

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the June 2005 question paper

0470 HISTORY

0470/01

Paper 1, maximum raw mark 60

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

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

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Grade thresholds for Syllabus 0470 (History) in the June 2005 examination.

| | maximum mark available | minimum mark required for grade: | | | |
|-------------|------------------------|----------------------------------|----|----|----|
| | | A | C | E | F |
| Component 1 | 60 | 43 | 32 | 22 | 15 |

The threshold (minimum mark) for B is set halfway between those for Grades A and C.
The threshold (minimum mark) for D is set halfway between those for Grades C and E.
The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A* does not exist at the level of an individual component.

June 2005

IGCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0470/01

HISTORY
Paper 1

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APPLICATION OF THE MARK SCHEME

1. Use of the Mark Scheme

- 1.1. It is not possible to cover every possible type of response within a levels of response mark scheme and Examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- 1.2. Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half-marks must not be used.
- 1.3. The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response.
- 1.4. Be consistent from script to script and from batch to batch.
- 1.5. Indicate that all answers have been seen.
- 1.6. Do not transfer marks from one part of a question to another.
- 1.7. If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- 1.8. Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- 1.9. **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.**
- 1.10. Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

2. Marking

- 2.1. All marking should be in red.
- 2.2. The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.
- 2.3. At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.
- 2.4. The total mark for each question should be transferred to the front page of the script. The marks for the three questions should be totalled and indicated. The final total for the script should then be circled.
- 2.6. It is not necessary to tick the body of an answer and Examiners should refrain from doing so.
- 2.7. Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.

3. Assessment Objectives

- 3.1 The Assessment Objectives being tested in each part of a question are:
 - (a) recall, description
 - (b) recall, explanation
 - (c) recall, explanation and analysis.

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Section A

1 (a) What were the National Workshops?

Level 1 General answer

[1-2]

e.g. 'They were in Paris.'
 'They kept people busy.'
 'They attracted great numbers.'

Level 2 Describes the workshops

[2-5]

e.g. 'A place where the unemployed were given work.' (The picture shows tailors)
 'Places created by the Provisional Government of the Second Republic in February 1848.'
 'They provided pointless manual tasks.'
 'As a lot of people tried to take advantage they were expensive and were shut down in June 1848.'

(b) Why was there a revolution in France in February 1848?

Level 1 General answer

[1]

e.g. 'Because people were unhappy'.

Level 2 Identifies why

[2-4]

e.g. 'A fear of a return to 1789.'
 'The government had done nothing to help.'
 'To get what they had wanted before.'
 'Because of increased taxation.'

Level 3 Explains why

[4-7]

e.g. 'There was a fear of a return to 1789 as people demonstrated and put up barricades. They used the ideas of the French Revolution to justify taking power. This frightened many people.'
 'Many were unhappy with the government as they had done nothing about the economic depression that brought unemployment. Secondly many thought the government corrupt. (Financial and sexual scandal.)'
 'Some people wanted the republic they had failed to get in 1830.'
 'Taxpayers were unhappy at having to pay increased taxes for the National Workshops.'
 'The revolutionary government established by the people had used violence against the people in June.'

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- (c) 'The 1848 revolutions across Europe achieved nothing.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions

e.g. 'They achieved nothing because they failed.'

Level 2 Identifies impact

[2-3]

e.g. 'The revolutions provided lessons for the governments and their opponents.'

'The clash of aims made success impossible.'

'Demands were initially agreed to and then power regained.'

'Popular enthusiasm was short-lived.'

Level 3 Explains agreement or disagreement

[3-5]

Level 4 Explains agreement and disagreement

[5-7]

e.g. 'At first the revolution in Hungary looked as though it would be a success but the Magyar nationalists fought the Croat nationalists instead of joining together to win their independence from Austria. As a result the revolution led by Louis Kossuth was brutally suppressed.'

Longer term the brief period of Magyar rule was not in vain. By 1867 Magyar was the official language of Hungary, the Diet had regained much of its old importance and the March Laws were accepted. Hungary was now an equal partner with Austria.

'The liberals and nationalists wanted Austrians out of Italy for good. Charles Albert did not get the expected support and as a result he was heavily defeated. The Pope was driven from the Holy City. Charles Albert was defeated again and abdicated and Venice captured by Austria.'

'Revolutions spread across Germany and Liberals and nationalists met to draft a new constitution but failed. Prussian attempts to become leader of a united Germany were quashed by Austria.'

'In France the monarchy fell and socialists and republicans formed a provisional government giving the vote to all men over 21. Louis Napoleon became President and then assumed the power of dictator. The power of the new legislative body was severely limited. Napoleon III set about improving Paris by clearing slums, building sewers and providing piped fresh water. France was modernised - up to date farming methods, railways built and educational standards improved.'

Level 5 Explains with evaluation of 'how far'

[8]

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2 (a) Describe Northern attitudes to slavery that existed before the American War

Level 1 General answer

[1-2]

e.g. 'They did not want slaves.'
'They had abolished slavery.'

Level 2 Describes the attitudes

[2-5]

e.g. 'Opposed to the idea of slavery in any new territories that the Confederacy might acquire in the future.'
'Religious groups such as the Quakers were totally opposed.'
'Opposed to the introduction of slavery in the newly settled territories in the West.'
'To abolish slavery like every other civilised nation had done.'

(b) Why was the Ku Klux Klan formed?

Level 1 General answer

[1]

e.g. 'To spread fear and terror.'

Level 2 Identifies why

[2-4]

e.g. 'To provide a political organisation.'
'To fight for white rights.'
'To target blacks.'
'To protect the weak from wrong doing.'
'To provide a club for ex-Confederate soldiers.'
'So some could take the law into their own hands.'

Level 3 Explains why

[4-7]

e.g. 'The ex-Confederate soldiers saw themselves as a form of vigilante protecting white communities from the freed black people.'
'To target Republican carpetbaggers, southern scallywags and active educated black people active in the Republican cause.'
'They set out to persecute freed men trying to set up business in white areas or on their own land.'
'It was a political organisation working to re-establish the Democratic Party's hold over the south.'

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(c) How successful was Reconstruction? Explain your answer.

Level 1 Unsupported assertions

e.g. 'It must have been successful as slaves were freed.'

Level 2 Identifies what Reconstruction was/successes/failure [2-3]

e.g. 'The restoration of the eleven Confederate states to the Union.'
 'How the black slaves were dealt with.'
 'About civil rights.'
 'Dealing with the south after the Civil War.'
 'Blacks were not equal.'

Level 3 Explains success or failure [3-5]

Level 4 Explains success and failure [5-7]

e.g. **Restoration of government.**

'President Lincoln thought it was a presidential concern. He wanted to restore the Union as quickly as possible. In partially re-conquered areas he installed military government until enough citizens showed allegiance and accepted the abolition of slavery. The radicals were against, as they wanted a harsh settlement through confiscation of land. They believed the ex-slaves should have the same rights (vote) as white Americans. They feared a Democratic Party triumph. This caused the Wade-Davis Bill which Lincoln tried to veto but failed.'

Ex-slaves

'What to do with them? Lincoln supported the idea of colonisation. But this failed as the blacks refused. Re-distribution of confiscated land was not supported by Lincoln as he thought he would lose the support of the southern whites. This led to a variety of approaches and chaos.'

'President Johnson was opposed to black suffrage and black equality. This fuelled resentment, fear and insubordination.'

The southern governments were recognised and acknowledged the end of slavery. None enfranchised blacks. All introduced a 'black code' designed to keep blacks as second class citizens.'

Republican Rule

'New governments corrupt, undemocratic and using powers of patronage.'

'The transport system was renewed and public buildings built but the area did not keep pace with the industrial north and average income fell.'

'One of the successes was the development of black education allowing them to become doctors, lawyers, etc.'

Level 5 Explains with evaluation/judgement [8]

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3 (a) Describe the main features of the 1889 Meiji Constitution.

Level 1 General answer

[1]

e.g. 'It was a gift from the Emperor.'
'It was based on ideas from Europe.'

Level 2 Describes features

[2-5]

e.g. 'The legislature was called the Diet.'
'There was the House of Peers and the House of Representatives.'
'Both houses had power to veto legislation.'
'Supreme power rested in the hands of the Emperor and he had the right of veto.'
'Everyone had the right to free speech.'

(b) Why was the Anglo-Japanese alliance of 1902 important for Japan?

Level 1 General answer

[1]

e.g. 'It gave united strength.'

Level 2 Identifies why

[2-4]

e.g. 'A fear of other countries.'
'It gave prestige.'
'It gave security.'
'It recognised other relationships.'

Level 3 Explains why

[4-7]

e.g. 'Both Britain and Japan were fearful of Russia's ambitions in the Far East.'
'Britain was a very powerful nation and therefore it gave power and recognition to Japan in world politics.'
'It recognised the special interest in China and Japan's legitimate interest in Korea.'
(2 marks)
'Britain would come to Japan's assistance if they were attacked by more than one foreign power.'

(c) To what extent could Japan be considered a great power by 1914? Explain your answer.

Level 1 Unsupported assertions

[1]

e.g. 'They had a strong military.'
'They won major wars.'
'Other countries feared them.'

Level 2 Identifies reasons

[2-3]

e.g. 'The navy was developed.'
'The army was efficient.'
'Industry was in the hands of private investors.'
'The navy controlled the Pacific.'

Level 3 Explains agreement or disagreement

[3-5]

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e.g. 'The government began building up industry through the Ministry of Industry, which was financed, and ran coal mines, shipbuilding yards and textile mills.'

'In the 1880s economies meant that the government sold off most of their factories cheaply to private investors but they continued to prosper as the military began to develop.'

