abolished the domains and privileges of the daimyo and the privileges of the samurai. This resulted in one army rather than a number of private ones and one strong government based in Tokyo.'
OR
e.g. 'The new constitution introduced a constitutional monarchy but the supreme power rested with the Emperor, with the head of government being responsible to the Emperor and not the elected assembly. The Emperor continued to choose his prime minister and cabinet ministers from a small group of distinguished leaders.'

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

Both sides of level 3.

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

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4 (a) What preparations had Britain made for war by 1914?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Britain built up its military power.'
'It had a military plan.'
'It had 'allies'.'

Level 2 Describes preparations [2–5]

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

e.g. 'Britain was building dreadnoughts.'
'Britain had signed the Entente Cordiale.'
'Britain had a Triple Entente with France and Russia.' (2 marks)
'Britain had an agreement with France over defending the English Channel.'
'The BEF had been prepared.'
'The Territorial Army had been expanded.'

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(b) Why were Britain and France concerned about events relating to Morocco?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Kaiser was seen as a threat.'

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

(One mark for each point)

e.g. 'The Kaiser interfered in Moroccan affairs.'
'Britain and France resisted his demands.'
'The Kaiser was trying to gain land.'
'Wilhelm was testing the Entente.'
'The Kaiser sent a gunboat to Agadir in 1911.'

Level 3 Explains reasons [4–7]

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

e.g. 'The Kaiser wanted to test the strength of the Entente Cordiale. In 1905, he visited Tangiers where, in a speech, he said that Morocco should be independent of France. France was supported by Britain and would not back down.'
'The Kaiser suffered an embarrassing defeat at the Algeciras Conference with only Austria-Hungary supporting him. He blamed Britain for this defeat as they had supported France. This increased tension amongst the powers.'
'In 1911, the Kaiser again tried to break the Entente Cordiale by sending a gunboat to Agadir. Britain believed he was trying to set up a naval base in Morocco and saw this as a threat. Germany backed down to avoid war and yet again blamed Britain.'

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(c) 'Austria was most to blame 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. 'It was not caused by one event.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Austria reacted to the assassination.'
'The growth of Serbia was responsible.'
'Germany's aggressive attitude was responsible for war.'
'Germany invaded Belgium.'
'War was caused by the arms race between Britain and Germany.'

Level 3 Explanation of Austria-Hungary's responsibility OR other reasons [3–5]

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

e.g. 'Following the assassination at Sarajevo of the heir to the Austro-Hungarian throne, Austria declared war on Serbia. This brought Russia into the conflict as it supported Serbia. Germany supported its ally Austria-Hungary by declaring war on Russia then France. This was the immediate cause of war.'
OR
e.g. 'Britain entered the war because Germany invaded neutral Belgium. Britain honoured the Treaty of London of 1839.'
'During the early years of the century, there was an arms race between Britain and Germany. Britain tried to modernise its army to rival Germany, while Germany strengthened its navy with dreadnoughts and submarines to rival Britain's navy. This increased tension and it only needed an excuse to test the rival forces.'

Level 4 Explanation of Austria-Hungary's 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) In what ways, other than territorial, did the Treaty of Versailles limit the power of 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. 'Germany's armed forces were greatly reduced.'
'Germany was only allowed a small navy.'
'Germany had fewer soldiers than before the War.'

Level 2 Describes ways to limit power [2–5]

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

e.g. 'The army was limited to 100 000 men.'
'The army was made up of volunteers.'
'There was to be no conscription.'
'Germany was not allowed tanks or military vehicles.'
'Germany was not allowed submarines.'
'Germany was not allowed military aircraft.'
'The German navy could only have 6 battleships.'
'The German navy was limited to 15 000 men.'
'Germany could not put troops in the Rhineland.'
'Accepting the War Guilt Clause meant Germany had to pay reparations.'
'Reparations were fixed at £6600 million.' (2 marks)

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(b) Why did Lloyd George clash with Wilson and with Clemenceau during the peace discussions of 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. 'Lloyd George had different ideas to the other two.'

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

(One mark for each point)

e.g. 'Lloyd George wanted to protect British interests.'
'He did not agree with all Wilson's Fourteen Points.'
'He did not want to punish Germany as harshly as Clemenceau suggested.'
'He did not want France becoming too powerful.'
'He did not agree with Wilson on self-determination.'
'He did not agree with Wilson on free access to the seas.'

Level 3 Explains reasons [4–7]

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

e.g. 'Lloyd George did not want to impose measures which would severely hamper the German economy because he wanted Germany to continue trading with Britain. This was threatened by Clemenceau, who wanted heavy reparations, the permanent loss of the Saar and even the break up of the German state.'
'Lloyd George was unhappy with Point 2 of the Fourteen Points proposed by Wilson, allowing all nations access to the seas. Britain, with its powerful navy, wanted to keep its dominance at sea.'
'Lloyd George did not favour Wilson's view of self-determination. People ruling themselves were threatening to the British government because the British Empire ruled millions of people across the world from London.'
'Lloyd George and Clemenceau clashed over how harshly to punish Germany. Clemenceau felt Britain wanted to be soft on Germany in Europe where France had to face the biggest threat, but severe when it came to the German navy and colonies which were more of a threat to Britain.'

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(c) How justifiable were the terms of the peace settlement of 1919–20? 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. 'At the time, it was the best that could be achieved.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Treaty of Versailles could have been harsher.'
'The Germans thought it would be based on the Fourteen Points.'
'Germany was not allowed to join the League.'
'The Treaty of Versailles blamed the wrong people.'
'Germany had to be punished.'
'Austria lost its large empire.'
'There was an attempt at self-determination.'
'The views of the British and French public had to be taken into account.'

Level 3 Explanation of justification OR not justified [3–5]

e.g. 'The Treaty of St.Germain was an attempt to sort out a chaotic jumble of territories into new states. Many millions in eastern Europe were given self-determination and freedom to rule themselves.'
OR
e.g. 'In the Treaty of Versailles, the Germans particularly hated the 'war guilt' clause. Germans felt that the blame should be shared. What made matters worse, was that, because Germany was forced to accept blame for the war, it was also expected to pay for all the damage caused by it. They felt the German economy was already in tatters and would not be able to cope.'

Level 4 Explanation of justification AND not justified [5–7]

Both sides of level 3.

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

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6 (a) What difficulties did Britain and France face as the main leaders of 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. 'They were weak.'

Level 2 Describes shortcomings [2–5]

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

e.g. 'Neither of the countries wanted to lead the League.'
'They thought the USA would be the leading power.'
'Both powers had been weakened by the First World War.'
'Both countries' economies were hit by the Depression.'
'Both countries often disagreed with the course of action.'
'They were reluctant to use military action.'
'Both countries had other priorities. Britain wanted to re-build trade and look after the British Empire.'
'France was willing to bypass the League in strengthening its position against Germany.'

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(b) Why did some major powers not join the League?

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 were not allowed to join.'

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

(One mark for each point)

e.g. 'In the USA, the Senate voted against joining.'
'Wilson's opponents were too strong.'
'There was a mood of isolationism in the USA.'
'The USA did not want to get involved in European affairs.'
'Germany was not allowed to join.'
'USSR was not invited to join.'
'USSR was a Communist country.'

