

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2005 question paper

0470 History

0470/01 Paper 1, maximum mark 60

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does 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*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

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

CIE is publishing the mark schemes for the November 2005 question papers for most IGCSE and GCE Advanced Level syllabuses.

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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.
- 2.5 It is not necessary to tick the body of an answer and examiners should refrain from doing so.
- 2.6 Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.

3 Assessment Objectives

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

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SECTION A

1 (a) In what ways did Austria dominate Italy before 1848?

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

e.g. 'By suppression'.
'With strong armed forces'.

Level 2 Describes the domination **[2-5]**

e.g. 'Prince Metternich opposed all forms of liberal and nationalistic expression.'
'Secret police hunted down opponents and newspapers were censored.'
'Austrian forces marched through Italy suppressing the Neapolitan revolution.'
'Once back in power Ferdinand crushed all opposition and began a period of tyranny and terror using torture and executions.'
'A rebellion, which had hoped to get the support of Charles Albert was suppressed.'

(b) Why was Mazzini unsuccessful in his attempts to unify Italy?

Level 1 General answer **[1]**

e.g. 'They were not ready.'

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

e.g. 'He was inexperienced.'
'He had limited support.'
'Austria was strong.'

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

e.g. 'He was impatient. Many believed that there needed to be revolution elsewhere before Italy but Mazzini rejected this view.'
'He was relatively young and inexperienced. As he was only 26 years old he was mistrusted by Charles Albert.'
'He was firmly of the belief that republican government was the only way forward.'
'He failed to gain support and plots in 1833/4 were squashed. He failed to gain the support of the agriculturalists as he ignored their problems.'
'The Austrian army was very powerful and Charles Albert did not want to engage them.'
'His favoured idea of republicanism was frowned upon by other European powers.'

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- (c) 'Cavour was more important than Garibaldi to the unification of Italy.'
How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They were both important.'

Level 2 Identifies work of one/both [2-3]

e.g. 'Cavour worked with France in secret.'
'He brought about reform and industrial growth.'
'Garibaldi liberated Sicily and Naples.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. Cavour
'His diplomatic skill ensured Piedmont-Sardinia dominated Italian politics.'
'To this end he continued the programme of reform and opposed Austrian domination.'
'His work as PM was designed to strengthen transport communication and telegraph lines, essential for industrial growth and an asset in war.'
'He encouraged industrialists to build factories and encouraged scientific farming. Reformed the legal system and reduced the power of the Catholic Church.'
'His troops acquitted themselves well in the Crimea and at the peace conference as an equal gained the ear and support of France's Napoleon III who was sympathetic to Italian Liberation in northern Italy.'
'Following an agreement that France would support him if Austria attacked, Cavour then tried to provoke Austria who declared war. Austria were defeated (1859) by the combined power of P-S and France.'
'P-S now formed a union of states in north-west Italy. Only Venetia was missing.'

Garibaldi
'He led an expedition to Sicily and he liberated the whole of southern Italy.'
'He campaigned for the liberation of Rome although this worried the government as it could have provoked a major war.'
'In 1860 he recognised Victor Emmanuel II as King of Italy when he surrendered his conquests.'

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

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2 (a) Describe the events in Berlin during the 1848 revolution.

Level 1 General answer

[1-2]

e.g. 'There was unrest.'
'The King rode around the streets on horseback.'

Level 2 Describes the events

[2-5]

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

(b) Why was so little achieved in Germany by the revolutions of 1848-49?

Level 1 General answer

[1]

e.g. 'Because they lacked strength.'

Level 2 Identifies why

[2-4]

e.g. 'Violent activity was limited.'
'The aims were not agreed.'
'Austria was powerful.'

Level 3 Explains why

[4-7]

e.g. 'The limited violent resistance had little support and was quickly suppressed.'
'Meetings and peaceful demonstrations were the chief weapon of revolution and did not involve armed uprising.'
'Governments adopted the approach of granting concessions and giving way on easily reversible issues whilst retaining control of the armed forces.'
'There was little agreement in the aims of the revolutionaries resulting in disagreement.'
'Class differences added to the disunity with the workers just wanting an improvement in their lives and nothing political.'
'Within a few months the active support for national unity and a national parliament had disappeared.'
'They failed because the enemy was stronger militarily.'
'The rulers had no wish to see their powers disappear through a powerful central government and parliament.'
'The policy of Austria was to keep a weak and divided Germany and this would not change until the Austrian empire had been overcome.'

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- (c) 'Economic factors were more important than Bismarck to the unification of Germany.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Bismarck did not set out to unify Germany.'

Level 2 Identifies why [2-3]

e.g. 'The development of an integrated economy.'

'There were high rates of economic growth.'

'Industrial towns grew.'

'Austria was not developing economically.'

'Bismarck funded the army.'

'His foreign policy was planned.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. Economic Factors

'The Zollverein helped to integrate the economies of north and central Germany.'

'There was rapid economic growth using the natural resources of coal and iron ore and this fuelled high rates of economic growth.'

'This economic growth stimulated the growth of industrial towns such as Essen.'

'Prussia was growing in economic strength, whilst Austria was not.'

Bismarck

'He came to power in 1862 and immediately resolved the issue of extra taxes to pay for the army. This made the Prussian army the strongest in Europe.'

'By his actions he gained the support of the Russians which prevented them from intervening in the wars with Denmark, Austria and France.'

'The troops from different areas of Prussia had fought alongside the North German Confederation and after their successes had agreed to join other German states in a new federation.'

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

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3 (a) What was the Missouri Compromise?

Level 1 General answer [1-2]

e.g. 'A solution to changing attitudes to slavery.'
'Criteria for slave states.'