'Agriculture developed with the use of new methods, crops and fertilisers although poverty remained.'

'The navy continued to be developed, based on the British ideal with British warships and British trained officers.'

'A new imperial army was formed with conscription being introduced. It was efficient with modern arms.'

'They fought China over Korea in the 90s to test their strength and this resulted in a further strengthening of Japan as a Far Eastern power.'

'It also strengthened the military elements in the Japanese government as only serving officers could become Ministers of the Army and Navy.'

'Japan had imperialist ambitions in the Far East such as Formosa but Korea was the key. Russia was threatening this development by building the Trans-Siberian railway.'

'Japan's navy annihilated the Russian fleet but suffered appalling losses on land.'

'Japan's special interest in Korea was recognised and they had established themselves as a great power to the discomfort of the United States and Russia.'

'Britain agreed and signed an alliance with Japan in 1902 as a useful ally in the Pacific. It gave Japan prestige and security.'

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

4 (a) Describe the Alliance System which existed among European powers before 1914.

Level 1 General answer [1-2]

e.g. 'Europe was divided into two armed camps.'

'Started by Bismarck who feared French desire to regain Alsace-Lorraine.'

'The balance of power.'

'The Triple Alliance (1) and the Triple Entente (1).'

Level 2 Describes the System [2-5]

e.g. 'There was the Triple Alliance of Germany, Austria-Hungary and Italy.' (2 marks)

'There was the Triple Entente consisting of Britain, France (1904) and Russia (1907). (2 marks)

'France was concerned about the growth of German military power since they had been defeated in 1870.'

'Britain saw Germany as a threat to its Empire and navy.'

'Russia shared France's worries about the growth of Germany.'

'Italy wanted to build up power and an empire.'

(b) Why did the Moroccan crises of 1905 and 1911 increase tension between Germany and Britain?

Level 1 General answer [1]

e.g. 'Because the Kaiser was seen as a threat.'

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Level 2 Identifies why

- e.g. 'The Kaiser interfered over Morocco.'
- 'Britain and France stood together.'
- 'The Kaiser sent a gunboat to Agadir in 1911.'
- 'He was trying to gain land.'
- 'He was testing the Entente.'

Level 3 Explains why

[4-7]

- e.g. 'The Kaiser wanted to test the strength of the Entente and he visited Tangiers where in a speech (1905) he said 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.'
- 'The Kaiser, in 1911, 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.'
- 'Yet again he blamed Britain and backed down.'

(c) 'The most important reason why Britain went to war in 1914 was the German invasion of Belgium.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions

[1]

- e.g. 'Because of rivalry.'
- 'Morally bound to help friends.'

Level 2 Identifies reasons

[2-3]

- e.g. 'Naval rivalry with Germany.'
- 'Britain was closely allied to France and a lesser extent Russia.'
- 'The consequences of German European power.'
- 'Sympathy for Serbia.'
- 'Belgium and the 'scrap of paper'.'

Level 3 Explains Belgium or other reasons

[3-5]

Level 4 Explains Belgium and other reasons

[5-7]

e.g. **Belgium**

- 'This was the immediate reason for British entry. Belgium neutrality had been guaranteed in a future war by the Treaty of London.'
- 'Britain did not want a major country to invade Belgium and use it as a base to invade Britain.'
- The Schlieffen Plan meant that Germany would invade France through Belgium.'
- 'The Germans invaded Belgium, this annoyed the vast majority of British people who supported the British declaration of war.'

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Other reasons

- 'Britain's navy was vital to protect Empire, trade and invasion. It was the most powerful in the world but feared the German challenge.'
- 'An Anglo-German naval race developed with the Kaiser building up the strength of the German navy with the Dreadnought programme.'
- 'Britain feared German world domination. They already had the most powerful army.'
- 'The Alliance System created two rival armed camps. Britain and France had an Entente which brought them closer between 1904 and 1914.'
- 'Germany was giving cause for concern. An example of this was the attempt to build an Empire in Africa. Here the Kaiser challenged the French in Morocco and Britain supported the French.'
- 'The Bosnian Crisis of 1908-09 brought humiliation to Russia who drew closer to Britain.'
- 'Serbia was threatened by the Austrians but by the peace conference actually became twice as large and a greater threat.'
- 'The consequences of not intervening would be bad for Britain. If Germany defeated France then the Kaiser would dominate Europe and be a greater threat to Britain.'
- 'If the French won, the French would no longer trust Britain who would be left isolated.'

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

5 (a) What military restrictions were imposed on Germany by the Treaty of Versailles?

Level 1 General answer [1-2]

- e.g. 'The size of the armed forces was reduced.'
- 'The number of ships in the navy was reduced.'

Level 2 Describes restrictions [2-5]

- e.g. 'The army was limited to 100,000 men.'
- 'There was to be no conscription. All soldiers had to be volunteers.'
- 'Germany was not allowed tanks, submarines or military aircraft.' (Max 2 marks) (1 mark one/two; two marks for three)
- 'The navy could only have six battleships.'
- 'The Rhineland was demilitarised.'

(b) Why did the aims of the 'Big Three' at Versailles differ?

Level 1 General answer [1]

- e.g. 'The 'Big Three' were Wilson, Lloyd George and Clemenceau.'
- 'They were from different countries with different ideas.'

Level 2 Identifies why [2-4]

- e.g. 'Wilson wanted to use the Fourteen Points.'
- 'Clemenceau wanted security.'
- 'The French wanted revenge.'
- 'Lloyd George wanted to protect British interests.'

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Level 3 Explains why

e.g. 'Wilson had his 'Fourteen Points'. He wanted these to be the basis for peace. Versailles he was forced to compromise as others were less idealistic.'
 'He was weakened by lack of support back home.'
 'Clemenceau wanted France to be secure from future German attacks. This meant weakening Germany and reducing its military strength.'
 'The French wanted revenge on Germany for the destruction the war had caused.'
 'Lloyd George wanted to protect British interests but was aware that treating Germany too harshly would store up trouble for the future.'
 'He had however promised the British people that he would 'squeeze the German lemon until the pips squeaked.'

(c) How successful was the League of Nations in the 1920s? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Very because it settled disputes between nations.'

Level 2 Identifies success/failure [2-3]

e.g. 'It resolved the Aaland Islands dispute.'
 'It arranged to help Austria and Hungary financially.'
 'It settled a dispute over Upper Silesia.'
 'It settled a dispute between Greece and Bulgaria.'
 'It failed in Lithuania.'
 'It failed with Corfu.'
 'Failed to bring about disarmament.'

Level 3 Explains successes or failures [3-5]

Level 4 Explains successes and failures [5-7]

e.g. Successes

'Both Sweden and Finland claimed the Aaland Islands and were ready to fight. The L of N decided they should be awarded to Finland and this was accepted by Sweden. War was avoided.'
 'Austria and Hungary faced bankruptcy after the war. The League arranged international loans to aid recovery.'
 'Upper Silesia was a plebiscite area wanted by both Poland and Germany. The L of N decided to share the area and this was accepted.'
 'The Greek-Bulgaria border was a source of tension and the Greeks invaded in 1925. The League condemned the Greeks and pressured them to withdraw. This they did.'

Failures

'Vilna was claimed by Lithuania and Poland. Vilna was occupied by Polish forces. The League tried to negotiate but failed. League members were not willing to supply armed forces and Britain and France saw Poland as a barrier against Germany and Russia. And did not want to upset Poland.'
 'Five Italians were killed on the Greek side of the Greek-Albanian border. Mussolini demanded compensation from the Greek government. He did not get it and attacked Corfu. The League would not condemn Italy and put pressure on the Greeks for an apology. Britain and France did not want to upset Mussolini.'

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

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6 (a) What were the aims of Hitler's foreign policy?

Level 1 General answer

[1]

- e.g. 'To restore German pride.'
- 'To make Germany a world power.'
- 'Rearmament.'
- 'Recover lost land.'
- 'Create a greater Germany.'

Level 2 Describes aims

[2-5]

- e.g. 'To establish a large empire in Eastern Europe where pure Aryan Germans would live.'
- 'Anschluss with Austria.'
- 'To regain the Saar and re-militarise the Rhineland.'
- 'To destroy the USSR and those who believed in communism.'
- 'To unite all German speaking people.'
- 'To remove the Treaty of Versailles.'

(b) Why was Hitler's foreign policy successful up to 1938?

Level 1 General answer

[1]

- e.g. 'Because he was not opposed.'
- 'He was a gambler.'

Level 2 Identifies why

[2-4]

- e.g. 'Britain was pre-occupied.'
- 'Britain still felt guilty over the harsh peace terms of 1919.'
- 'He formed Treaties and agreements that allowed him to develop.'
- 'Because of appeasement.'
- 'The League of Nations had failed.'

Level 3 Explains why

[4-7]

- e.g. 'Under the Treaty of Versailles the Saar was placed under the League of Nations control. In 1935 a plebiscite was held which gave an overwhelming vote for the return to Germany. This was a tremendous propaganda success.'
- 'Germany re-occupied the Rhineland. They thought the French would resist but this did not happen.'
- 'Britain, France and Italy formed the Stresa Front condemning German re-armament but were not prepared to take any action.'
- 'The Anglo-German Naval treaty allowed Germany to increase its navy. This allowed Germany to ignore the restrictions in the T of V.'
- 'The Rome-Berlin Axis allowed closer working relationships allowing Hitler to test his new military equipment in the Spanish Civil War.'
- 'Neither Britain or France wanted to fight over Czechoslovakia and followed a policy of appeasement giving Hitler what he demanded.'
- 'The L of N, after Abyssinia, was not in a position to stop Hitler.'
- 'He used troops in Austria to ensure the plebiscite went his way.'
- 'B and F concentrating on the Depression and Hitler seized his chance.'
- 'B and F considered communism a greater threat and needed Hitler.'