Level 3 Explains reasons [4–7]

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

e.g. 'Wilson, who supported the League, was a Democrat and his opponents, the Republicans, opposed the entry of the USA into the League and made it an election issue which Wilson lost.'
'Warren Harding, a Republican who became President, wanted the USA to 'return to normalcy'. He wanted the USA out of European affairs and he wanted full trade, not hindered by the League's economic sanctions.'
'Germany, as a defeated nation in the War, was not allowed to enter the League. It had to prove that it could be responsible. It was only allowed to join in 1926.'
'The USSR was not invited to join because it was a Communist country, although it was allowed to join in 1934.'

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(c) 'The League failed because of the Abyssinian crisis.' 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 failed because of a lack of will.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The most powerful country was not a member.'
'Britain and France often disagreed.'
'The League lacked a standing army.'
'The League took too long to make decisions.'
'The Depression brought extreme political parties into power.'
'The League had little interest in distant countries.'
'More action should have taken place over Manchuria.'

Level 3 Explanation of Abyssinian crisis OR other reasons [3–5]

e.g. 'Britain and France searched desperately for a solution to the Abyssinian crisis. The Hoare-Laval Plan was leaked to the press but this showed that Britain and France were not prepared to back tough action. It looked as if they were rewarding Mussolini for his aggression.'
OR
e.g. 'It was difficult to apply economic sanctions when the USA was not a member of the League. The USA could continue trading with the offending country, making the sanctions almost meaningless.'

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

Both sides of level 3.

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

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7 (a) Describe the main problems facing the Allied leaders when they met at Potsdam in 1945.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The USSR and the West had different views.'

Level 2 Describes problems [2–5]

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

e.g. 'Roosevelt had died and Truman was much more anti-communist.'
'There were disagreements about the future of Germany.'
'Stalin wanted to cripple Germany but Truman did not agree.'
'They disagreed about reparations.'
'Stalin wanted compensation from Germany but Truman resisted this demand.'
'They disagreed over Soviet policy in eastern Europe.'
'Truman thought Stalin was trying to dominate all of eastern Europe.'
'Truman thought Stalin was not keeping to the Yalta agreement allowing free elections in liberated countries.'
'Truman protested that Stalin had set up a communist government in Poland against the wishes of the majority of Poles.'
'There was increased suspicion when Truman informed Stalin that the USA had successfully tested an atomic bomb.'
'Japan was still to be beaten.'

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(b) Why did the USSR want to dominate Eastern Europe?

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 keep control.'

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

(One mark for each point)

e.g. 'It wanted communism to spread.'
'It wanted friendly governments to the USSR.'
'It wanted a buffer zone of communist states.'
'It wanted control from the Baltic to the Black Sea.'

Level 3 Explains reasons [4–7]

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

e.g. 'After the Second World War, Stalin wanted a line of states which he could influence and control from the Baltic to the Black Sea. This was the 'Iron Curtain' referred to by Churchill in his speech of 1946 in Fulton.'
'Stalin wanted communist governments bordering the USSR. They would take their orders from Moscow and they were likely to be compliant.'
'Russia had been invaded twice during the twentieth century by Germany. Stalin wanted to ensure that the USSR would not be invaded again. He wanted a buffer zone of friendly states facing the West. These would act as an early warning system to the USSR.'

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(c) How successful was the reaction of the West to Soviet expansion by 1949? 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 USSR spread Communism throughout Eastern Europe.'
'The USA gave support to the West in halting the spread of Communism.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The West had success over Berlin.'
'Fixed elections continued.'
'The Red Army had not gone home.'
'The Western Allies were not willing to fight.'
'The Truman Doctrine contained Communism.'
'The Marshall Plan improved the chances of keeping countries non-Communist.'
'The West was successful over Greece.'
'The Allies formed NATO.'

Level 3 Explanation of success OR lack of success by the West [3–5]

e.g. 'Through the Truman Doctrine, the USA made it clear that it would help any country to stop the spread of Communism. An example of this was in relation to Greece where aid was provided under this policy of containment.'
OR
e.g. 'Having freed much of Eastern Europe from the Nazis, the Red Army remained in occupation and the Soviet Union established Communist governments through 'fixed' elections. This happened in Czechoslovakia, Poland, Hungary, Romania and Bulgaria. The West seemed powerless to act where the USSR had its 'sphere of influence'.'

Level 4 Explanation of success AND lack of success by the West [5–7]

Both sides of level 3.

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

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8 (a) What impact did the construction of the Berlin Wall have on the citizens of Berlin?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It created a physical barrier.'
'It split Berlin.'

Level 2 Describes the impact [2–5]

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

e.g. 'West Berlin was cut off from East Berlin.'
'It stopped free movement.'
'If you tried to cross it, you could be shot.'
'It took no account of roads or buildings.'
'It put some people in communist held areas and others in capitalist areas.'
'People from the east could not move to the more prosperous west.'
'There was only one crossing point – Checkpoint Charlie.'
'Families were divided.'
'People in the east could not get goods from the prosperous west.'

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(b) Why was the Solidarity Movement a problem for the Polish government?

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 trade union.'

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

(One mark for each point)

e.g. 'The government thought it was only about wages and prices.'
'The movement was popular among skilled workers.'
'The government did not see it as a political threat.'
'Half of all workers belonged to the Movement.'
'It had the support of the Catholic Church.'
'Lech Walesa was charismatic.'
'The Soviet Union treated the Polish crisis cautiously.'
'Gorbachev did not provide military support.'
'It was too popular.'

Level 3 Explains reasons [4–7]

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

e.g. 'Solidarity had tremendous support throughout its history. A third of its members were also members of the Communist Party, which made it difficult for the government to act.'
'The union was strongest in shipbuilding and heavy industry which was most important to the government. Membership was particularly high among skilled workers and foremen. A general strike in these industries would have devastated Poland's economy.'
'Solidarity had the support of the Catholic Church. Elsewhere in Eastern Europe, Communist governments had tried to crush the Christian churches. In Poland, however, the strength of the Catholic religion meant that the government dared not confront the Catholic Church.'

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(c) How far was the low standard of living in Eastern European countries responsible for the end of Communist control? 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. 'A low standard of living meant people were unhappy.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Solidarity was formed because of high meat prices.'
'Low standard of living compared to the West.'
'Gorbachev's reforms encouraged non-Communists.'
'Gorbachev told Communist leaders they were on their own.'
'There would be no support from the Red Army.'
'Communism was unpopular.'

Level 3 Explanation of low standard of living OR other reasons [3–5]

e.g. 'In most of the countries where there was dissent about communist rule it was because of a lack of political reform. This could be seen in Hungary and Czechoslovakia. In Poland, however, the issue was high meat prices. Gorbachev on his European travels remarked on the low standard of living in the East compared to the West and this led to perestroika.'
OR
e.g. 'Solidarity had forced a strong communist government backed by the Soviet Union to give way by using non-violent methods. This acted as an example to other Eastern European countries, who felt that they too could stand up for their rights and freedom from Soviet control.'