Level 2 Describes Compromise [2-5]

e.g. 'Missouri applied to be admitted as a state to the Union.'
'At this time attitudes to slavery were changing.'
'At the time there was an equal balance of free and slave states.'
'As a compromise Missouri was admitted as a slave state to balance the free state of Maine.'
'The line of latitude was fixed above which slavery was not allowed. (Mason - Dixon line)'

(b) Why did the Kansas-Nebraska issue cause problems?

Level 1 General answer [1]

e.g. 'Because of the new compromise.'

Level 2 Identifies why [2-4]

e.g. 'Was it to be free or a slave state?'
'There was a minor civil war.'
'Politicians held different views.'
'There was violence.'
'The main political parties were split.'

Level 3 Explains why [4-7]

e.g. 'A principal of self-determination had been used in 1850 and this was allowed to apply in the case of Kansas.'
'There was a minor civil war between the supporters of slavery and the abolitionists.'
'Politicians vied for power in order to control the legislature and therefore influence the decision.'
'Armed supporters of slavery used violence to get their people elected. A number of people were killed.'
'There was a split in the main political parties. The Republican Party was formed with the aim of resisting the spread of slavery.'

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- (c) 'The election of Lincoln as President was the most important cause of the Civil War.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes because it started soon as he became President.'

Level 2 Identifies causes [2-3]

e.g. 'Secretly Lincoln was against slavery.'
'It was inevitable once the Republicans were formed.'
'The Northern and Southern States differed in their view of government control.'
'There were different views because the North was manufacturing whilst the South was agricultural.'
'The South feared political strength of the north.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. Lincoln
'The election of a Republican president filled Southerners with dread and many states had made preparations to leave the Union.'
'The election of a Republican president in 1860, supported by Northerners was the last straw and so the South seceded.'
'Lincoln was against the extension of slavery on which the South depended. He had promised not to interfere in states where there was slavery. He was depicted as a rabid abolitionist.'

Other reasons

'Civil War was brought about by extremists that politicians failed to deal with.'
'It was a fight to save the Union and the right to self-determination.'
'The manufacturers of the North wanted tariff protection, the South wanted free trade.'
'The South feared the political strength of the North, the North being able to outvoted them and amend the constitution to abolish slavery.'
'It was the issue of slavery expansion rather than the existence of slavery that polarised the people.'

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

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4 (a) Describe the Balkan Wars of 1912-13.

Level 1 General answer [1-2]

e.g. 'It brought major war nearer.'
'There was instability.'

Level 2 Describes wars [2-5]

e.g. 'The armies of the Balkan League (Serbia, Greece, Bulgaria and Montenegro) drove Turkey out of Europe.'
'Austria was alarmed by this as Serbia had emerged as the strongest Balkan state.'
'Austria wanted to crush Serbia but the Great Powers, fearing a major European war, forced a peace settlement on the victorious states.'
'In a second Balkan War the members of the Balkan League fought with each other.'
'Bulgaria lost the land it had gained and wanted revenge on Serbia and Greece.'
'Austria wanted to crush the Serbians who were supported by Russia.'

(b) Why was the tension between the Great Powers increased by the Bosnian crisis of 1908?

Level 1 General answer [1]

e.g. 'Because of the actions of Austria-Hungary.'

Level 2 Identifies why [2-4]

e.g. 'Austria-Hungary added Bosnia-Herzegovina to its empire.'
'The Serbians tried to involve Russia.'
'Austria refused to attend.'
'Russia reluctantly backed down.'
'Russia was humiliated.'

Level 3 Explains why [4-7]

e.g. 'The Serbians wanted to make Bosnia part of 'greater Serbia' but Austria-Hungary added Bosnia-Herzegovina to its own empire.'
'The Serbians asked Russia to help and Russia called for an international conference to discuss Austria's action.'
'Austria's refusal to attend was backed by Germany who demanded that Russia accepted Austria's seizure of Bosnia-Herzegovina.'
'Russia had to back down as their army was no match for the German forces.'
'Russia was humiliated but was unlikely to back down in the future.'
'Germany was now fully committed to supporting Austrian policy even if it meant war.'
'Russia drew closer to France and Britain.'

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(c) 'How far was German militarism the most important cause of war in 1914? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was because they were feared.'

Level 2 Identifies reasons for war [2-3]

e.g. 'Germany increased their navy.'
 'Alliances caused suspicion.'
 'Germany wanted colonies.'
 'There was intense rivalry in the Balkans.'

Level 3 Explains militarism OR other reasons [3-5]

Level 4 Explains militarism AND other reasons [5-7]

e.g. Militarism

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

'Britain feared German world domination as they already had the most powerful army.'

'Germany had drawn up the Schlieffen Plan to avoid war on two fronts.'

'In August 1914, Germany with over one million men marched into Belgium and as Britain had promised to protect Belgium's neutrality, declared war.'

'The failure to combat Militarism would have brought German domination of Europe.'

Alliance System

'The major powers were deeply suspicious of each other and the alliances (Entente and Triple) did nothing allay these fears.'

'France wanted revenge for their losses in the Franco-Prussian War and needed Russia and Britain as allies.'

Colonial Rivalry

'Kaiser Wilhelm wanted to acquire colonies to build an Empire. This happened in Morocco in 1906 and 1911. Britain supported France but suspicion of German motives grew.'

The Balkans

'The Bosnian Crisis of 1908-09 brought humiliation to Russia who moved closer to Britain.'

'Rivalry increased between Russia, Serbia's protector, and Austria-Hungary who were supported in their actions by Germany.'