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- (c) How far was the Nazi-Soviet Pact (1939) responsible for causing war in 1939?
Explain your answer.

Level 1 Unsupported assertions

e.g. 'It was because war followed very quickly.'

Level 2 Identifies reasons for war

[2-3]

e.g. 'The Nazi-Soviet Pact gave Hitler a link to the USSR.'
'Germany's developing military strength.'
'Invasion of Poland.'
'Appeasement did not work.'
'The League of Nations had failed.'
'Isolationist policy of USA.'

Level 3 Explains Pact or other reasons

[3-5]

Level 4 Explains Pact and other reasons

[5-7]

e.g. **Nazi-Soviet Pact**

'Stalin and the USSR were the key to Poland. Hitler was determined to avoid war on two fronts and was prepared to make an agreement with Stalin.'
'Stalin could also have chosen Britain and France but thought he would get part of Poland.'
'Hitler could now invade Poland without any interference from Stalin.'
'The pact left Britain and France to fight Germany alone. Hitler did not believe they would go to war over Poland.'

League of Nations

'The Great Depression affected the League. Britain did not want to get involved sorting out international disputes while its economy was suffering. Japan wanted to improve its economy and invaded Manchuria. Italy invaded Abyssinia.'
'The League's main weapon was sanctions. They were unwilling to impose meaningful ones against powerful countries such as Italy.'
'The failure of the League to act against Japan and Italy led to its demise.'

Long-term consequences of peace treaties

'Germany was resentful and determined to reverse the terms.'
'The impact of the treaties and the Great Depression brought military extremists to power.'
'Unemployment in Germany led to the growth of power of the Nazi party who made no secret of the desire to overthrow the T of V.'

Hitler's policies

'His rise to power was assisted by his promise to destroy Versailles Treaty.'
'Hitler left the League and immediately began to re-arm.'
'In 1936 he re-militarised the Rhineland against the terms of the Treaty.'
'There then followed the agreement to Hitler's demand for the Sudetenland and despite the promise of no war Hitler took over the rest of Czechoslovakia. This could not be justified.'



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Britain and France

'The Anglo-German Naval Treaty of 1935 allowed Germany to increase its navy to uphold the terms of the Treaty.'

'B and F followed a policy of appeasement but this failed as it allowed Hitler to take what he wanted. It did however gain time.'

'They had encouraged Hitler as they saw him as a barrier to USSR.'

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

7 (a) What was the 'iron curtain'?

Level 1 General answer [1-2]

e.g. 'A term introduced by Churchill.'

'The idea of west v east.'

Anything from the source

Level 2 Describes what it was [2-5]

e.g. 'The border between the Soviet-controlled countries and the West.'

'USSR dominated countries following Potsdam.'

'A guarded border.'

'The mythical division of Europe into two halves.'

'Separation of free democratic states from communist dominated ones.'

'A denial of freedom and democracy.'

(b) Why was Marshall Aid offered to countries in Europe?

Level 1 General answer [1]

e.g. 'To help America.'

Level 2 Identifies why [2-4]

e.g. 'Because of the Containment Policy.'

'To halt communism.'

'To restore economies.'

'To improve trade.'

Level 3 Explains why [4-7]

e.g. 'To help the USA stem the flow of communism which they thought developed through poverty.'

'Truman did not want to use soldiers; he wanted to attack 'misery and want'.'

'To restore economies affected by war so as to provide trading opportunities for American companies.'

'Countries struggling to recover from the effects of war were vulnerable to communist take over.'

(c) 'The Berlin Blockade brought Europe close to war.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'No, as neither side could afford to cause war.'

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Level 2 Identifies issues

- e.g. 'There was tension over the zones of occupation.'
- 'Stalin thought changes were a threat to the Soviet Union.'
- 'A new currency was introduced.'
- 'The West called Stalin's bluff.'
- 'Stalin backed down.'
- 'NATO was formed.'

Level 3 Explains agreement or disagreement [3-5]

Level 4 Explains agreement and disagreement [5-7]

- e.g. 'There had been tension since the division of Berlin into zones of occupation as the western zones were completely surrounded by communist territory.'
- 'There was a difference over opinion as the West wanted to help economic recovery whilst Stalin wanted a weak Germany. This was a threat to Soviet security.'
- 'Stalin cut road and rail links. If the west tried to break the blockade it could mean war. But they could not afford to given in to Stalin. The West decided to fly in supplies.'
- 'This put the ball back in Stalin's court. He hoped it would fail as to fire on the planes would be an act of war.'
- 'To further discourage Stalin the Americans stationed B29 bombers in Britain putting the Soviet Union within range of the atomic bomb.'
- 'Stalin had tested the resolve of the West and failed.'
- 'NATO was formed and this military organisation was a direct challenge to the Soviet Union.'
- '1948 was election year in the USA so Truman might have not wanted a war but could not appear to be soft with the Soviet Union.'

Or

Other reasons explained e.g. Marshall Plan, weapons and USSR attitude.

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

8 (a) Describe the USA's response up to 1961 to Castro's takeover of Cuba.

Level 1 General answer [1-2]

- e.g. 'It took action to bring Castro into line.'
- 'To starve Castro into submission.'

Level 2 Describes response [2-5]

- e.g. 'The USA banned the buying of sugar.'
- 'The USA banned all trade with Cuba.'
- 'Diplomatic relations were cut off.'
- 'Kennedy supported an attempted invasion by Cuban exiles.'
- 'The exiles were trained by the CIA and received weapons from them.'
- 'The invasion was a disaster and Kennedy was humiliated.'

Allow up to two marks for description of Bay of Pigs incident.

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(b) Why was the USA concerned about Soviet Missiles in Cuba?

Level 1 General answer

e.g. 'Because they were too close.'

Level 2 Identifies why

[2-4]

e.g. 'They were close, and therefore a threat to the USA.'
 'Communism could spread.'
 'A nuclear attack could be imminent.'
 'Because of the sphere of influence.'
 'It gave strength to Cuba.'
 'It was a challenge to Kennedy.'
 'It was a threat to world peace.'

Level 3 Explains why

[4-7]

e.g. 'If the bases became operational much of the USA would be brought in range of a Soviet missile attack.'
 'It increased the fear of the spread of communism in the region where Cuba had already become communist.'
 'When they were found the most advanced were within seven days of being capable of launching missiles.'
 'Because they felt that Khrushchev was gaining the upper hand being so close and that the missile gap was closing.'
 'The USSR wanted bargaining power to get the USA to remove its missiles from Turkey.'
 'It was a threat to US supremacy in the arms race.'

(c) 'There was never any real risk of war over Cuba.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions

[1]

e.g. 'I agree it was just a test of strength.'

Level 2 Identifies intentions

[2-3]

e.g. 'A risky Soviet Strategy.'
 'So Khrushchev could bargain.'
 'So Khrushchev could test the USA.'
 'So the USA would start a war.'
 'Khrushchev wanted the upper hand.'
 'Cuba had asked for help.'
 'USA needed to avoid warlike actions.'
 'USA could do nothing.'
 'He could blockade.'

Level 3 Explains agreement or disagreement

[3-5]

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Level 4 Explains agreement and disagreement

e.g. Soviet Motives

'Khrushchev wanted the missiles to bargain. He could then agree to remove them in return for some American concessions such as the missiles in Turkey.'

'In the context of a strained Cold War the missiles were designed to see how strong the Americans really were. Would they back off or face the issue?'

'It was a risky strategy if Khrushchev wanted to trap America and draw them into a nuclear war.'

'The Soviet Union wanted to ensure that the USA did not launch the first strike.'

'It was a genuine attempt to defend Cuba at the request of Castro.'

USA Defence

'Kennedy would not need to do anything as he had the greater nuclear capability and he should therefore not over-react.'

'If the USA were seen to back down it could be seen as a sign of weakness and hand the initiative to the Soviets.'

'If he attacked to destroy the bases it could be seen as an act of war and cause a nuclear war.'

'By blockading he stopped the military supply to Cuba and put the onus back on Khrushchev.'

'Kennedy was under pressure from different groups in his own administration who wanted different approaches. It might be argued he was in a no win situation.'

Level 5 Explains with evaluation of 'how far'

[8]

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Section B

Depth Studies

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

Level 1 General answer

[1-2]

e.g. 'It was a rebellion.'
'The Freikorps were to disband.'

Level 2 Describes the Putsch

[2-5]

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

(b) Why was there an economic crisis in Germany in 1923?

Level 1 General answer

[1]

e.g. 'Because people could not afford to live.'

Level 2 Identifies why

[2-4]

e.g. 'Money was worthless.'
'There were too many bank notes.'
'Because of reparations. Failed to pay.'
'Prices were rising.'
'Because of hyperinflation.'
'The occupation of the Ruhr.'
'Because of passive resistance.'

Level 3 Explains why

[4-7]

e.g. 'The German mark lost all value as a result of hyperinflation.'
'The government printed so much money that it became worthless.'
'Germany had to send large quantities of goods to France and Belgium as part of the reparations payment. There were not enough goods and prices rose. The government then printed more money.'
'The government printed more money to pay reparations and the workers of the Ruhr. This made inflation worse.'
'With so much money in circulation prices rocketed and money was worthless.'

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- (c) 'Hyperinflation was a disaster for Germany.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions

e.g. 'No, things eventually got better.'