Level 4 Explanation of low standard of living AND other reasons [5–7]

Both sides of level 3.

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

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9 (a) Describe the activities of the SA.

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 gave Hitler support.'

Level 2 Describes activities [2–5]

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

e.g. 'The SA disrupted the meetings of opponents.'
'The SA protected Hitler at Nazi meetings.'
'The SA fought Communists in the streets.'
'The SA intimidated Jewish citizens.'
'The SA attacked Jewish property.'
'The SA brought on young Nazis.'

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(b) Why was Hitler appointed Chancellor in January 1933?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Other politicians were failing to solve the problems.'
'Hitler had a magnetic personality.'

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

(One mark for each point)

e.g. 'The Nazis were the largest party in the Reichstag.'
'Hitler had attractive policies.'
'Hitler was popular with industrialists.'
'Hitler made good use of propaganda.'
'He was a great orator.'
'Those appointed chancellor failed to gain support in the Reichstag.'
'Hitler seemed to have answers to many of the problems of the Depression.'
'The scheming of Hindenburg and von Papen.'
'Hitler was anti-Communist.'

Level 3 Explains reasons [4–7]

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

e.g. 'In difficult economic times, the Nazi Party programme proved to be very attractive to voters. The Nazis believed the Treaty of Versailles had to be abolished because it brought great misery on Germany. In particular, the heavy reparations weakened Germany's economy.'
'The Depression destroyed the whole basis of the German economy and German trade suffered. Many Germans were prepared to listen to the promises of extremists such as the Nazis.'
'Hindenburg and von Papen were convinced that, if Hitler was Chancellor with von Papen as vice-Chancellor, they would be able to control him by limiting his influence and resisting his extremist demands.'

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(c) 'The Reichstag Fire was the main reason Hitler was able to consolidate his hold on 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. 'Hitler used a variety of ways to consolidate his power.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'After the Reichstag Fire, Hitler gained an emergency decree.'
'The Enabling Act gave him power to pass laws.'
'The Act enabled him to remove all opposition.'
'The Communists were not allowed to take their seats after the March Elections.'
'With no Communists in the Reichstag, the Nazis had a majority.'
'The Night of the Long Knives removed rivals to Hitler.'
'The death of Hindenburg enabled Hitler to be a dictator.'

Level 3 Explanation of the Reichstag Fire OR other reasons [3–5]

e.g. 'The Reichstag Fire, just before the Elections, was used by Hitler to blame the Communists and he persuaded the President to pass an emergency decree. It gave the police powers to search houses, confiscate property and detain people without trial. Hitler used these powers to intimidate voters.'
OR
e.g. 'On 30th of June 1934, Hitler ordered the SS to arrest and murder the leaders of the SA. Hundreds were killed including Rohm and von Schleicher. Hitler used the excuse that Rohm was planning a revolution to justify his actions in removing a potential threat to his overall control.'

Level 4 Explanation of the Reichstag Fire AND other reasons [5–7]

Both sides of level 3.

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

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10 (a) What action did Hitler take against Rohm and the SA?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Hitler took decisive action.'

Level 2 Describes action [2–5]

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

e.g. 'They broke into the homes of Rohm and SA leaders and arrested them.'
'Hitler accused Rohm of plotting to overthrow and murder him.'
'Over a weekend Rohm was murdered.'
'400 others were executed.'
'Some political opponents, like former Chancellor von Schleicher, were also executed.'
'The SA was reduced in number and was subordinated to the SS.'
'Many of its members were absorbed by the SS and the Army.'
'Hitler used propaganda to convince many that Rohm and the other leaders were a genuine threat to the country.'

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(b) Why was propaganda important to the Nazis?

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 gain support.'

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

(One mark for each point)

e.g. 'To get the Party message across to the public.'
'To suppress any hostile views to Nazism.'
'To promote the Nazi regime.'
'To promote the image of Hitler.'
'To denigrate the Jews.'
'To avoid undesirable influences on the German public.'
'To show the success of Nazism to the international world.'

Level 3 Explains reasons [4–7]

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

e.g. 'When Hitler took power in 1933, he had less than 50% of the vote. He realised he needed to work at promoting the Nazi Party and what it stood for to gain more popularity in the country.'
'His Minister for Propaganda and Public Enlightenment, Joseph Goebbels, realised that there would always be those who would actively oppose Hitler and the Nazis if given the opportunity. Goebbels worked to eliminate those opportunities.'
'One of the major desires, amongst Hitler and many senior Nazis, was the removal of citizenship of all Jews. This required a massive campaign through schools, the press, radio and speeches by Hitler to denigrate Jews and to make them seem sub-human.'

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(c) How successful was the Nazi regime in dealing with opposition? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was successful as it had few opponents.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The SS and the Gestapo crushed opposition.'
'Political parties were banned.'
'The Enabling Act stifled opposition.'
'Some Church leaders spoke out against the Nazis.'
'Opposition groups like the Edelweiss Pirates existed.'
'There was an attempted bomb plot on Hitler's life.'
'There was passive resistance and non-co-operation.'

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

e.g. 'The Nazis were mostly successful at getting rid of opposition. The SS went round terrorising people into obedience. They could arrest people without trial and put them into concentration camps where people were tortured or indoctrinated.'
'The Gestapo spied on people. They had informers everywhere and encouraged people to inform on their neighbours and children to inform on their parents. It meant, for a long time, there was little opposition.'
OR
e.g. 'The Navajos Gang and Edelweiss Pirates were generally regarded as delinquents but during the war they got involved in spreading anti-Nazi propaganda and, in 1944, took part in an attack in which a Gestapo officer was killed. Some were arrested and executed in public.'

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

Both sides of level 3.

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

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11 (a) What were the main features of peasant life in early twentieth-century Russia?

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 had a terrible standard of living.'
'Most peasants were very poor.'

Level 2 Describes features [2–5]

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

e.g. 'Most peasants in the countryside had very little land.'
'They resented the amount of land owned by the aristocracy, the Church and the Tsar.'
'They suffered starvation and malnutrition.'
'Their work was based on primitive agriculture.'
'They were illiterate.'
'Life expectancy was very low.'
'Poorer peasants' landholdings were decided by the Mir.'
'Housing was insanitary and provided only basic shelter.'

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(b) Why did Tsar Nicholas II face huge problems in governing Russia in the years up to 1906?

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 fought a major war.'

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

(One mark for each point)

e.g. 'Russia was fighting the Japanese.'
'He faced a mass demonstration in St.Petersburg.'
'He faced revolutionary ideas.'
'Many were experiencing very poor living and working conditions.'
'There were demands for political reform.'
'He lost respect because of his methods.'

Level 3 Explains reasons [4–7]

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

e.g. 'In 1904–5, Russia fought Japan both on land and at sea. Russia was expected to defeat the Japanese. Instead, the Russians suffered a humiliating defeat both at Mukden and at Tsushima. This showed that the army and navy were not up to modern warfare standards.'
'In January 1905, there was a mass demonstration at St. Petersburg, commonly called 'Bloody Sunday'. The demonstrators were attempting to petition the Tsar for better wages and working conditions. The brutal treatment of demonstrators led to a loss of respect for the Tsar.'
'The new industrial cities were breeding grounds for revolutionary ideas. The new industrial workers had been peasants but now they lived and worked in the cities. Living and working conditions were appalling. There were few controls on child labour, industrial injuries were common and employers paid starvation wages.'