'Archduke Franz-Ferdinand and his wife were visiting Sarajevo when they were assassinated. Austria was furious and blamed the Serbs and having gained German support invaded Serbia.'

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

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5 (a) Describe the successes of the League of Nations in the 1920s.

Level 1 General answer [1-2]

e.g. 'It was successful with small disputes.'
'It had humanitarian successes.'

Level 2 Describes successes (up to two marks for any one) [2-5]

e.g. 'The Aaland Islands belonged to Finland but were claimed by Sweden. Most islanders wanted to be ruled by Sweden. The League decided in favour of Finland and both sides accepted. (1920).'
'Upper Silesia held a League organised plebiscite, the result of which was in Germany's favour. The League gave most of the land to Germany but the industry to the Poles. It was accepted although Germany was not happy. (1921)'
'The Greek army invaded Bulgaria. The League ordered a cease-fire and both sides accepted The Greeks were fined.'
'Refugees were aided and prisoners returned home. States were persuaded to tighten up on drug trafficking.'

(b) Why did the League fail to deal with Japanese aggression against Manchuria?

Level 1 General answer [1]

e.g. 'It was not prepared to take action.'

Level 2 Identifies why [2-4]

e.g. 'Japan ignored the League.'
'It was too far away.'
'The investigation took too long.'
'It was unwilling to impose sanctions.'
'Moral condemnation was ineffective.'
'The USA was not in the League.'

Level 3 Explains why [4-7]

e.g. 'Japan was a powerful nation and was determined to ignore the League which was powerless. Japan left the League'
'Asia was a long way away and not seen as vital to the countries in Europe.'
'It was thought that Japan had legitimate interests in Manchuria.'
'The League instigated an investigation which took over a year to complete by which time the invasion was complete.'
'Members were unwilling to impose economic sanctions as the depression was already damaging world trade and the USA would continue to trade.'
'The League was unwilling to impose military action for fear of Japanese attacks on Far East colonies.'

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- (c) 'It was the Abyssinian crisis that destroyed the League of Nations as an effective peacekeeping body.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes because there was an invasion.'

Level 2 Identifies reasons for failure [2-3]

e.g. 'The lack of power of the League was exposed in Abyssinia and Manchuria.'

'The USA was not a member.'

'It was too slow to act.'

'Extreme political parties came to power.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. Abyssinian crisis

'The League condemned Italy and imposed sanctions but did not include restrictions on oil and other war materials. Its failure was a disaster and nobody took it seriously.'

'Britain and France searched desperately for a solution. The Hoare Laval Plan was leaked to the press but this showed that Britain and France were not prepared to back tough action.'

Membership

'Not all nations were members including the USA. Others left when coming into dispute with the League. This weakened the League.'

'The League had no armed forces of its own relying on collective security. Too often this meant inaction as members were not prepared to use force.'

'The League was dominated by Britain and France but they were not prepared to take military action.'

'The League was slow to take action. All decisions in the Assembly and the Council had to be unanimous.'

'The League was too idealistic. It expected nations to obey without giving it the power to enforce.'

Depression

'The Depression brought increased unemployment and many turned to extreme political parties who promised solutions. They did not believe in democracy and cared only for themselves. They ignored the authority of the League.'

'These extreme parties were prepared to use armed force and aggression to achieve their ends.'

Manchuria

'The weakness of the League was exposed as it did not have the power to enforce a Japanese withdrawal.'

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

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6 (a) Describe the events in the Saar in 1935.

Level 1 General answer [1-2]

e.g. 'There was a plebiscite.'
'They decided if it should remain with the League of Nations or not.'

Level 2 Describes events [2-5]

e.g. 'The League of Nations held the plebiscite that had been promised.'
'The plebiscite was held to decide whether the region should retain to German rule.'
'In the vote, 90% indicated a return to German rule.'
'It was a tremendous propaganda success for Hitler and he promised to make no further claims on French territory.'

(b) Why did Britain and France allow Germany to re-militarise the Rhineland in 1936?

Level 1 General answer [1]

e.g. 'They lacked nerve.'

Level 2 Identifies why [2-4]

e.g. 'France had linked with the USSR.'
'It was the time of the Abyssinian crisis.'
'France's leaders were not prepared to act.'
'Britain thought it belonged to Germany.'

Level 3 Explains why [4-7]

e.g. 'France had just signed a treaty with the USSR to protect each other against attack from Germany. Hitler said this agreement placed him under threat and he should therefore be able to place troops on his own frontier.'
'The attention of the League of Nations was on Abyssinia. The League condemned Hitler's action but had no power to do anything else.'
'The French were about to hold an election and none of their leaders was prepared to take responsibility of taking France into war.'
'They did not realise how weak the German army was but France would not act without British support.'
'Britain would not risk war over "Hitler marching into his own backyard" and taking what was rightfully Germany's.'

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- (c) 'Hitler's desire for lebensraum was the most important reason for the outbreak of war in 1939'? How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'No it was fear of his foreign policy.'

Level 2 Identifies reasons [3]

e.g. 'Hitler invaded Poland.'
 'The League of Nations failed to keep the peace.'
 'Hitler's policies were aimed at taking over other countries.'
 'Appeasement was a failure.'

Level 3 Explains Hitler's desire OR other reasons [3-5]

Level 4 Explains Hitler's desire AND other reasons [5-7]

e.g. lebensraum
 'His desire for "lebensraum" for German people threatened European peace as he wanted to carve out an empire in eastern Europe.'
 'He marched into Poland. Hitler did not believe they would go to war over Poland.'
 'The Nazi-Soviet Pact left Britain and France to fight Germany alone.'