Level 2 Identifies impact

[2-3]

e.g. 'The mark lost all value.'
 'The government simply printed more money.'
 'Money was worthless.'
 'Businesses failed.'
 'Savings were wiped out.'
 'It was not a disaster for those in debt or farmers.'
 'There was political instability.'

Level 3 Explains agreement or disagreement

[3-5]

Level 4 Explains agreement and disagreement

[5-7]

e.g. **Short-term**

'Old people living on fixed pensions found them worthless.'
 'Those who relied on savings found them worthless.'
 'Many middle-class people saw their businesses and savings destroyed.'
 'Those with debts or loans could repay them at a fraction of the cost.'
 'Many rich businessmen were able to take advantage by taking over smaller companies that were going bankrupt.'
 'Farmers benefited from the rise in prices.'

Stresemann

'Hyperinflation had done great political damage to the Weimar government and Stresemann had to take action by replacing the worthless mark.'
 'This brought new confidence. He was able to negotiate with the USA over reparations and gained loans to rebuild German industry.'
 'Germany was allowed back into the international community and they joined the League of Nations.'
 There was a cultural revival through the theatre, painters and literature.'
 'Many thought he was too eager to co-operate with the 'enemy' and this encouraged extremists such as Hitler to seek power.'
 'Some argued that the new cultural was unpatriotic and did not celebrate traditional values.'
 'Economic prosperity was largely based on foreign loans.'
 'Political prosperity was wafer thin with no overall majority for one party in the Reichstag.'

Level 5 Explains with evaluation of 'how far'

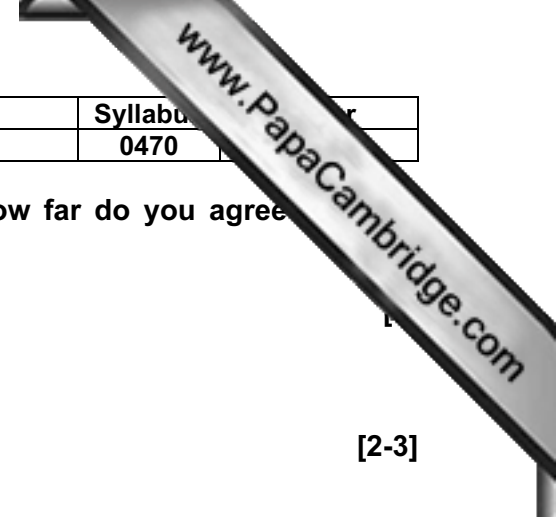
[8]

- 10 (a) Describe the changes the Nazis made to education in schools.

Level 1 General answer

[1-2]

e.g. 'The Nazis controlled education.'
 'Education pushed Nazi views.'



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Level 2 Describes changes

- e.g. 'They dictated which subjects were to be taught and made sure that Nazi ideology and racial beliefs were included in the teaching of subjects.'
- 'Text books were re-written to conform to Nazi beliefs and racial purity.'
- 'Subjects like History and Biology became important.'
- 'For the girls emphasis was placed on domestic life and role.'
- 'Teachers were forced to swear an oath of loyalty to Hitler and join the Nazi Teachers' League.'
- 'Sport was developed.'

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

Level 1 General answer **[1]**

- e.g. 'Because of hatred.'
- 'To maintain the German race.'

Level 2 Identifies why **[2-4]**

- e.g. 'Because they were superior.'
- 'Some were not worthy of respect.'
- 'Because Germany lost the war.'
- 'Because they were Aryans.'
- 'Their race was the master race.'

Level 3 Explains why **[4-7]**

- e.g. 'Nazis believed they were the master race (Aryan) and that other races were inferior.'
- 'Nazi propaganda blamed the Jews for the defeat in the First World War.'
- 'The Nazis persecuted other groups including homosexuals and mentally disabled as they did not match up to the master race.'
- 'Because of the Nazi belief in extreme pride in racial background.'
- 'Communists were accused of undermining Germany's efforts in the First World War.'

(c) 'Young people in Germany did not support the Nazi regime.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **[1]**

- e.g. 'They were forced to accept.'

Level 2 Identifies activities **[2-3]**

- e.g. 'Many joined the Hitler Youth.'
- 'Those who opposed joined the Edelweiss Pirates.'
- 'There was much indoctrination.'

Level 3 Explains agreement or disagreement **[3-5]**

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Level 4 Explains agreement and disagreement

e.g. 'The Hitler Youth was founded in 1926. By 1939 it had over seven million members, the vast majority of young Germans. It was used to prepare boys and girls for their roles in life. Many were happy to join as other associations were banned and this offered many activities.'

'The League of German Maidens offered domestic skills and preparation for motherhood.'

Many were happy to join as there were few other organisations for them. Many enjoyed the activities such as camping and the sports.'

'In 1936 membership of the Hitler Youth was made compulsory although some young people were reluctant to join. About 1 million failed to join. Many joined the Catholic Youth organisation rather than the Hitler Youth.'

'In schools children were indoctrinated into Nazi ideals and racial beliefs.'

'In the late 1930s gangs began to appear on street corners. They had their own music and looked for Hitler Youth members to beat them up.'

'Some gangs considered themselves part of a wider group called the Edelweiss Pirates. They were anti-authority and anti-Nazi. During the war they helped deserters and escaped prisoners.'

'The 'Swing' movement was mainly middle-class teenagers. They listened to American and English music preferring jazz to regimentation. They accepted Jews at their clubs.'

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

11 (a) Describe the events of Bloody Sunday?

Level 1 General answer **[1-2]**

e.g. 'It was a demonstration.'

'People were killed.'

'It took place on 22nd January 1905.'

Level 2 Describes Bloody Sunday **[2-5]**

e.g. 'It was a mass demonstration in St. Petersburg.'

'The marchers were led by Father Gapon and intended to march to the Tsar's Winter Palace.'

'The crowd were attacked by soldiers and mounted Cossacks. Official figures showed about 100 were killed others place it as high as 200. 'There were many injured.'

'Public outrage plunged Russia into full-scale revolt.'

(b) Why did revolution break out in Russia in 1905?

Level 1 General answer **[1]**

e.g. 'There was unrest.'

Level 2 Identifies why **[2-4]**

e.g. 'Because of defeat in war.'

'There was a demand for reform.'

'Because of Bloody Sunday.'

'Control was repressive.'

'Government was weak (corrupt).'

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Level 3 Explains why

- e.g. 'The Russians were expected to win the war against Japan but suffered a disastrous defeat. This was humiliating.'
- 'Middle classes demanded political reform including a constitutional monarch.'
- 'The Tsar was unpopular and his government weak and incompetent.'
- 'Conditions for working people became worse because of increased prices and food shortages.'
- 'Because the troops opened fire on the Bloody Sunday marchers, killing and injuring hundreds.'
- 'The use of the Okhrana, and its methods of repression, was hated by the Russian people.'

11 (c) 'The Tsar survived the 1905 revolution only because he issued the October Manifesto.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

- e.g. 'Yes, as this was the basis of restoring order.'

Level 2 Identifies reasons [2-3]

- e.g. 'The Manifesto divided the opposition.'
- 'The Tsar offered concessions.'
- 'Soviet leaders were exiled.'
- 'The war with Japan had ended.'
- 'The revolutionaries were not co-ordinated.'

Level 3 Explains agreement or disagreement [3-5]

Level 4 Explains agreement and disagreement [5-7]

- e.g. 'He issued the October Manifesto which promised that elections would be held and a parliament called the Duma established.'
- 'It also offered freedom of speech and the right to form political parties.'
- 'This was what the middle classes wanted. They had become alarmed by the growing power and influence of the revolutionaries in the soviets and wanted the revolution to come to an end.'
- 'By splitting his opponents, the Tsar was able to regain control.'
- 'Many of the Soviet leaders were arrested and exiled to Siberia. This led to serious street fighting in Moscow but these were crushed by the army.'
- 'The end of the war with Japan released troops who remained loyal to the Tsar. They dealt with disturbances and ruthlessly put down rebellions in the countryside.'
- 'The opposition was not co-ordinated. There was no one party which led the revolution and co-ordinated the strikes, Soviets and peasant uprisings.'

Level 5 Explains with evaluation [8]

12 (a) What was the New Economic Policy?

Level 1 General answer [1-2]

- e.g. 'A policy introduced by Lenin in 1921.'
- 'A relaxation of government control.'

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Level 2 Describes the policy

- e.g. 'A return to the ideas of capitalism.'
- 'Large industry would stay in state hands.'
- 'Small businesses and agriculture put back into private hands.'
- 'People could sell their goods for a profit.'
- 'It ended the practice of requisitioning grain.'
- 'An incentive to the peasants to produce more food.'

(b) Why was Stalin able to defeat Trotsky in the leadership contest?

Level 1 General answer

[1]

- e.g. 'He had the greater appeal.'

Level 2 Identifies why

[2-4]

- e.g. 'Stalin's ideas were more popular.'
- 'Trotsky was not popular.'
- 'Stalin was manipulative.'
- 'He was General Secretary.'

Level 3 Explains why

[4-7]

- e.g. 'Trotsky was not popular with the Politburo and the old Bolsheviks as he had not joined the party until 1917 having been a Menshevik. He was mistrusted.'
- 'Kamenev and Zinoviev disliked Trotsky and disagreed with his political views.'
- 'Trotsky underestimated Stalin because he appeared dull and hard working.'
- 'Stalin built up a power base. He was General Secretary and appointed officials who supported him.'
- 'Stalin successfully presented himself as Lenin's close follower such as chief mourner at his funeral.'
- 'Stalin was a clever tactician playing one group off against the other in the Politburo.'
- 'Stalin's idea for the future was more popular. He promoted 'socialism in one country'. Trotsky believed in 'permanent, or world revolution'.'