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(c) How far did life improve for Russian people between 1906 and 1914? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Wealthy peasants did well.'
'Many lost their lives.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Kulaks improved their standard of living.'
'There was an elected parliament.'
'There were improved food supplies to the towns.'
'A health insurance scheme was introduced.'
'There was improved education.'
'The Tsar's opponents were dealt with severely.'

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

e.g. 'Stolypin came down hard on strikers, protesters and revolutionaries. Over 20 000 were exiled and over 1000 hanged. The noose became known as 'Stolypin's necktie'. This brutal suppression effectively killed off opposition to the regime in the countryside until after 1914.'
OR
e.g. 'Stolypin allowed wealthier peasants, the Kulaks, to opt out of the mir communes and buy up land. These Kulaks prospered and in the process created larger and more efficient farms. Production did increase.'

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

Both sides of level 3.

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

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12 (a) Describe the main features of the Great Terror.

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 period of state terror.'
'A time when the police hunted down Stalin's enemies.'

Level 2 Describes features [2–5]

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

e.g. 'It started with the trials of Zinoviev and Kamenev.'
'Both were found guilty of treason and shot.'
'It was followed by two show trials in 1937–8.'
'In these, Old Bolsheviks admitted a variety of imaginary crimes against the state.'
'Most were found guilty and shot.'
'A few cheated Stalin's plans by committing suicide.'
'In 1937, Stalin turned against the generals of the Red Army.'
'Many were executed for supposedly plotting against Stalin.'
'Stalin then turned on many managers, officials, scientists and engineers.'
'Official records show that at least 700 000 people were executed during the Great Terror.'
'Historians have estimated that 1 million were executed and another 2 million died in labour camps.'

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(b) Why were the Purges important for 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. 'To deal with people.'

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

(One mark for each point)

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

Level 3 Explains reasons [4–7]

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

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

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(c) 'The cult of personality was more effective than the rising standard of living in Stalin gaining the support of the Soviet 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 average Soviet citizen admired Stalin.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Stalin used propaganda effectively.'
'People were told what to think.'
'Stalin was a father figure to his people.'
'Privileged people did well under Stalin.'
'Education and medicine improved.'

Level 3 Explanation of the cult of personality OR the standard of living [3–5]

e.g. 'Stalin used propaganda to create the 'cult of Stalin' in which Stalin was worshipped as a leader. Pictures and statues of him were everywhere and places named after him. People at meetings had to clap when his name was mentioned.'
OR
e.g. 'In the 1930s, life in the countryside remained grim. Industrial workers had a little more to spend and rationing came to an end. After the First Five Year Plan, there were more consumer goods available. Free education and medicine were made available to more and more of the population.'

Level 4 Explanation of the cult of personality AND the standard of living [5–7]

Both sides of level 3.

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

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13 (a) Describe the social consequences of 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. 'For many, life was harsh with little hope.'
'Many people were destitute.'
'Many people lost everything.'

Level 2 Describes social consequences [2–5]

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

e.g. 'Many people were unemployed.'
'Many had to queue for food at soup kitchens.'
'Some were admitted to hospital suffering from malnutrition.'
'People who borrowed money to speculate went bankrupt.'
'Life savings were lost as banks failed.'
'Banks called in loans which affected peoples' lives.'
'As a result, people lost their homes.'
'Many farmers lost their farms.'
'Some had to sleep rough as they had lost their homes.'
'The homeless built shanty towns called 'Hoovervilles'.'
'These were built on the edge of towns and cities.'
'There was no welfare state to support those in need.'
'The unemployed relied on charity.'
'A few committed suicide.'

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(b) Why, by 1929, was the US economy facing difficulties?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were not selling many products.'

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

(One mark for each point)

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

Level 3 Explains reasons [4–7]

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

e.g. 'American industrialists, encouraged by high profits and helped by increased mechanisation, were producing too many goods for the home market to absorb. Unsold stocks of goods built up, resulting in unemployment.'
'Exports began to fall away, partly because foreign countries were reluctant to buy American goods when the Americans themselves put up tariff barriers to protect their industries from foreign imports.'
'By 1929, the rich and the middle class had bought their consumer goods such as cars and electrical goods. The majority of Americans who were poor could not afford to buy these goods even on the generous hire purchase and credit schemes on offer.'

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(c) 'Hoover's treatment of the Bonus Marchers was the main reason he lost 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. 'He lost because of the attraction of Roosevelt.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Hoover failed to deal with the Depression.'
'Hoover lost popularity over his handling of the Bonus Marchers.'
'Hoover offered little until it was too late.'
'Roosevelt promised relief for the people.'
'Roosevelt gave hope to the unemployed.'
'People knew Roosevelt's record.'
'Roosevelt offered a 'New Deal'.'

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

e.g. 'Hoover created an image of being heartless and uncaring by his treatment of the Bonus Marchers or war veterans who hoped to gain their war bonus early but were refused and they were evicted with considerable force out of their camps around Washington.'
OR
e.g. 'Roosevelt's promise of a 'New Deal' gave people hope and the feeling he was on their side. He promised government schemes for new jobs, measures to revive industry and agriculture, relief for the poor and unemployed.'
'Roosevelt had a reputation for helping the unemployed by using public money to fund job-creation schemes.'

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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14 (a) What measures did Roosevelt introduce to deal with the problems facing American banks?

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 passed an Act.'
'He gained public confidence.'
'He acted quickly to solve the crisis.'

Level 2 Describes Roosevelt's actions [2–5]

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

e.g. 'He introduced the Emergency Banking Act.'
'The Act forced banks to stay closed for four days/short time.'
'The banks whose finances were considered hopeless were permanently closed.'
'The remaining banks were promised government grants.'
'It was thought this action would gain public confidence.'
'These banks re-opened after four days.'
'Roosevelt broadcast to the public reassuring them that the banks were now safe and viable.'
'He encouraged them to deposit money in these banks.'

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(b) Why was the National Industrial Recovery Act (NIRA) important to the success of the New Deal?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It set up two organisations.'

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

(One mark for each point)

e.g. 'It set up the Public Works Administration.'
'It set up the National Recovery Administration.'
'It created jobs.'
'It produced community facilities.'
'It improved working conditions.'
'It was enacted in the first 100 days.'
'It encouraged trade unions.'

Level 3 Explains reasons [4–7]

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

e.g. 'The PWA used government money to build schools, roads, dams, bridges and airports. These would be vital once the USA had recovered and, in the short term, they created millions of jobs.'
'The NRA improved working conditions in industry and outlawed child labour. It set out fair wages and sensible levels of production. The idea was to stimulate the economy by giving workers money to spend.'
'The NRA was a voluntary organisation but firms which joined used the blue eagle as a symbol of presidential approval. Over 2 million employers joined the scheme.'
'The Act was important because it was put into law so quickly and had an immediate effect. It was enacted near the end of the 100 days. It passed the House of Representatives in 7 days and through the Senate during June 1933.'