Failure of the 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.'
 'Unemployment in Germany led to the growth of power of the Nazi party who made no secret of the desire to overthrow the Treaty of Versailles.'
 'The League's main weapon was sanctions. They were unwilling to impose meaningful ones against powerful countries such as Japan and Italy.'

Long-term consequences of peace treaties

'Germany was resentful and was determined to reverse its terms.'
 'The impact of the treaties and the Great Depression brought military extremists to power.'

Hitler's policies

'His rise to power was assisted by his promise to destroy the 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.'
 'Treaties with other extremists such as Rome-Berlin Axis, 1936.'
 'The Anschluss with Austria took place in 1938.'
 '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.'

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Britain and France

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

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

Level 5 Explains with evaluation of 'most important'

[8]

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7 (a) **Who were the Vietcong?**

Level 1 General answer [1-2]

e.g. 'People who fought against the USA.'
'Communists.'

Level 2 Describes who were the Vietcong [2-5]

e.g. 'The communist guerrilla force of the National Liberation Front.'
'They were backed by the USSR and China.'
'They had the support of the peasants of South Vietnam as they treated them well.'
'They included South Vietnamese opponents of the government and Communist North Vietnamese taking their orders from Ho Chi Minh.'

(b) **Why did the USA get involved in the war in Vietnam?**

Level 1 General answer [1]

e.g. 'To protect capitalism.'

Level 2 Identifies why [2-4]

e.g. 'France had lost its colony.'
'They feared the spread of communism.'
'The number of communist countries was increasing.'
'Because of the Tonkin incident.'

Level 3 Explains why [4-7]

e.g. 'After the Second World War the USA feared the expansion of communism across Europe and Asia. They believed the future of US prosperity and democracy was at risk if communism was allowed to spread.'
'In 1954 the French were driven from their colony and the US feared that communism would spread.'
'Communism was spreading and by 1956 the Soviet Union, China, eastern Europe and North Korea all had communist governments. Americans felt increasingly threatened by the spread of communism. 'This fear was based on the "domino theory" where if one country became communist others would follow. If South Vietnam fell it would be followed by Laos, Cambodia, Thailand, Burma, India and Pakistan.'
'In 1964 the North Vietnamese opened fire on the US navy and the US Congress gave the new President, Johnson, the necessary powers to deal with the problem.'

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(c) How far can the American withdrawal from Vietnam be blamed on military failure? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was because people saw what was happening.'

Level 2 Identifies reasons [2-3]

e.g. 'America was not winning.'
 'The war was extremely costly.'
 'A lot of people were killed.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. Military failure

The cost of war was highlighted by 'The Tet Offensive. There were nearly 500,000 troops in Vietnam and America was spending between \$20 to \$30 billion a year yet little impression was being made and the Vietcong were able to launch major offensives. This huge spending meant cutbacks in spending on social reform.'

'In 1967 'Life Magazine' calculated it cost \$400,000 for each Vietcong guerrilla killed.'

'The policy of search and destroy, bombing and the use of chemical weapons failed and Johnson changed the policy after the Tet Offensive as he realised the war could not be won militarily. A policy of Vietnamisation was adopted.'

'Public opinion was changing. The war was very costly in terms of military supplies and yet the Vietcong could still attack Saigon.'
 'This was the first televised war and American people were horrified at the barbaric nature of American attacks an example being My Lai.'
 'As more and more soldiers returned in body bags or were considered to be on drugs, public opinion turned.'
 'It led to open criticism of Johnson – "Hey, Hey, LBJ, how many kids did you kill today".'

'The Media had a significant impact. It showed children being burned by napalm and people in villages massacred.'

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

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8 (a) Describe the structure of the United Nations Organisation (UNO).

Level 1 General answer

[1-2]

e.g. 'There is the Security Council, General Assembly and International Court of Justice.'
'There is a Secretary-General.'

Level 2 Describes the structure

[2-5]

e.g. 'The Security Council consists of five permanent members – America, Russia, Britain, France and China. Any permanent member can veto any UNO action.'
'The General Assembly consists of all member states. Each has one vote. If it has a two-thirds majority it can overrule the Security Council.'
'The International Court of Justice deals with legal disputes between members.'
'The Specialised Agencies aim to improve living standards and guarantee human rights, e.g. UNESCO, WHO, UNICEF.'

(b) Why has the way UNO is organised made it hard for it to be effective?

Level 1 General answer

[1]

e.g. 'Because of the Great Powers.'

Level 2 Identifies why

[2-4]

e.g. 'Only deals with international disputes.'
'Because the Great Powers do not always co-operate.'
'Because some countries do not want to get involved.'
'Because of the veto.'

Level 3 Explains why

[4-7]

e.g. 'It was agreed in 1945 that UNO could not be involved in internal matters only where there is an international dispute.'
'It was set up when nations were co-operating in war, assuming they would co-operate in peacetime. The Soviet Union came to see the UNO as American dominated. Therefore it continually vetoed American proposals.'
'THE UNO became a victim of the Cold War, as the Security Council, or the Great Powers, could not agree or did not get involved. So there was no action in Cuba, Vietnam or the Falklands.'

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(c) **How successful was the UNO in the Congo crisis? Explain your answer.**

Level 1 Unsupported assertions [1]

e.g. 'Very, as the problem was sorted out.'

Level 2 Identifies activities / tells the story [2-3]

e.g. 'The UN sent a force to bring peace as there was civil war.'
 'Parts of the Congo ignored the UN.'
 'The USSR criticised the UN.'
 'The Congo was re-united in 1963.'
 'The Congo was not prepared for independence by the Belgians.'