(c) 'Sending people to labour camps was the most effective way Stalin controlled the people of Russia.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions

[1]

- e.g. 'It was effective as people disappeared.'

Level 2 Identifies reasons

[2-3]

- e.g. 'People were sent to the camps in Siberia.'
- 'People were dealt with without trial.'
- 'Stalin used propaganda to create a view of himself.'
- 'There was no freedom of speech and censorship was strong.'
- 'Education was changed.'
- 'Stalin used the purges and the show trials.'
- 'The Cheka was used to destroy opponents.'

Level 3 Explains agreement or disagreement

[3-5]

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Level 4 Explains agreement and disagreement

e.g. 'Stalin was leader of a totalitarian state. There were no human rights. Millions were imprisoned in labour camps (gulags) often on suspicion - 3million by 1939. They were sent there if they were thought to be a threat. They did not have a trial. They were forced to do hard manual work with little food throughout the Russian winter.'

'Stalin made great use of propaganda. Radio films and newspapers were all controlled by the state. Pictures and statues of him helped in the creation of the 'cult of Stalin'.'

'Censorship was strong. History was rewritten and books were changed or destroyed.'

'Children were taught that Stalin was the 'Great Leader'. They learned Stalin's version of history.'

'Christian leaders were imprisoned and churches closed down.'

'Under the new constitution of 1936 the Communist Party kept control of central government and of each republic.'

'Stalin launched the purges to get rid of those he did not trust in the top Party membership including Zinoviev and Kamenev. This was followed by the Great Terror and show trials.'

'The secret police (Cheka) was used by Stalin to hunt down and destroy his opponents and terrorise ordinary people into obedience.'

Level 5 Explains with evaluation **[8]**

13 (a) Describe the main problems facing farmers in the 1920s.

Level 1 General answer **[1-2]**

e.g. 'Prices fell.'

'Crops were wasted.'

Level 2 Describes problems **[2-5]**

e.g. 'Farmers were over producing. The USA could not eat all that was produced nor could it export enough and so prices fell.'

'As prices fell, farmer's incomes fell.'

'Many farmers borrowed money but as times got worse could not repay loans and so their farms were seized.'

'Rural areas did not benefit from the boom. Few farms had amenities such as electricity or mains water.'

'The south was worse where there was over-reliance on one crop.'

(b) Why did some US industries not benefit from the 'boom' of the 1920s?

Level 1 General answer **[1]**

e.g. 'Because they had traditional approaches.'

Level 2 Identifies why **[2-4]**

e.g. 'The traditional industries lost markets.'

'People spent their money on cheaper products.'

'Cleaner fuels were used.'

'World trade declined.'

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Level 3 Explains why

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

(c) To what extent was the 'boom' of the 1920s caused by new industries and new methods of production? Explain your answer.

Level 1 Unsupported assertions [1]

- e.g. 'Yes it was as sales increased for the new goods.'

Level 2 Identifies reasons [2-3]

- e.g. 'Goods were mass produced.'
- 'Roads were built.'
- 'Consumer goods were widely available.'
- 'Government policy encouraged growth.'
- 'The availability of electricity increased demand.'
- 'Wages rose and hire purchase was available.'
- 'Advertising was used.'

Level 3 Explains agreement or disagreement [3-5]

Level 4 Explains agreement and disagreement [5-7]

- e.g. 'The use of assembly line (mass production) methods, pioneered by Henry Ford, made it cheaper to manufacture goods than use hand methods.'
- 'The emergence and expansion of the motor industry stimulated other industries such as steel, rubber and glass. Roads had to be built thus creating jobs in the construction industry. The oil industry was boosted by the demand for petrol.'
- 'Newer industries emerged including the production of electrical goods. Consumer goods such as radios, washing machines and fridges become widely available because of mass production and the availability of electricity.'
- 'The chemical industry developed new materials such as rayon, bakelite and cellophane.'
- 'Around this time people had more money to spend as wages doubled. At the same time prices were steady or actually falling because of mass production.'
- 'The government followed a policy of non-interference and low taxes to stimulate growth.'
- 'Hire purchase became widely available allowing the buying of goods on credit.'
- 'Growth was stimulated by widespread advertising in mail order catalogues, posters, radio and cinema commercials.'

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

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14 (a) Describe the social consequences of the Wall Street Crash.

Level 1 General answer

[1]

e.g. 'People were destitute.'
'Life was harsh with little hope.'

Level 2 Describes social consequences

[2-5]

e.g. 'There was no welfare state so those made unemployed faced ruin.'
'Families lost their home or were split up.'
'Males had to search for work.'
'The unemployed relied on charity with queues waiting for food.'
'The homeless built shanty towns of scrap metal and tents.'
'Numbers of unemployed increased daily.'

(b) Why did the Wall Street Crash happen?

Level 1 General answer

[1]

e.g. 'Because of a loss of confidence.'
'There was panic.'

Level 2 Identifies why

[2-4]

e.g. 'Because of credit buying.'
'Because of speculation.'
'Economy slowing down.'
'Share prices stopped going up.'
'Speculators tried to sell to save something.'

Level 3 Explains why

[4-7]

e.g. 'Americans bought shares on the stock market to make a profit. As more shares were bought share prices kept rising. People bought shares on credit expecting to sell them for a profit. This is called speculation.'
'People were allowed to buy 'on the margin' where they paid only a small percentage of the real price. Then re-selling at a profit and paying of the balance.'
'In 1928 shares prices did not rise as much as the economy was slowing down. Some speculators began to sell.'
'In October 1929 the fall in share price brought panic. Prices plunged and investors tried to cut their losses. Thousands lost everything as share prices continued to fall.'

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

Level 1 Unsupported assertions

[1]

e.g. 'He won because the people did not want Hoover.'

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Level 2 Identifies reasons

e.g. 'Roosevelt offered hope.'
 'He promised relief for the people.'
 'People knew his record.'
 'Hoover had failed to deal with the Depression.'
 'Hoover became unpopular and his name was linked to the social effects of the Depression.'
 'Hoover lost people's confidence by the way he treated the Bonus Marchers.'

Level 3 Explains agreement or disagreement [3-5]

Level 4 Explains agreement and disagreement [5-7]

e.g. **New Deal**

'Roosevelt promised a 'New Deal' for the American people. He outlined policies which would provide jobs and relief for the poor and the unemployed.'
 'He promised action to help industry and agriculture and to resolve the banking crisis.'
 'Although Roosevelt offered a 'New Deal' it was not entirely clear what this meant but he had other qualities which people liked.'

Reputation

'Roosevelt had gained a reputation as governor of New York for helping the state's unemployed by using public money to fund job creation schemes.'
 'People were impressed by Roosevelt's energy and determination to do something. He offered optimism and hope and was seen as a fighter having battled polio.'

Hoover

'Hoover had failed to deal with the Depression and was unpopular. He believed the economy would recover by itself.'
 'Hoover was unpopular and his name became associated with the effects of the Depression. Shanty towns for the unemployed were called 'Hoovervilles'.
 'Unemployment reached 25% by 1933 with many plunging into poverty. There was no system of unemployment benefit.'
 'The government lost support, and looked heartless and uncaring, over its treatment of the Bonus Marches, homeless veterans of the armed forces.'
 'The Republican government made matters worse by introducing higher tariffs on imports and other countries retaliated through the US export trade.'

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

15 (a) Describe the changes in agriculture brought by Communist rule before 1958.

Level 1 General answer [1-2]

e.g. 'The landlords as a class were wiped out.'
 'Farmers became wage earners.'

Level 2 Describes the changes [2-5]

e.g. 'Under the Agrarian Reform Law of 1950 land was taken from the landlords and shared out amongst the peasants.'
 'Grain production reached a record high by 1952.'
 'In 1952 groups of peasants were encouraged to join together into co-operatives.'
 'Under this scheme they kept their own land but shared animals and labour.'

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(b) Why did Mao introduce the Great Leap Forward?

Level 1 General answer

e.g. 'China was falling back into its old ways of power.'

Level 2 Identifies why

[2-4]

e.g. 'Mao wanted workers and peasants to have control.'
 'China's manpower was not being used effectively.'
 'To increase industrial output.'
 'To increased farm produce.'
 'To solve unemployment.'

Level 3 Explains why

[4-7]

e.g. 'After ten years of communism, Mao saw a middle-class running factories, business and education. For him it was too much like the old ruling Mandarin class under the emperors. He wanted a revolution to hand back power to the peasants and workers.'
 'Despite the successes of the first five-year plan China's vast source of manpower was not being used effectively. There was unemployment in the cities and in the countryside most peasants had little to do between harvesting and sowing.'
 'China needed to raise enough money to build more industry. This was to be done by taxing the increased production from farms.'

(c) How far had Mao made China a stronger country economically by 1961? Explain your answer.

Level 1 Unsupported assertions

[1]

e.g. 'No, because new policies had to be introduced.'

Level 2 Identifies changes

[2-3]

e.g. 'Inflation was reduced.'
 'Production in industry exceeded expectations.'
 'The Great Leap Forward did not work.'

Level 3 Explains agreement or disagreement

[3-5]

Level 4 Explains agreement and disagreement

[5-7]

e.g. **China in 1949**
 'When Mao took over China industrial production was down 50% on the best pre-war figure and food production down 25%.
 'There was rapid inflation and hardly any modern industry.'
 'Manchuria, China's most industrialised region had been occupied by the Japanese and looted by Russia.'

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Under Mao - industry

'At first Mao nationalised foreign trade, the banks and heavy industry. When small factories were taken over the expertise of former owners was used in manager posts.'

'In 1953 the five year plans were introduced concentrating on heavy industry and output increased more than expected - by 120%.'