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(c) 'The greatest opponents of the New Deal were the Republicans.' 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 business community thought Roosevelt was doing too much.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Republicans still believed in 'rugged individualism'.'
'The business community resented the government's interference in the economy.'
'The Supreme Court thought parts of the New Deal were unconstitutional.'
'The wealthy thought the government was giving their money away.'
'Radical leaders complained that the New Deal did not go far enough.'

Level 3 Explanation of the opposition of the Republicans OR other reasons [3–5]

e.g. 'Republicans opposed Roosevelt because he was a Democrat. Many of them still believed in 'rugged individualism' and they thought that 'prosperity was just round the corner'. Most of the judges in the Supreme Court were Republicans as were most of the business community and high tax payers.'
OR
e.g. 'Radical leaders such as Father Coughlin complained that the New Deal did not go far enough in helping the USA's poor. He complained that Roosevelt was trying to preserve society rather than change it. He set up the National Union for Social Justice and he attacked Roosevelt on his own radio programme.'

Level 4 Explanation of the opposition of the Republicans AND other reasons [5–7]

Both sides of level 3.

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

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15 (a) Describe the actions of China between 1949 and 1954 which increased hostility with the USA.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The USA did not like communists.'

Level 2 Describes actions [2–5]

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

e.g. 'The establishment of a communist state in China was opposed by the USA.'
'The USA considered Chiang Kai-shek as the rightful ruler of China.'
'The USA considered the success of Mao as part of the worldwide advance of communism.'
'Supporting North Korea in the Korean War brought Chinese troops into conflict with US troops fighting under the UN flag.'
'Mao insisted on a seat in the United Nations but this was resisted by the USA. China's seat went to Chiang Kai-shek's Taiwan.'

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(b) Why were there conflicts between China and her southern neighbours between 1959 and 1979?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There were border disputes.'

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

(One mark for each point)

e.g. 'Tibet was invaded.'
'The Dalai Lama objected to the spread of communism.'
'There was a border dispute between China and India.'
'China invaded Vietnam.'
'China shelled Taiwan.'

Level 3 Explains reasons [4–7]

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

e.g. 'In 1911, Tibet declared itself independent of China. The Chinese never accepted this and in 1950 invaded Tibet and turned the country into a province of China. The Dalai Lama protested at the spread of communism in Tibet.'
'In 1959, it became obvious that the Dalai Lama's life was in danger and he fled to India where he was made welcome. This soured relations between China and India.'
'The border between Tibet and India had never been settled, as it was high up in the Himalayas. The Chinese wanted to build a highway into Tibet and quarrelled with India over the border. This led to fighting in 1962.'
'During the Vietnam War, China gave aid to North Vietnam but did not take part in the fighting. Relations had never been good and in 1979 Chinese troops invaded Vietnam because Vietnam had invaded and occupied Cambodia in 1978 and ended the rule of the Chinese-backed Khmer Rouge. Chinese forces soon withdrew after the Chinese government had made its protest.'

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(c) 'In the years 1949–90 China's relationships with the USSR were more friendly than its relations with the USA.' 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. 'In 1949, the USSR was friendly and the USA hostile.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'In 1949 USSR and China were allies.'
'USSR helped develop China's industry.'
'Mao did not like Khrushchev.'
'There were border clashes.'
'The USA supported Chiang Kai-shek.'
'The USA kept China out of the UN.'
'Nixon visited China.'

Level 3 Explanation of relations with the USSR OR relations with the USA [3–5]

e.g. 'Relations between the USSR and China were cordial in 1949. The USSR helped China with its First Five Year Plan, providing considerable technical help.'
'Mao did not get on with Khrushchev because he thought he was betraying Marx and Lenin by suggesting the USSR and the West should co-exist and that he gave privileges to Party members and experts so they lost contact with the people.'
OR
e.g. 'The USA was hostile to Communist China. It supported Chiang Kai-shek and allowed Taiwan to occupy China's seat at the UN.'
'Relations improved after the Vietnam War with a change in US foreign policy recognising that the USA could not fight Communism everywhere. In 1972, Nixon visited China and met Mao. The new-found friendship led to considerable trade and, in future years, much investment in the rapidly growing Chinese economy.'

Level 4 Explanation of relations with the USSR AND relations with the USA [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 'Democracy Wall'?

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 long brick wall.'
'The Chinese could write on the wall.'

Level 2 Describes the Wall [2–5]

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

e.g. 'It was a long brick wall in Xidan Street, Beijing.'
'It became the focus for democratic dissent.'
'From December 1978, the Communist Party of China was 'seeking truth from facts'.'
'It allowed big character posters to be displayed.'
'This was during the period known as the 'Beijing Spring'.'
'Activists were encouraged to criticise the Gang of Four as part of Deng's struggle to gain power.'
'The Wall was closed in December 1979 and dismantled.'
'The leadership of the Communist Party did not like the criticism it received from the writings on the Wall.'

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(b) Why was the 'Hundred Flowers' campaign ended?

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 got personal.'

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

(One mark for each point)

e.g. 'Mao did not like the personal attacks.'
'He thought it went beyond constructive criticism.'
'He saw it as a threat to the leadership.'
'He had flushed out dissidents.'
'The ideas were too radical.'
'Many wanted a true democracy.'

Level 3 Explains reasons [4–7]

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

e.g. 'Mao was stunned by the enormous number of letters, running into the millions, many of which criticised the Communist Party and demanded changes, such as having numerous political parties and the ending of corruption among Party officials. Mao felt the comments were absurd and had gone too far.'
'Some historians have believed that Mao wanted to find out who the dissidents or opponents to his regime were. This was a way of flushing them out. He ended the campaign because he had the names and groups of those opposing him.'

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(c) 'The main reason Mao launched the Cultural Revolution was to re-assert his personal 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. 'Mao wanted to make drastic changes.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Mao wanted to get the people back onto the path of true Communism.'
'He wanted to remove all the old ideas, customs and beliefs.'
'Mao wanted to remove all opposition to his views.'
'Mao wanted to re-organise industry so that the power went to workers not technicians.'
'He wanted to remove the influences of the West, especially of capitalism.'

Level 3 Explanation of Mao re-asserting personal power OR other reasons [3–5]

e.g. 'Mao realised that he needed to get rid of the opposition if his views were to be accepted. The Red Guard was ordered to rid the Communist Party of all the enemies of Mao's policies. Opponents were humiliated, tortured or executed.'
'Party officials, including Liu and Deng Xiaoping, were removed from office.'
OR
e.g. 'Mao wanted people to accept new practices, such as the re-organisation of industry, so that the workers had the power not the bureaucrats and technicians. He wanted to remove targets and bonuses. He wanted to emphasize teamwork.'

Level 4 Explanation of Mao re-asserting personal power AND other reasons [5–7]

Both sides of level 3.

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

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17 (a) In what ways did the growth of the South African mining industry lead to a worsening of the position of black Africans?