Level 3 Explains success OR failures [3-5]

Level 4 Explains success AND failures [5-7]

e.g. 'Following the Security Council of the UN agreeing to restore order, 4,500 UN soldiers were flown into the country. This was later increased to 8,000. The Belgians agreed to leave most of the country.'
 'Katanga had been declared an independent state and the Belgian troops refused to leave.'
 'The UN forces were successful in restoring order in much of the country but they were not able to stop the fighting between the forces of Lumumba and those of Tshombe.'
 'Lumumba had a bitter argument with the UN about their role in the Congo. He wanted UN soldiers to attack Katanga and end Tshombe's breakaway government. Hammarskjold was not happy at the idea of the UN becoming involved in a civil war and refused to invade Katanga.'
 'The USSR publicly criticised the UN for not offering enough help to Lumumba. The USSR wanted to become friendly with the new independent countries.'
 'Lumumba turned directly to the USSR for help. Despite being a member of the UN, the USSR provided support for an invasion that failed.'
 'In 1961 the UN Security Council said that all troops, other than those of the UN, should leave. Tshombe refused.'
 'U Thant took a stronger line and began fighting the rebels and in January 1963 Tshombe went into exile and the Congo was re-united.'
 'The UN reputation had suffered as it had taken so long to bring peace. Also some UN soldiers had acted with brutality.'

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

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SECTION B

DEPTH STUDIES

9 (a) Who were the Spartacists?

Level 1 General answer [1-2]

e.g. 'They were Communists.'
'They opposed the new government.'

Level 2 Describes the actions [2-5]

e.g. 'A communist group who formed the Spartacus League.'
'They wanted Germany to be governed like Russia after the Revolution of October 1917 with workers' and soldiers' councils in each town.'
'The leaders were Rosa Luxemburg and Karl Liebknecht.'
'They opposed the new German republic and Ebert.'
'At the end of 1918 they renamed themselves the German Communist Party.'
'They tried to seize power in January 1919 occupying public buildings and calling a general strike.'
'After two weeks the revolution was defeated by the Freikorps and the leaders shot.'

(b) Why did many Germans hate the Treaty of Versailles?

Level 1 General answer

e.g. 'It was unfair/harsh/unjust/humiliating.' [1]

Level 2 Identifies why [2-4]

e.g. 'It was a 'diktat'.
'It ignored the 14 points.'
'It reduced the armed forces.'
'They had to pay reparations.'
'They were blamed.'
'They lost land.'

Level 3 Explains why [4-7]

e.g. 'It was a 'diktat'. The Germans were not allowed to negotiate.'
'They were forced to accept the responsibility for all the damaged caused and had to pay reparations.'
'The high reparations caused hyperinflation.'
'The armed forces were reduced. This hit German pride.'
'Areas such as the Saar and Upper Silesia were lost and this affected the economy.'

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(c) To what extent did the Weimar Republic recover after 1923? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It recovered partly and life did improve.'

Level 2 Identifies actions [2-3]

e.g. 'A new currency was introduced, the Rentenmark.'
 'Hyperinflation ended.'
 'International acceptance improved.'
 'The economy recovered.'
 'Political instability remained.'
 'The Treaty was not acceptable to many.'
 'Some did not approve of the changes in the arts.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. 'Between 1924 and 1929 Germany received over 25 billion marks in loans. With this German industry was re-built.'
 'Stresemann ended hyperinflation and brought confidence back by introducing a new currency and reducing government spending.'
 'He negotiated the Dawes Plan which gave a loan of 800 million, reduced annual reparations and gave longer to pay.'
 'Germany's international position was improved. By the 1925 Locarno Pact Germany's borders were resolved and Germany was admitted to the League of Nations in 1926.'
 'The greater freedom of the republic encouraged a cultural revival through artists, writers, architects and musicians.'
 'Some argued that the new ideas of culture and art were unpatriotic and they wanted more traditional values. They argued that the new phase meant Germany was going into moral decline.'
 'To a great extent, Germany's recovery after 1923 was an illusion. The economic recovery depended on loans, while some sectors, such as agriculture, were in serious trouble.'
 'Political stability was wafer thin. Many did not accept the Treaty and in 1925 Hindenburg was elected President. He was a supporter of the Kaiser. This indicated the true feeling of many.'

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

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10 (a) What were the Nazi views towards women and the family.

Level 1 General answer [1-2]

e.g. 'Family life was important.'
'Women had a clear role.'

Level 2 Describes views [2-5]

e.g. 'Motherhood and family life were an important part of Nazi propaganda.'
'The Nazis held traditional and conservative views of the role of women.'
'Women were not equal to men.'
'Women were expected to stay at home and raise children.'
'Those who worked found the better jobs closed to them.'
'Women were encouraged to have large families and were rewarded if they did.'

(b) Why did the Nazis encourage young people to join the Hitler Youth?

Level 1 General answer [1]

e.g. 'To keep their support.'

Level 2 Identifies why [2-4]

e.g. 'To indoctrinate.'
'To control.'
'To ensure loyalty.'
'To ensure that the youth were ready for adulthood.'

Level 3 Explains why [4-7]

e.g. 'So they could be indoctrinated with Nazi ideas.'
'To prepare them for adult roles. Boys as soldiers and girls as mothers.'
'The life of young people was controlled in school and the Nazis wanted to control it away from school.'
'To ensure fitness and therefore be able to fit into their role in society.'
'To ensure that the first loyalty was not to the family but to Hitler.'

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- (c) **‘Most people in Germany benefited from Nazi rule.’ How far do you agree with this statement? Explain your answer.**

Level 1 Unsupported assertions [1]

e.g. ‘Yes they did because the Nazis remained in power.’