'Inflation was stopped by buying and selling at low, fixed prices.'

'However, these changes did little to improve the standard of living of the Chinese who were desperate for consumer goods such as bicycles.'

'Despite the success of the first five year plans manpower was not being used efficiently. There was not enough money to develop fully.'

'The Great Leap Forward was set to double industrial output. However the many small factories proved to be inefficient and wasteful.'

'Russia began to withdraw technical expertise which China needed.'

Under Mao - agriculture

'Under the Land Reform the class of landlord was wiped out and grain production climbed to a record high by 1952.'

'Even so larger farms and more modern methods would be required if food production was to be increased greatly. Population was rising fast and needed feeding if famine was to be avoided.'

'Co-operatives were introduced and these improved the lives of the peasants.'

'By 1961 food production had slumped and China was having to buy grain from abroad.'

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

16 (a) Describe China's relations with Tibet and India in the second half of the twentieth century.

Level 1 General answer [1-2]

e.g. 'It was hostile to Tibet.'
'There was a dispute with India.'

Level 2 Describes relations [2-5]

e.g. 'In 1950, Chinese troops invaded Tibet and the Tibetan leader, the Dalai Lama, asked the UN for help. When none came the Chinese troops conquered and occupied the territory.'

'In 1958 there was a rebellion and the Tibetans declared their independence. The Chinese responded by crushing it.'

'The Dalai Lama went into exile in India after objecting to the spread of communism.'

'Buddhists in Tibet demanded freedom and independence.'

'In 1950 China and India revived a long-standing argument over the border between India and Tibet. In 1962 this dispute led to fighting with the Indians being no match for the Chinese. This left China in control of the disputed area.'

Allow up to four marks for one side.

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(b) Why did China's relations with the Soviet Union change from friendly to hostility?

Level 1 General answer

[1]

e.g. 'Mao disapproved of what Khrushchev was doing.'

Level 2 Identifies why

[2-4]

e.g. 'Mao did not like Khrushchev.'

'Mao was against the West.'

'They were not in touch with the people.'

'The Soviet Union would not help China militarily.'

Level 3 Explains why

[4-7]

e.g. 'Mao did not like Khrushchev as he thought he was betraying Marx and Lenin.'

'Khrushchev was suggesting that Russia and the capitalist West should co-exist.'

'Khrushchev was giving privileges to Party members and experts so that they lost contact with the people.'

'Mao thought his form of Communism based on the peasants was what Marx and Lenin had preached.'

Mao disapproved of the Soviet invasion of Czechoslovakia in 1968.'

'Mao was annoyed as Russia refused to help China develop an atomic bomb and assist in the 1962 border war with India.'

(c) 'Relations between Communist China and Capitalist USA were bound to be hostile in the years up to 1980.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions

[1]

e.g. 'They would be as they followed different ideologies.'

Level 2 Identifies relations

[2-3]

e.g. 'The USA was against the spread of Communism.'

'China had developed nuclear capability.'

'America supported Taiwan.'

'China feared the US military.'

Level 3 Explains agreement or disagreement

[3-5]

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Level 4 Explains agreement and disagreement

e.g. 'The USA was hostile to Communist China from the beginning. To the USA the success of Mao in China was part of the worldwide advance of Communism in the years after 1945.'

'It was hostile because the USA and its allies kept China out of the United Nations and completely isolated. With US support, China's seat at the UN was occupied by Chiang Kai-shek's Taiwan.'

'To the USA, China was part of International Communism, a steadily advancing threat. The actions of China in Korea, Vietnam seemed to confirm this.'

'In 1964 China exploded a test nuclear bomb making the threat greater.'

'China saw the American helping Chiang Kai-shek, their old enemy.'

'China saw the large, powerful US forces as a threat as they did not have the strength of military to stand up to them. US activity on their borders in Korea and Vietnam was a concern to them.'

'China feared a nuclear attack and so in defence developed their own capability.'

'In 1971 Taiwan was expelled and China admitted and relations between the two improved greatly.'

'Following Vietnam, the USA began to change its foreign policy. It began to think it was no longer possible to fight Communism everywhere.'

'A new-found friendship developed following the 1972 visit by Nixon to China. Trade began to develop when Nixon lifted the ban in 1971 and within two years US-China trade had increased significantly.'

Level 5 Explains with evaluation [8]

17 (a) What were the terms of the Native Land Act of 1913?

Level 1 General answer [1-2]

e.g. 'It dealt with Land Ownership.'

'It affected almost the whole of South Africa.'

Level 2 Describes terms [2-5]

e.g. 'It prevented blacks from owning land, except in the native reserves.'

'It prevented blacks practising share-cropping.'

'It forced blacks to seek work on white-owned farms.'

'In the long term it turned blacks into labourers for white farmers.'

'In the short term it led to harsh suffering.'

(b) Why did successive governments adopt policies of segregation before 1948?

Level 1 General answer [1]

e.g. 'To divide and rule.'

Level 2 Identifies why [2-4]

e.g. 'They thought whites were superior.'

'To protect whites.'

'To reduce black control.'

'To protect African culture.'

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Level 3 Explains why

e.g. 'The attitude behind the Acts of Parliament was summed up in 1922 when it was stated that 'blacks were in towns to minister to the needs of the white man'.
'It kept the blacks in an inferior position and enabled employers to pay them low wages.'
'It gave protection to white workers against competition.'
'It limited the black people's control over land and thus freed it for white farmers.'
'There was a great deal of industrial unrest in the first twenty-five years of the twentieth century. Political leaders were fearful of what might happen if all workers joined together in opposing them. They tried to control the workforce by creating divisions between black and white.'
'A white supremacist view that the white race was superior to all others existed.'
'Some thought that the native African should live in 'natural conditions' and preserve tribal unity.'

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

Level 1 Unsupported assertions [1]

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

Level 2 Identifies resistance [2-3]

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

Level 3 Explains effectiveness or lack of impact [3-5]

Level 4 Explains effectiveness and lack of impact [5-7]

e.g. The ANC

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

Anti-pass demonstrations

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

The Indian community

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

Trade Unions

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

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'Not very successful as most black leaders within the ANC and other org were suspicious of Communism.'

Level 5 Explains with evaluation of 'how effective'

18 (a) Describe how the National Party maintained apartheid.

Level 1 General answer [1-2]

e.g. 'By both law and force.'
'By the Bantu Education Act.'

Level 2 Describes actions [2-5]

e.g. 'Under the Suppression of Communism Act individuals could be arrested and detained if they posed a threat to national security.'
'A poor education reduced opportunities for black people to challenge white domination.'
'The ANC and PAC were banned.'
'Imprisonment without trial and Banning Orders.'
'The use of force such as the Sharpeville Massacre.'
'By using the secret police and the South African army.'

(b) Why were there violent uprisings in Soweto in 1976?

Level 1 General answer [1]

e.g. 'Because the blacks were unhappy with the treatment they were receiving.'

Level 2 Identifies why [2-4]

e.g. 'It was against government education policy.'
'They were facing unemployment.'
'There was a housing shortage.'
'Blacks could not afford to pay increasing costs.'

Level 3 Explains why [4-7]

e.g. 'Rioting began when the government ruled that half the lessons should be taught in Afrikaans.'
'Very few people around the world speak Afrikaans and therefore it was far less useful than English.'
'It was more proof that the white government intended black education to be no more than to prepare them to be servants or unskilled workers.'
'They had to pay for education whilst whites received it free.'
'Black unemployment was rising and housing was scarce in Soweto. They feared being forced into the overcrowded 'homeland'.
'A recent Act had abolished urban local authorities and introduced local boards. This put the cost of running the townships on black residents and they could not afford it.'

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

Level 1 Unsupported assertions

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

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

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

Level 3 Explains effectiveness of opposition or lack of impact [3-5]

Level 4 Explains effectiveness of opposition and lack of impact [5-7]

e.g. 'The National Party's strong anti-communist stand brought support from both USA and Britain during the Cold War.'
'From the early 1970s onwards a worldwide boycott of South African sports teams meant that the country was isolated in the sporting world.'
'The newly independent nations of Africa formed the Organisation of African Unity (OAU) with a priority of ending apartheid.'
'Despite expulsion from the UN in 1974, most wealthy nations such as Britain, Japan, France, Germany and the USA continued to trade with South Africa.'
'Many saw the mineral wealth as an ideal place to invest.'
'In the 1980s Thatcher and Reagan both claimed trade sanctions were pointless as they would only hurt the black South Africans.'
'Western nations were not prepared to declare war to end apartheid.'

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

19 (a) Describe how Namibia came to be governed by South Africa.

Level 1 General answer [1-2]

e.g. 'It was given the power to govern.'
'It was taken away from Germany.'

Level 2 Describes how [2-5]

e.g. 'At the end of the First World War former German colonies were placed under the control of the League of Nations.'
'Namibia was a mandated territory.'
'The mandate was given to the British.'
'South Africa was a member of the British Empire and it was given the task of administering Namibia.'
'Namibia was a 'C' mandate which gave South Africa the widest powers.'

(b) Why did South Africa wish to keep control of Namibia after the Second World War?

Level 1 General answer [1]

e.g. 'To spread wider.'

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Level 2 Identifies why

e.g. 'It already was in control.'
 'To give land to white people.'
 'Because a referendum said it was what was wanted.'

Level 3 Explains why

[4-7]

e.g. 'South Africa had governed Namibia for so long that it should be part of South Africa.'
 'South Africa said it had held a referendum, the result of which was that most Namibians wanted the union. In fact the Namibian people did not take part.'
 'They wanted to strengthen the power of the white minority.'
 'To offer a place for white settlers on farming land.'