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 harshly treated.'

Level 2 Describes impact [2–5]

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

e.g. 'The mine workers were employed under short-term contracts.'
'Wages were low but housing and food were provided.'
'Underground working conditions were tough and dangerous.'
'They were housed in squalid compound blocks.'
'They did not live with their families.'
'They had to carry a passbook.'

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

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.'
'Because of the industrial unrest in South Africa, employers and political leaders feared what would happen if all the workers joined together to oppose them. They tried to control the workforce by creating divisions between white and black.'
'Many white people believed that the white race was superior to all others. These white supremacist views were readily adopted by the new Union of South Africa.'
'Some people thought the native African should be encouraged to live in 'natural conditions' away from the corrupting effects of towns and industry.'
'Some thought segregation and the creation of native reserves would preserve tribal unity and purity and that it was important to keep African people separate in order to protect culture.'

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(c) In the period up to 1948, how effective was resistance by black South Africans to discrimination against them? 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 ANC was not strong enough.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The moderate approach of the ANC was not successful.'
'Some women were successful against the Pass Law.'
'Non-violent resistance had some success.'
'There was suspicion about Communism.'
'There was a lack of strong leaders.'

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

e.g. 'The ANC was ineffective for many years believing the best way to achieve its aims was to keep on good terms with the whites, gaining their respect. By 1930, the ANC was in the hands of moderates who were worried about becoming involved in issues such as the anti-Pass Law protests.'
OR
e.g. 'The anti-Pass Laws demonstrations were not successful for men, but an attempt to introduce the Pass Laws for women in 1913 was met by an effective protest in Bloemfontein.'

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

Both sides of level 3.

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

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18 (a) What changes did de Klerk introduce in 1990?

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 used the 1989 election result as a mandate for reform.'

Level 2 Describes changes [2–5]

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

e.g. 'He announced the ban on the ANC, the PAC and the SACP would be lifted.'
(only one example necessary to get the mark within L2)
'He promised the release of hundreds of political prisoners.'
'He stated that Nelson Mandela would be released.'
'He said that he was prepared to work with all political groups.'
'He negotiated a new constitution based on the principle one person, one vote.'
'In 1990 de Klerk ended South Africa's nuclear weapons programme.'

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(b) Why did some people in South Africa oppose the changes being made by de Klerk?

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 supported the previous president.'

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

(One mark for each point)

e.g. 'P.W.Botha did not believe in democracy.'
'Afrikaner nationalists still believed in their superiority.'
'The desire for an independent Boer-Afrikaner republic.'
'Some thought the ANC was a communist group.'
'Some thought he was negotiating with terrorists.'

Level 3 Explains reasons [4–7]

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

e.g. 'There were individuals in 1990 who still considered the white man superior to blacks and the coloured community. P.W.Botha, the previous president, would not accept the idea of one man, one vote. He believed that coloured and black people could have their own assembly.'
'There were extreme individuals such as Eugene Terre'Blanche, who was the leader of the Afrikaner Weerstandsbeweging (Afrikaner Resistance Movement), who wanted to break away from the existing South Africa and form an independent Boer-Afrikaner republic. Members could not accept that in the eyes of the law white and black would be equal.'
'There were those who considered most members of the ANC as communists or terrorists and that there should not be any negotiations with them. They referred back to the time when police stations, military installations and public buildings were attacked by the ANC and similar groups.'

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(c) 'International condemnation of apartheid was the main reason for its collapse.' 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 the threat of violence.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The United Nations was often a lone voice.'
'Violence resulted from the oppressive measures.'
'Sports teams were boycotted.'
'International sanctions played their part.'

Level 3 Explanation of international condemnation OR other reasons [3–5]

e.g. 'South Africans have a great love of sport, especially rugby and cricket. From the early 1970s onwards, a worldwide boycott of South African sports teams meant that the country was isolated in the sporting world.'
'In the 1970s, international sanctions began to take effect and companies stopped investing in South Africa. The government realised they could no longer resist change.'
OR
e.g. 'During the mid-80s, the trade unions and the resistance movements increased pressure on the government with members of the ANC returning in secret to help local resistance. They began to attack military and police installations.'

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

Both sides of level 3.

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

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19 (a) Describe how German colonial rule affected Namibians.

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 Herero were unhappy with the way they were treated.'

Level 2 Describes events [2–5]

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

e.g. 'In 1884, Luderitz signed a protection Treaty with Chief Fredericks.'
'It protected the way of life of the Herero and established the right to build roads, telegraphs and railway lines.'
'Many Germans seized land against the conditions of the treaty.'
'The Germans stole the natives' cattle.'
'In 1888, Maharero declared the Treaty with the Germans invalid.'
'Germany sent troops to put down any resistance.'
'A fort was built at Windhoek to exercise greater control.'
'In 1898, a German decree ordered the setting up of reserves for Namibians.'
'The construction of a railway went through the heartland of the Hereros.'
'Namibians were forced to move without compensation.'
'German rule was oppressive and cruel.'

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(b) Why, after 1915, were Namibians unhappy with South African 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. 'South African rule was similar to German rule.'

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

(One mark for each point)

e.g. 'South Africa introduced new tax laws.'
'South Africa was trying to gain control.'
'The Rehoboth community had special rights.'

Level 3 Explains reasons [4–7]

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

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

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(c) 'Namibian independence was achieved by the people themselves.' 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 due to international pressure.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

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

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

e.g. 'The actions of the Namibian people were very important. Many peasants supported the guerrilla fighters offering them food and water, hiding places and protection for the injured. They were often dealt with brutally by the Koevoet police.'
OR
e.g. 'The actions of the UN were important. In 1973, the UN broke off talks with the South African government and declared that SWAPO was the true voice of the Namibian people. SWAPO was recognised as representing 'the nation in a state of becoming'. The Namibian people were thus given a voice.'

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

Both sides of level 3.

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

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20 (a) What problems faced Palestine in 1946?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Civil disruption.'

Level 2 Describes problems [2–5]

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

e.g. 'Large numbers of Jews wanted to go to Palestine.'
'The USA supported a state of Israel.'
'Palestinian Arabs did not want more Jews to settle.'
'Palestinian Arabs did not want separate states for Arabs and Jews.'
'The British did not want much immigration.'
'There were campaigns of violence by Irgun.'

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(b) Why was it difficult for the British government to deal with the issues in Palestine?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The British did not want to stay.'

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

(One mark for each point)

e.g. 'It was costing too much.'
'There was violence.'
'The pressure from Irgun.'
'There was a guerrilla campaign.'
'Because of its view of Zionism.'
'There were British deaths.'
'Britain had too many post war problems.'
'The new UNO should be able to handle the problem.'

Level 3 Explains reasons [4–7]

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

e.g. 'At the end of the Second World War, Britain was under great pressure to change its policy and allow in survivors of the holocaust. They refused and this brought about violent protest.'
'The Irgun deliberately attacked and killed British soldiers including the explosion at the King David Hotel. The violence from the Irgun was intended to persuade the British to leave.'
'Britain was finding it too expensive to keep large numbers of troops in Palestine. It had just fought a very costly war and was heavily in debt. It was embarking on a very costly programme of social reform at home. It needed to limit its commitments.'