Level 2 Identifies impact [2-3]

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

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. ‘When Hitler came to power, 6 million were unemployed. He created jobs through the re-armament programme and conscription. ‘Public works schemes, such as the building of autobahns, created more jobs.’
‘The ‘Beauty of Labour’ organisation made bosses improve working conditions by installing better ventilation and lighting, serving hot meals and creating factory gardens.’
‘The ‘Strength through Joy’ programme provided opportunities for the low paid to take holidays and partake of cheap sporting facilities.’
‘The youth benefited by being offered opportunities to take up activities that improved health and fitness.’
‘Workers had no rights, they had to join the Nazi Labour Front, and free trade unions were banned.’
‘Wages stayed low while working hours increased. There were few consumer goods to purchase.’
‘Traditional beliefs existed and women were expected to give up their jobs and look after the home.’
‘The cost of living increased in the 1930s. Most basic groceries cost more and food items were in short supply.’
‘Those who opposed the Nazis were rounded up and sent to concentration camps.’
‘There was a significant amount of indoctrination through the Hitler Youth and schools as well as through propaganda.’
‘The Nazis believed in a pure race of Aryan descent and those who were not, such as the Jews, were persecuted.’

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

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11 (a) Describe how Stolypin attempted to deal with Russia's problems.

Level 1 General answer

[1-2]

e.g. 'He used the 'carrot and stick approach.'
 'He suppressed people.'
 'He introduced reform.'

Level 2 Describes methods

[2-5]

e.g. 'To reduce terrorism and revolutionary activity he had thousands of revolutionaries executed, exiled or imprisoned.'
 'He introduced Russification where national groups such as the Poles were forced to speak Russian and accept Russian customs.'
 'In the countryside he abolished the peasants' annual payment for their freedom.'
 'He helped peasants buy land and set up farms. This restored loyalty to the Tsar. It provided more food for the cities.'
 'In the cities he introduced health insurance schemes.'

(b) Why was the revolution of March 1917 successful?

Level 1 General answer

[1]

e.g. 'The Tsar had lost support.'

Level 2 Identifies why

[2-4]

e.g. 'There was mutiny in the army.'
 'The people wanted improvements in their conditions.'
 'The Tsar ignored lessons from 1905.'

Level 3 Explains why

[4-7]

e.g. 'The Tsar had lost support of his generals and finally accepted that mutiny had spread through his army.'
 'The Tsar had lost the support of his people. They were unhappy as he would not recognise their suffering from extreme hunger and suffering. His military blunders destroyed any belief that he was able to run the country.'
 'A wave of strikes broke out in March which the Tsar was unable to crush. The armed forces began to mutiny, refusing orders to fire on demonstrators.'
 'The Duma leaders were frustrated at the Tsar's refusal to appoint a representative government. The Duma gained control of the soldiers.'

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- (c) 'The Provisional Government was overthrown because it decided to continue the war against Germany.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was overthrown because it was weak.'

Level 2 Identifies why [2-3]

e.g. 'The Provisional Government failed to provide food for the cities.'
'It failed to pass land reforms.'
'It continued fighting in the war.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. 'The Provisional Government decided to continue the war in order to honour Russia's commitments to France and Britain as these countries had threatened to stop loans and supplies.'
'An offensive launched in June was a disastrous failure which led to the collapse of morale and discipline in the armed forces.'
'People at home were angry and the popularity of the Bolsheviks increased as they demanded peace.'

'It failed to solve the food shortages. The workers were demanding food and rioted if they did not get it. The government's powers were limited as the Petrograd Soviet controlled the food supply.'
'The peasants were angry at the delay in bringing in land reform. Peasants were demanding their own land but the government refused because it was controlled by landowners.'
'They lost control of the armed forces who obeyed the Petrograd Soviet's.'
'They needed to stop the spread of support and tried to create a democratic society which allowed free speech, free press and the release of political prisoners. This was very creditable but allowed opponents freedom to criticise the government and spread their own ideas.'
'The Bolsheviks concentrated on winning control of the Petrograd Soviet under the slogan of 'Peace! Bread! Land!'

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

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12 (a) What were collective farms?

Level 1 General answer [1-2]

e.g. 'It was state control.'
'It made farms larger.'

Level 2 Describes a collective [2-5]

e.g. 'Peasants were expected to give up their small plots of land which would then be owned by the state.'
'On this state owned land the peasants would work for wages.'
'The land was pooled to make it large enough to use machinery and modern farming methods.'
'The state provided machinery, tools and seed.'
'The government bought the produce at a low fixed price.'

(b) Why did Stalin want to modernise farming?

Level 1 General answer [1]

e.g. 'To get more food.'

Level 2 Identifies why [2-4]

e.g. 'Farming was inefficient.'
'To provide food for export.'
'To feed industrial workers.'
'To introduce Communist ideas.'

Level 3 Explains why [4-7]

e.g. 'Soviet peasants used old-fashioned, inefficient farming methods which failed to produce enough food for the city workers.'
'Stalin wanted to improve industry which would have even more workers that needed feeding.'
'Peasants were needed as industrial workers and would not be available to produce food therefore farming needed to be less labour intensive.'
'Stalin wanted to sell more food abroad to fund industrial development. So more had to be produced to give a surplus to sell.'
'He was determined to gain control of the richer peasants and the countryside by introducing Communist ideas of common ownership.'

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(c) **How successful were Stalin's Five-Year Plans? Explain your answer.**

Level 1 Unsupported assertions [1]

e.g. 'It is impossible to say.'