(c) How important was the work of the United Nations in achieving independence for Namibia? Explain your answer.

Level 1 Unsupported assertions

[1]

e.g. 'Very, as independence was gained.'

Level 2 Identifies ways

[2-3]

e.g. 'The UN worked through its International Court.'
 'The UN supervised an election.'
 'SWAPO was recognised by the UN.'

Level 3 Explains agreement or disagreement

[3-5]

Level 4 Explains agreement and disagreement

[5-7]

e.g. **United Nations**

'The General Assembly passed a resolution ending the mandate in October 1966 and established a committee to take over.'
 'In May 1967 a UN Council was established to take over until independence. It received finance and trained Namibian refugees as civil servants. It encouraged UN member states to help in every way possible.'
 'South Africa was requested by the UN to withdraw but refused and the UN requested member states to introduce limited sanctions against South Africa.'
 'The International Court (June 1971) ruled that the UN was acting lawfully and that South Africa should be removed.'
 'In 1978 the UN passed Resolution 435 which spelt out how SWA should become independent as SA had again gone against the UN wishes with their proposals.'
 'A UN supervised election was accepted by SA in November 1989 and independence granted in March 1990.'

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SWAPO

‘SWAPO wanted a united and independent Namibia with universal adult suffrage. They wanted the UN to supervise the transition to independence.’
 ‘It was made clear in March 1977 by the Western Five that the independence was unacceptable without the participation of SWAPO.’
 ‘SWAPO would not participate unless SA troops were withdrawn.’
 ‘South Africa refused to recognise the role of the UN and continued to try and implement policies. This angered SWAPO who were opposed because it made it impossible to gain independence.’
 ‘As a result of the 1971 Court ruling SWAPO became recognised as ‘the nation in a state of becoming’ and was recognised by the UN as representing the majority of Namibians and therefore the demands were made in the ‘name of the people of Namibia’.’
 ‘SWAPO protested strongly about being ignored by SA when members of the Advisory Council were nominated and they made an outcry when SA tried to arrange ethnic elections.’

Other

‘Adopted the name Namibia in early 1960s helping to strengthen national identity.’
 ‘The church opposed injustice and criticised acts of oppression.’

Level 5 Explains with evaluation of ‘how important’ [8]

20 (a) What were the Fedayeen?

Level 1 General answer [1-2]

e.g. ‘Border raiders.’
 ‘Small groups of soldiers.’

Level 2 Describes the Fedayeen [2-5]

e.g. ‘The word is Arabic for ‘self-sacrificers’.’
 ‘They were commando groups making guerrilla attacks on Israel.’
 ‘They blew up pipelines and power stations, mined roads and machine gunned buses.’
 ‘Palestinian commandos.’

(b) Why were the results of the War of 1956 important for Israel and Egypt?

Level 1 General answer [1]

e.g. ‘Because both gained something.’

Level 2 Identifies why [2-4]

e.g. ‘For Israel it was a victory.’
 ‘The Israeli army proved it was formidable.’
 ‘Israeli gained protection.’
 ‘Israel was supported by the USA.’
 ‘Nasser’s reputation increased.’
 ‘Nasser retained control of the Canal.’
 ‘The Egyptians were supported by the Soviet Union.’

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Level 3 Explains why

[4-7]

e.g. 'The Israeli army had destroyed the bases of the Fedayeen thus giving security against their attacks.'

'The success of the Israeli armed forces proved how formidable they were. For several years after no Arab countries were prepared to go to war against Israel.'

'Israel had occupied all Sinai and reopened the Gulf of Aqaba to Israeli ships.'

'The securing of Gaza and Sharm el-Sheikh gave Israel protection against future attacks as the UN provided protection.'

'President Nasser survived the French/British attack and increased his reputation as leader of the Arab world.'

'By standing up to Britain and France, Nasser kept control of the Suez Canal.'

'The Soviet Union had supported Nasser and Soviet influence increased in the Arab world.'

'The Russians helped build the Aswan Dam and started to re-arm Egypt's armed forces. This gave vital aid to Egypt and they became an ally of Russia.'

20 (c) 'The Six Day War of 1967 created more problems for the Israelis than it solved.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions

[1]

e.g. 'Yes, because it did not bring peace.'

Level 2 Identifies why

[2-3]

e.g. 'It was in conflict with the UN.'

'There were the 'Occupied Territories.'

'Arabs turned to 'Fatah'.'

'Jerusalem was captured.'

'There was a war of attrition.'

Level 3 Explains agreement or disagreement

[3-5]

Level 4 Explains agreement and disagreement

[5-7]

e.g. 'Israel was in conflict with the UN over captured territories as they refused to return this land.'

'Many Arabs found themselves in 'Occupied Territories' and Israel had to deal with these people.'

Arabs lost faith in their ability to defeat Israel and increasingly put their trust in the only organisation that held hope of liberating Palestine - Fatah - run by Yasser Arafat.'

'Between 1968 and August 1970 there was the war of attrition where there was regular artillery fighting between both sides across the Suez Canal and small scale Egyptian attacks on Israeli border defences.'

'This brought the power of the USSR to help the Arabs and missiles were introduced.'

'The introduction of large numbers of Soviet troops, aeroplanes and missiles forced Israel to give up attacks on Egypt.'

'Israel faced the Fatah guerrillas and this group was responsible for the deaths of more Israelis than lost their lives in the War.'

'The PFLP got the world talking about them by hijacking aircraft.'

'Israel was much safer and stronger as its size had doubled and its frontiers were secure.'

'They ensured that unlike 1956, they had American support.'

'The Israelis gained, for the first time in over 2000 years, Jerusalem.'

'Many Israelis were becoming frightened and pessimistic about the future. They were

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Level 5 Explains with evaluation of 'how far'

21 (a) Describe the terrorist actions of Palestinians between 1970 and 1976.

Level 1 General answer [1-2]

e.g. 'One was at the Olympic Games.'
'They hijacked aeroplanes.'

Level 2 Describes events [2-5]

e.g. 'In 1972 a Palestinian group called Black September killed eleven Israeli athletes at the Olympic Games in Germany.'
'On 27th June 1976 a splinter group of the PFLP hijacked a French plane on its way from Israel to France and took it to Entebbe in Uganda, where they held 110 Jewish passengers as hostages. They wanted 53 named terrorists to be released. The Israeli armed forces flew 2500 miles to Entebbe, killed the Palestinians and freed the hostages.'
'The PFLP hijacked three aeroplanes and sent them to a disused Jordan airfield. There were 600 hostages. The British government released Leila Khaled and the hostages were freed. One of the planes was blown up'.

(b) Why did the presence of the Palestinian Liberation Organisation (PLO) cause Lebanon problems?

Level 1 General answer [1]

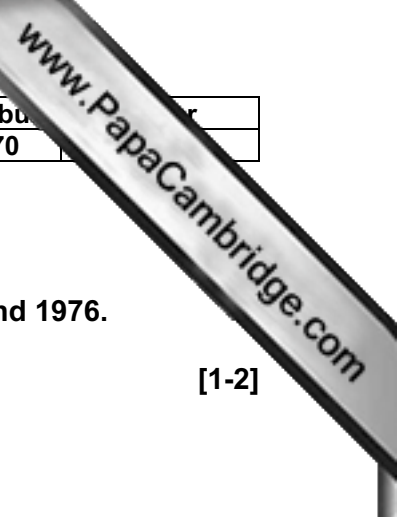
e.g. 'Because they used violence.'

Level 2 Identifies why [2-4]

e.g. 'They were based in Lebanon.'
'Guerrillas attacked Israelis.'
'There were reprisal raids.'
'There was civil war.'

Level 3 Explains why [4-7]

e.g. 'The PLO established bases in the Palestinian refugee camps of south-east Lebanon. It was known as 'Fatahland'.
'The PLO set up its headquarters in Beirut and here trained people for raids against Israelis.'
'These raids led to reprisal raids such as at Beirut airport where thirteen Lebanese planes were destroyed. Another example of reprisal came after the death of Israeli athletes at the Munich Olympics.'
'Full scale civil war came in 1975 when large areas of Beirut were destroyed, 40 000 people killed and hundreds of thousand people lost their homes.'



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(c) How effective has the PLO been in promoting the Palestinian cause?
your answer.

Level 1 Unsupported assertions

[1]

e.g. 'It was important in the eyes of some, but many condemned the violence.'

Level 2 Identifies success and/or lack of impact

[2-3]

e.g. 'It provided a voice for Palestinians.'
'It gained massive publicity with its tactics.'
'There were many splinter groups.'
'They had to change their approach.'

Level 3 Explains success or lack of impact

[3-5]

Level 4 Explains success and lack of impact

[5-7]

e.g. 'The success of Fatah at Karama in 1968 encouraged more recruits to the PLO and the PLO became an independent voice for the Palestinians.'
'Around 1970 they began killing civilians to attract more attention. In that year they also gained massive publicity with the hijacking and destruction of three airliners in Jordan.'
'In 1972 massive publicity was gained for the death of eleven Israeli athletes at the Olympic Games and in 1976 for the hijacking of a French plane which was taken to Entebbe.'
'In 1974 the PLO became the sole legitimate representative of the Palestinian people with Arafat being invited to speak at the UN.'
'In 1987 the images of stone-throwing Palestinians confronting heavily armed Israeli soldiers became familiar during the Intifada and gained much sympathy for the Palestinians' cause world-wide.'
'In 1988 Arafat finally publicly accepted the existence of Israel and the principle of UN Resolution 242. The Americans invited the PLO to talks. Many welcomed this change of policy.'
'Arafat hoped that after the Six Day War the PLO would fight a successful guerrilla war against Israel. The Israeli forces were too strong and there were too many PLO splinter groups with different aims.'
'Many people condemned the PLO for its attacks on civilians despite many understanding the thinking behind the approach.'
'The PLO was based in Jordan but there was hostility between them and King Hussain. A period of fighting followed (Black September) and Palestinian guerrillas were forced to leave Jordan and move to Lebanon and then to Tunisia.'
'Although by 1982 the PLO had been accepted by much of the world as the voice of the Palestinian community, the use of force had brought little success in the struggle with Israel.'