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(c) 'The main reason for Israeli success in 1948–9 was because they were fighting for the survival of their new country.' 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. 'For many years, Jews knew they would have to fight for their own state.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Jews wanted their own state.'
'Jews could not afford to lose.'
'Jews had considerable military ability.'
'The USA gave its support.'
'There was considerable Arab disunity.'
'The Jews had strong leadership.'
'Many Jews had experience of fighting.'

Level 3 Explanation of fighting for survival OR other reasons [3–5]

e.g. 'Since the first World War, there had been strong Jewish groups demanding a separate state for the Jews. The Holocaust intensified this demand and made Jewish fighters more determined than ever to win the war.'
'If the Jews lost the war, Arab states would impose their authority in Palestine and Jews would be hounded out or remain a small minority.'
OR
e.g. 'About 25 000 Israelis had fought in the British Army in the Second World War and gained valuable experience in all aspects of warfare. It was the strength and experience of the Israeli Army which won the war.'
'Palestinian Arabs lacked strong, united leadership. Arab leaders were not united in their goals and each fought for their own interests, which often meant to gain a piece of Palestinian territory for themselves.'

Level 4 Explanation of fighting for survival AND other reasons [5–7]

Both sides of level 3.

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

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21 (a) Describe the crisis of May 1967 prior to the outbreak of war in June 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 the actions of Nasser which led to war.'

Level 2 Describes events [2–5]

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

e.g. 'Nasser wanted to remain leader of the Arab world.'
'Nasser was encouraged to take control of the Gulf of Aqaba by Syria.'
'The Israelis considered this an act of aggression.'
'Nasser tried to get Palestinian refugees back to Israel.'
'There were increasing threats from Syria.'
'Large numbers of Syrian troops were stationed in the Golan Heights.'
'The Syrian press and radio mounted a propaganda campaign of hate.'
'There was a dispute over farmland on the border.'
'Saudi Arabia and Jordan promised to defend Syria.'
'12 May, an Israeli general threatened to occupy Damascus.'
'13 May, USSR warned Egypt of Israeli troop movements on the Syrian border.'
'The UN forces were expelled from Egypt.'
'15 May, Nasser moved 100 000 Egyptian troops into Sinai.'
'19 May, Both Israel and Egypt further mobilized large reserves into Sinai.'
'22 May, Nasser closed the Straits of Tiran to Israeli shipping.'
'30 May, Hussein of Jordan signed a defence treaty with Egypt.'
'31 May, an Israeli delegation in Washington gained 'permission' to use force to open the Straits.'

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(b) Why did Egypt and Syria attack Israel in 1973?

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 no peaceful solution.'
'There had been continued fighting.'

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

(One mark for each point)

e.g. 'To remove Israel.'
'To win back land lost in 1967.'
'To regain honour and pride.'
'Israel would not give up the occupied territories.'
'Israel would not honour UN Resolution 242.'

Level 3 Explains reasons [4–7]

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

e.g. 'Sadat, who replaced Nasser after he died, wanted to win back Sinai from Israel and to end the frequent violent clashes across the Suez Canal between Israeli and Egyptian troops. These clashes cost money and lives.'
'The Syrians desperately wanted to win back the strategically important Golan Heights.'
'Sadat wanted to re-open the Canal as the Egyptian government was losing tolls and taxes whilst the Canal was closed. To do this, he needed Sinai to remove Israeli threats near the Canal.'
'Sadat wanted to gain American friendship as he knew it was unlikely that he could defeat the Israelis. He wanted the USA to persuade Israel to withdraw from Sinai. Sadat realised he had to take action because the Americans were too busy trying to end the war in Vietnam.'

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(c) 'Israel survived the three wars from 1956 to 1973 because of its military superiority.' 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 Israelis had to win to survive.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Israeli air force was superior.'
'The Israeli forces had excellent commanders.'
'The USA gave Israel support.'
'It received American supplies.'
'There was a lack of Arab co-ordination.'
'There were Arab mistakes.'

Level 3 Explanation of Israeli military superiority OR other reasons [3–5]

e.g. 'In the 6 Day War of 1967, the Israelis launched Operation Focus by a large scale air strike. The Israelis caught the Egyptian aircraft on the ground. They also destroyed the air forces of Syria, Iraq and Jordan. Over 400 aircraft were destroyed by the Israelis in two days.'
'With air superiority, the land campaign for the Israelis was equally successful in Sinai, the West Bank and the Golan Heights.'
OR
e.g. 'In 1973, Egypt hit first and caught the Israelis by surprise. The USA gave Israel support by airlifting emergency supplies of arms to enable a successful counter attack to take place.'

Level 4 Explanation of Israeli military superiority AND other reasons [5–7]

Both sides of level 3.

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

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22 (a) What changes were made in the textile industry to enable production to increase?

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 domestic system was dying out.'

Level 2 Describes events [2–5]

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

e.g. 'Cotton began to replace wool for clothing.'
'Cotton was easier to wash and keep its shape.'
'The Flying Shuttle speeded up hand weaving.'
'The Mule speeded up spun thread production.'
'The Power Loom speeded up weaving.'
'Factories and mills often put all processes under one roof.'
'These brought a strict timetable which made them efficient.'
'They used a shift system to increase production.'
'Water power powered early mills.'
'Steam engines were adapted for powering textile machinery.'

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(b) Why did the demand for coal increase significantly in the first part 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. 'Coal was being used more instead of wood.'

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

(One mark for each point)

e.g. 'The iron industry was growing.'
'Railways used large amounts of coal.'
'It was used as a source of power.'
'It was used in the home.'
'Gas lighting used coal.'
'The demand for weapons needed coal.'
'Wood was in short supply.'

Level 3 Explains reasons [4–7]

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

e.g. 'Factories were growing and they used coal fired steam engines to power the machinery. This can be seen especially in the textile mills to power the 'Mule' and the powered loom.'
'Railways used vast amounts of coal to drive the engines and the rails were made of iron using coal instead of charcoal, which was in short supply.'
'The population was growing rapidly with houses having coal fires to keep the houses warmer and drier.'

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(c) 'Technological developments were more successful than government legislation in improving conditions in coal mines.' 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. 'Progress was made with flooding and lighting.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Mines Act brought in restrictions to labour.'
'There were few inspectors.'
'Legislation did not cover safety issues.'
'The Safety Lamp prevented explosions.'
'Steam engines reduced flooding.'
'Pit props helped keep the roof up.'

Level 3 Explanation of technological developments OR government legislation [3–5]

e.g. 'The Mines Act of 1842 stopped females and young children from working underground. This meant that two sections of society were not exposed to underground dangers. Inspectors were not appointed until 1850. There was nothing in the legislation of 1842 or 1850 concerning safety issues.'
OR
e.g. 'Newcomen's beam engine helped reduce flooding, although Watt's engine was more efficient and reliable.'
'The Davy Lamp helped to prevent explosions as the flame was covered by gauze.'
'There was a great use of wooden pit props to keep the roof up and later in the century steel jacks withstood an increased load.'