Level 2 Identifies impact [2-3]

e.g. 'Soviet industry developed spectacularly.'
 'The USSR became a great industrial power.'
 'Workers were treated badly as they were encouraged to produce more under harsh conditions.'
 'There was fierce opposition to changes in agriculture.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. 'It is impossible to know exactly how successful the Five-Year Plans were. Any Soviet figures are unreliable. The Soviet Union was certainly reformed but could it have been achieved with less drastic methods.'

'The Plans had spectacular economic results. Although not all the targets were met, every Soviet industry made spectacular advances. By 1940 the USSR was the world's second largest industrial power.'
 'Even by 1932 the growth had been astonishing at the time of the Great Depression. Although oil was the only one to reach its target, even the least successful had grown nearly 50%.'
 'In 1929 Soviet workers lacked many of the skills needed to carry out the Plans. The investment in education and training had, by 1937, created a skilled workforce.'

'A new elite emerged. This included teachers, scientists, engineers, factory managers and skilled workers who were paid more than the ordinary workers and received extra benefits such as better housing. This higher standard of living went against Communist principles.'
 'An endless barrage of propaganda urged the workers to produce more and this together with harsh discipline, poor safety standards and the secret police made life very hard.'
 'The state took over agricultural production with collectivisation. This was fiercely resisted by the peasants and it took much violence to force this through.'
 'With the great increases in population in the cities it was impossible to build enough houses with many living in overcrowded, run down buildings.'
 'Workers were poorly paid. The value of their wages fell by 50% in the five years up to 1933. There was a great shortage of consumer goods including clothes and shoes.'

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

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13 (a) What were the ‘Roaring Twenties’?

Level 1 General answer [1-2]

e.g. ‘A period of fun and enjoyment.’
‘The popular image is of one long party.’

Level 2 Describes the period [2-5]

e.g. ‘Increased prosperity after the war meant that Americans had more money to spend on entertainment. They were determined to enjoy themselves.’
‘Young women felt freer than ever before and wore short skirts and smoked and drank in public. One group became known as flappers.’
‘The movie industry developed rapidly with the stars becoming household names. People worried about the effect of movies on public morality.’
‘There was a craze for new dances such as the Charleston and the Black Bottom. Jazz music provided excitement and danger to whites who for the first time were exposed to black music.’
‘A time when the sales of radios increased significantly as did the mass ownership of cars.’
‘Sport became popular with many sports stars becoming popular heroes.’

(b) Why did the membership of the Ku Klux Klan grow in the 1920s?

Level 1 General answer [1]

e.g. ‘To clean up America.’

Level 2 Identifies why [2-4]

e.g. ‘To intimidate people.’
‘To defend decent American values.’
‘To defend white superiority.’
‘To defend Protestant superiority.’

Level 3 Explains why [4-7]

e.g. ‘A film, The Birth of a Nation, was released in 1915. This helped revive the Klan.’
‘To defend white superiority against black people and other ethnic minorities.’
‘To defend Protestant superiority against Catholics and Jews.’
‘To “clean-up” American society by attacking anyone, such as drunks and gamblers, who threatened moral standards.’

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- (c) Which had the greater impact in the USA in the 1920s, racial intolerance or Prohibition? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was Prohibition because they had to change the law to stop it.'

Level 2 Identifies impact [2-3]

e.g. 'There was a limit on immigrants.'
 'The 'Red Scare' swept the country.'
 'Black people were discriminated against in the South.'
 'The Ku Klux Klan were intolerant.'
 'Consumption of alcohol rose.'
 'Organised crime increased.'

Level 3 Explains impact of ONE [3-5]

Level 4 Explains impact of BOTH [5-7]

e.g. Racial intolerance
 'The First World War created anti-foreigner feeling. Many Americans worried about the number of immigrants. The Johnson-Reid Act (1924) put a limit of 150,000 per year and stopped Asian immigration entirely.'
 'The government feared socialist ideas and began to deport agitators. This led to anti-communist hysteria, known as 'Red Scare'.
 'The Sacco and Venzitti case resulted. They were immigrants and anarchists and a scapegoat was needed. Despite the evidence they were found guilty of murder and executed.'
 'In the South, black people suffered under the 'Jim Crow' laws which kept them segregated from white people. Most blacks lived in poverty and in fear of lynch mobs.'
 'The revival of the Ku Klux Klan brought hatred towards black people, Catholics, Jews and homosexuals.'

Prohibition
 'Prohibition had the undesired effect of making alcohol more attractive. Speakeasies opened up all over and the consumption of alcohol rose.'
 'Many people tried to make their own alcohol. This moonshine could be lethal and some died.'
 'It proved impossible to prevent smuggling and many made huge amounts of money.'
 'Gangsters organised the manufacture and sale of alcohol. From the huge profits they could bribe policemen and city officials. This led to incidents like the Valentine's Day Massacre of 1929.'

Level 5 Explains with evaluation [8]

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14 (a) What were the ‘hundred days’ of Roosevelt’s Presidency?

Level 1 General answer [1-2]

e.g. ‘When new measures were introduced.’
‘His first days in office.’

Level 2 Describes the ‘hundred days’ [2-5]

e.g. ‘The time when he introduced the New Deal.’
‘The attempt to bring America back from economic disaster.’
‘Banks – Emergency Banking Act that closed all banks for four days. He then supported them so that they re-opened thus allowing the public to re-gain confidence in them.’
‘Farming – Surplus produce was destroyed and compensation paid for loss of production.’
‘Unemployed – Work provided for the unemployed on environmental projects in the countryside.’
‘Industry – the NRA partnership with the government to guarantee fair wages and conditions.’
‘Home owners were helped with low interest loans.’
‘The Tennessee Valley Authority and Alphabet Agencies.’ (Described)
‘Fireside chats to the nation.’

(b) Why was there opposition to the New Deal?