Level 5 Explains with evaluation of 'how effective'

[8]

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22 (a) What were the advantages of Lancashire to the cotton industry?

Level 1 General answer

[1]

e.g. 'There were good communications.'
'The climate was right.'

Level 2 Describes advantages

[2-5]

e.g. 'Liverpool provided a port for the importation of cotton from America.'
'The damp climate stopped the threads breaking when spinning.'
'There was a source of power available. Water from the fast flowing Pennine streams and then coal to power the engines.' (2 marks)
'There was a readily available workforce.'
'Communications were good with the Bridgewater canal.'

(b) Why was there an increase in iron production during the first half of the nineteenth century?

Level 1 General answer

[1]

e.g. 'More use was being made of it.'

Level 2 Identifies why

[2-4]

e.g. 'It was used to make armaments.'
'It was used for machinery.'
'It was used by the growing population.'

Level 3 Explains why

[4-7]

e.g. 'At the beginning of the century there were wars with France and this increased demand for iron for guns and cannon.'
'Increasing industrialisation demanded iron for the machinery.'
'The growing population demanded iron goods such as pots and pans.'
'Iron was used extensively on the new railways for track and engines.'

(c) 'The work of Davy and Watt was more important in improving working conditions in the mines than the Act of 1842.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions

[1]

e.g. 'The Act made no attempt to improve conditions.'

Level 2 Identifies work of Davy and/or Watt and/or terms of Act

[2-3]

e.g. 'The Davy lamp allowed miners to see better.'
'Watt's steam engine was used in the mines.'
'The Mines Act stopped some people working in the mines.'

Level 3 Explains agreement or disagreement

[3-5]

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Level 4 Explains agreement and disagreement

e.g. 'Miners used candles for light and this caused explosions as it ignited methane gas. Methods to disperse the gas were unsuccessful. The Davy lamp helped to prevent explosions as the flame was covered by gauze.'

Flooding was a problem in mines and as they went deeper this problem increased. Some used Newcomen's engine but this kept breaking down. Watt's engine was more successful in removing the water. It was also later used to lower and raise workers in the mine shaft.'

'Many mine owners began to sink deeper shafts where there was often more methane and the Davy lamp still caused explosions.'

'Some miners removed the gauze as the lamp did not give off enough light and explosions occurred.'

'The Mines Act attempted to deal with the appalling conditions suffered by women and children. It stopped females and boys under ten from working underground. Mines inspectors were appointed but found it difficult to enforce the Act as they were not allowed underground until 1850.'

'Some female workers were angry as they had to work on the surface for less money and the practice of working underground continued in some areas.'

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

23 (a) Describe living conditions in industrial towns in the first half of the nineteenth century.

Level 1 General answer **[1-2]**

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

Level 2 Describes conditions **[2-5]**

e.g. 'Inadequate drainage/sewerage systems.'
'Most houses did not have running water.'
'Privies were shared.'
'Houses were damp and overcrowded.'
'Epidemics spread quickly.'
'High level of pollution.'
'Many houses were back-to-back.'

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

Level 1 General answer **[1]**

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

Level 2 Identifies why **[2-4]**

e.g. 'Population grew dramatically.'
'Towns grew up near to the factories.'
'People needed to be near their work.'

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Level 3 Explains why

e.g. 'People were seeking employment in the factories and needed a place to live.'
 'The population was growing quickly and people needed somewhere to live.'
 'Some towns grew because of the coming of the railways such as Crewe and Swindon.'
 'Industries were growing quickly and needed a workforce housing nearby.'

- (c) **'Individual people were more successful than government legislation in bringing improved conditions in the towns by 1900.'** How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The 1848 Act made little difference.'

Level 2 Identifies changes [2-3]

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

Level 3 Explains agreement or disagreement [3-5]

Level 4 Explains agreement and disagreement [5-7]

e.g. **Individual People**

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

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

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

Level 1 General answer [1-2]

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Level 2 Describes features

- e.g. 'It was through the East India Company.'
- 'It was indirect rule.'
- 'The Indian princes were left to rule their own territories.'
- 'The company had its own army to protect these friendly governments.'
- 'There was a governor general who had overall control of the Company.'

(b) Why did the sepoys rebel in 1857?

Level 1 General answer [1]

- e.g. 'Because they were unhappy with their treatment.'

Level 2 Identifies why [2-4]

- e.g. 'Opposition to the British was festering.'
- 'The views of sepoys were ignored.'
- 'Religion was an issue.'

Level 3 Explains why [4-7]

- e.g. 'The sepoys were members of the Bengal army of the East India Company and they were told to use cartridges in their rifles which were greased with pig fat. This offended the Moslems.'
- 'Some indicated that it might have been cow fat which offended the Hindus.'
- 'There had been a build up of resentment over the years and this was the final straw.'
- 'Both religions feared forcible conversion to Christianity.'
- 'There was great loss of life and brutal savagery on both sides.'

(c) How far was India governed for the benefit of Indians in the nineteenth century? Explain your answer.

Level 1 Unsupported assertions [1]

- e.g. 'No, it was for the British who went there.'

Level 2 Identifies aspects of government [2-3]

- e.g. 'They improved communications.'
- 'They used indirect rule.'
- 'The British held the power.'
- 'They tried to westernise.'

Level 3 Explains agreement or disagreement [3-5]

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Level 4 Explains agreement and disagreement

e.g. 'Although the idea of indirect rule, pioneered by the East India Company, and Indian Princes were left to rule their own territories, the company felt free to interfere whenever it wanted. The company had its own army to protect these friendly governments.'

'There was a governor general with overall control of the East India Company and British nationals who flocked to India. He was appointed by the British government.'

'Lord Dalhousie tried to change Indian customs by trying to stamp out suttee. He also tried to depose weak and incompetent native rulers.'

'The Indians felt they were treated as second class citizens by the British as all important decisions were made by the British government.'

'In 1885 the Indian National Congress was founded but many of the senior administrative posts went to the British.'

'During Dalhousie's term of office a cheap postal service, the electric telegraph, good roads and the first railways were introduced to improve communications.'

'He began a system of elementary education, hospitals and universities and opportunities for education were available in this country.'

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

25 (a) Describe the Hundred Days of Reform in China in 1898.

Level 1 General answer [1-2]

e.g. 'It happened over a three month period.'

'China was weak at the time.'

'It was an attempt at modernisation.'

Level 2 Describes features [2-5]

e.g. 'The Emperor, Guangxu, tried to strengthen China by modernising the way the empire was run.'

'The Emperor introduced new schools and colleges and a new examination system.'

'He improved the government's budget and dismissed corrupt officials from the court.'

'The changes were opposed by his aunt, Empress Dowager Cixi.'

'She had Guangxu imprisoned and forced him to grant her power to rule China in his place.'

(b) Why were Europeans unpopular in China in the nineteenth century?

Level 1 General answer [1]

e.g. 'Because of their influence.'

Level 2 Identifies why [2-4]

e.g. 'Because of their religion.'

'Because of the 'unequal treaties'.'

'Because of trading rights.'

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Level 3 Explains why

e.g. 'European countries had gained great influence in China through the use of force. Between 1839 and 1842 the British fought the Opium War against China to force China to continue buying the drug from the British-ruled India. In a second Opium War in 1860, an Anglo-French army attacked Beijing, the capital, and burned down government buildings. In 1894-95 the Japanese took away Formosa and Korea. After each of these the Manchus had to sign 'unequal treaties' giving them control of sea ports and allowing the special trading privileges.'

By the end of the nineteenth century, fifty ports were treaty ports, open to foreign trade and residence.'

'The Europeans had divided China up into spheres of influence. Here a foreign country, such as Britain, had the biggest share of business, missionary work, transport, etc.'

'Many of the foreigners were hated because they were Christians.'

- (c) 'The crushing of the Boxer rising did not solve anybody's problems.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'No, it did not solve any problems, just highlighted them.'

Level 2 Identifies problems/describes reasons for rebellion [2-3]

e.g. 'The Manchus hated Christians.'

'They blamed foreigners for the famine.'

'They were supported by Cixi.'

'The Boxers killed foreigners and Christians they had captured.'

'Chinese Christians were burnt alive at the French cathedral in Beijing.'

'In the Legation area nearly 1000 foreigners were kept under siege for two months.'

'The new measures were too little, too late.'

Level 3 Explains agreement or disagreement [3-5]

Level 4 Explains agreement and disagreement [5-7]

e.g. 'When the Boxers killed Europeans and Nationals, European governments sent an armed force to Beijing to protect their nationals. This force was defeated by the Chinese army and the Boxers.'

'The European governments reacted angrily to the Legation's siege and a six nation force invaded China, capturing and looting Beijing.'

'The Manchus were forced to pay a fine of £67 million and many captured Boxers were executed in the streets.'

'The harsh methods used by the Europeans to suppress the Boxers made many Chinese hate them even more.'

'At the same time, the invasion and looting of Beijing showed how weak the Manchus were.'

'In 1905 the Empress Dowager Cixi realised change was necessary and she modernised the education system.'

'She created a New Army based on European armies and promised the formation of a parliament and democratic elections.'

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