Level 4 Explanation of technological developments AND government legislation [5–7]

Both sides of level 3.

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

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23 (a) Describe the organisation of the working classes in the early part of the nineteenth century.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The organisation of the working classes was hampered by the problem of the legality of unions.'

Level 2 Describes events [2–5]

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

e.g. 'At the start of the century, there were friendly societies.'
'These provided benefits to members at times of sickness and unemployment.'
'These were open to craftsmen and ordinary workers.'
'The Combination Acts were not withdrawn until 1824–5 and it was unclear whether unions could exist legally.'
'In the late twenties, the Lancashire spinners organised the National Association for the Protection of Labour.'
'In Yorkshire, a confederation of small combinations grew into a large union.'
'By 1833, the Builders' Union, centred in Lancashire and Birmingham, was spreading rapidly.'
'In 1834, the GNCTU was formed bringing working men from different industries into a single union.'

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(b) Why was the Grand National Consolidated Trades Union established?

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

Level 1 General answer lacking specific contextual knowledge [1]

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

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

(One mark for each point)

e.g. 'To protect workers.'
'To destroy the capitalist system.'
'To give labour a voice.'
'To form a large union.'

Level 3 Explains reasons [4–7]

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

e.g. 'In times of economical difficulty, employers tended to cut rates of pay or increase hours. The Union was formed to stop pay cuts and to reduce hours of work.'
'Some in the Union wanted to use Union funds so that workers could withdraw their labour for up to a month to destroy the capitalist system and some even wanted the government to collapse.'
'The Union was formed to give the labour force a greater say in the means of production.'
'To form one large union would give strength to the workers, which would make it more difficult for employers to 'pick off' workers.'

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(c) How far did unskilled workers benefit from membership of trade unions after 1870? Explain your answer.

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There were some hard fought victories.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'The Match-Girls had a striking success.'
'The dockers were successful.'
'The gas workers had improved conditions.'
'The NALU failed.'

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

e.g. 'Under the Trade Union Act of 1871, trade unions became full legal organisations and, as a result, their funds were legally protected from theft by officials.'
'The Match Girls of Bryant and May went on strike because of low wages and dangerous working conditions. A newspaper article got public opinion on the side of the match girls and their strike was successful in improving conditions.'
OR
e.g. 'The National Agricultural Labourers' Union was founded in 1872 and quickly had 100 000 members. The landowners were against unions and organised a lock-out in 1874. Many went on strike but, because of hardship, gave up the struggle. Many labourers lived in tied cottages and could be thrown out of their homes. The NALU collapsed.'

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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24 (a) What does the term 'imperialism' mean?

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 refers to links with land overseas.'

Level 2 Describes term [2–5]

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

e.g. 'The acquisition of an empire.'
'To take over a country for trade purposes, prestige or power.'
'The urge of a country to take over and develop a less advanced country.'
'The benefit would be to the country doing the acquiring.'
'A mixture of patriotism, pride and greed.'
'Progressive imperialism helps living standards and culture in the conquered country.'

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(b) Why did the various imperial powers treat their colonies differently?

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 different things from their colonies.'

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

(One mark for each point)

e.g. 'The French wanted equals.'
'Britain wanted control.'
'Belgium wanted the assets.'

Level 3 Explains reasons [4–7]

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

e.g. 'The French were prepared to treat the peoples of their territories as equals. They prided themselves on the way they tried to assimilate each of their territories into the French way of life.'
'Britain wanted the advantages of control without offending local people and so devised a system of indirect rule.'
'The Belgian method was one of harsh repression inflicted by officials which allowed King Leopold to amass a massive fortune.'

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(c) How far did European imperialism depend upon military force? 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 needed to secure possession.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'Technological developments in weaponry helped.'
'It was important for strategic military purposes.'
'It was needed to keep control.'
'Many chiefs and tribal leaders wanted trade.'
'They provided raw materials and food products.'
'They provided a market for manufactured goods.'

Level 3 Explanation of dependency on military force OR other reasons [3–5]

e.g. 'Imperialists were often seen as a foreign aggressor meddling in the internal affairs of another country. This could lead to attacks on officials. It was important that there was enough power to keep control.'
OR
e.g. 'Often local tribal leaders and chiefs saw that it was to their benefit to co-operate and not lead resistance. The imperialists often wanted to trade and they provided work to supply raw materials and exotic fruits. This could lead to an improved standard of living for the natives.'

Level 4 Explanation of dependency on military force AND other reasons [5–7]

Both sides of level 3.

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

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25 (a) What attracted missionaries and explorers to Africa in the nineteenth century?

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were attracted by the unknown.'
'It was known as the 'dark continent'.'

Level 2 Describes events [2–5]

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

e.g. 'To draw attention to the opportunities presented by hitherto unexplored territories.'
'They kept careful records of what they saw. They wanted to chart their progress through unmapped territory.'
'They went to spread Christianity.'
'They aimed to stamp out many evils they encountered.'
'They wanted to end slavery, barbaric punishments, sacrifices and heathen rites.'
'They wanted to impose what they considered to be right on other people.'

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(b) Why did Bismarck organise the Berlin Colonial Conference of 1884–5?

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 avoid conflict.'

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

(One mark for each point)

e.g. 'To avoid fighting over African colonies.'
'To avoid the exploitation of African colonies.'
'To abolish slavery.'
'To formalise the scramble for Africa.'
'To clarify the position of the Congo.'
'To regulate trade with Africa.'

Level 3 Explains reasons [4–7]

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

e.g. 'It was clear that by the 1880s Africa had abundant valuable resources such as gold, timber, land, markets and labour power. European interest increased dramatically.'
'With Stanley's charting of the Congo River Basin removing the last bit of terra incognita from European maps of the continent, it was easier to delineate the rough areas of British, Portuguese, French and Belgian control. The powers rushed to push these boundaries to their furthest limits.'
'Bismarck decided to call a Conference to bring some order to the mad scramble for colonies. Germany was now an imperialist power and wanted to gain any remaining territory not taken by Britain, France and Belgium.'

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(c) How far was Western imperialism of benefit to Africa and its peoples? 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 beneficial as Africa became more developed.'
'It introduced conflict.'

Level 2 Identifies AND/OR describes reasons [2]

(One mark for each point)

e.g. 'It gained cultural benefits.'
'New buildings appeared.'
'Trade developed.'
'Europeans made a lot of money.'

Level 3 Explanation of benefits to Africa OR harmful effects [3–5]

e.g. 'Africa gained the benefits of great civilisations with customs, languages, Christian religion, medicine and a sophisticated way of life.'
'They built for them roads, dams, schools and clinics.'
'Europeans opened mines and started plantations to produce cocoa, groundnuts, palm oil, rubber and other valuable cash crops.'
OR
e.g. 'Many traditions already existed before the Europeans including languages and religions. It was wrong for Europeans to assume theirs was a superior culture.'
'All Europeans wanted to do was to make as much money as possible. The wealth from minerals and crops produced was taken by the West.'

Level 4 Explanation of benefits to Africa AND harmful effects [5–7]

Both sides of level 3.

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

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