Level 1 General answer [1]

e.g. ‘Money was being wasted on worthless jobs.’

Level 2 Identifies why [2-4]

e.g. ‘The government was interfering too much.’
‘It did not do enough to help the poor.’
‘What was being introduced was unconstitutional.’

Level 3 Explains why [4-7]

e.g. ‘The rich and businessmen resented the government’s interference in the economy. They thought it was a form of socialism and was un-American.’
‘A majority of judges disapproved and declared New Deal Laws such as the National Industrial Recovery Act unconstitutional.’
‘Radical leaders such as Father Coughlin complained that the New Deal did not go far enough in helping the USA’s poor. They complained Roosevelt was more interested in preserving society rather than changing it.’
‘Republicans still believed in ‘rugged individualism’ and the New Deal was doing too much to help. They thought prosperity was just around the corner.’

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(c) How far did the New Deal solve America's economic problems? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Things improved.'

Level 2 Identifies impact [2-3]

e.g. 'It gave back hope to Americans that they could recover.'
 'It created jobs and reduced unemployment.'
 'Faith in the banks improved.'
 'The lives of farmers improved.'
 'It did not solve unemployment.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. 'The New Deal gave hope back to the USA. There was a sense that the whole nation was united in facing its problems.'
 'It was successful in that America was put back to work, industry was moving again and the country was dragged out of depression.'
 'A series of measures restored faith in the banks. These measures ensured that the economy was supported by a healthy banking system.'
 'The lives of American farmers improved as a result of the Agricultural Adjustment Act and incomes rose.'
 'Although the New Deal provided employment for millions, employment was not solved by the New Deal. It was the Second World War that actually reduced the numbers of unemployed.'
 'Some argued that it was too bureaucratic and inefficient and that it would have been better to allow free enterprise to run industry.'
 'The New Deal did little to improve the position of the black Americans who were denied full rights as Roosevelt depended on the support of the Democrats in the South.'
 'Critics argued that American greatness was founded on citizens being responsible for supporting themselves. They criticised new sickness benefits and pensions as handouts. The road to socialism.'
 'In 1937, Roosevelt cut back government spending under the mistaken impression that the economy was recovering. The economy immediately slumped and unemployment rose again.'

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

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15 (a) What were the main features of Chinese communism.

Level 1 General answer [1-2]

e.g. 'A development in its own way.'
'It was to be equitable.'

Level 2 Describes the main features [2-5]

e.g. "The peasants were the basis of true communism.'
'Industry was to develop but in small units scattered throughout the countryside.'
'Wages were to be equal between all classes, with the peasants sharing in the greater wealth.'
'There was to be no middle class of specialist workers or managers.'
'Manual labour was the way forward in increasing China's agricultural and industrial production.'
'People should be converted to communism by persuasion and the Party should listen to criticism.'

(b) Why did the Communists win the Civil War?

Level 1 General answer [1]

e.g. 'They were better organised than the KMT.'

Level 2 Identifies why [2-4]

e.g. 'Their army was efficient.'
'Guerrilla warfare was used effectively.'
'They had good leaders.'
'They gained the popular support of the population.'
'They avoided inflation.'
'They had fought bravely against the Japanese.'

Level 3 Explains why [4-7]

e.g. 'Their army was much smaller but very well disciplined, fed and cared for, with high morale and efficient organisation.'
'They used guerrilla warfare which negated the modern equipment of the KMT.'
'They had extremely good leaders who had effective control and good tactical sense. KMT generals were not respected.'
'They cared for the peasants and treated the population fairly with equal rationing keeping firm law and order. This gained popular support in contrast to the looting, raping and corruption of the KMT.'
'High inflation in the KMT areas ruined many families and turned the middle classes against Chiang.'
'Chiang was blamed heavily for not having fought strongly enough against the Japanese. This counted heavily against him.'

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- (c) **How far had the Communists established control over China by 1958?
Explain your answer.**

Level 1 Unsupported assertions [1]

e.g. 'A change in policy was needed by 1958 if control was to be maintained.'

Level 2 Identifies reasons [2-3]

e.g. 'There was a single party dictatorship.'
'The Communist Party controlled the media.'
'People were dealt with severely and/or indoctrinated.'
'Industry was controlled.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. 'To ensure the widest possible support, a number of political parties were invited to join a coalition. In practice this turned out to be a single party Communist dictatorship.'
'The Communist Party had complete control of all radio, newspapers, books and cinema. The mass media was used to encourage people to follow the Party line and persuade them to accept it.'
'Many opponents were re-educated' to Communism. They learned about Communism through manual labour. Campaigns were launched against landowners and businessmen.'
'In the early years opponents were hunted out and executed. Between 1949 and 1951 as many as one million were executed.'
'Party cadres controlled mass groups persuading them to think and act like true Communists.'
'In 1957 Mao launched his 'Hundred Flowers' campaign. This invited criticism from anyone. There was a wave of criticism and the campaign was stopped.'
'In 1953 the Soviet style five-year plans were introduced. This was helped by Russian aid and some production increased significantly. All private industry was taken over by the government.'
'Co-operatives were introduced to agriculture and later collectives. Private ownership ceased to exist. Although there was some opposition, by 1957 over 90% of the peasants were in collectives.'
'Education literature was dominated by the works of Marx, Lenin or Mao.'

'In 1958, after nearly ten years of Communism, Mao was worried that China was settling back into its old ways. He saw the middle class experts growing and needed a revolution to hand back control to the peasants and workers.'

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

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16 (a) What was Mao's 'Little Red Book'?

Level 1 General answer [1-2]

e.g. 'A book of quotes.'
'To help a return to Communism.'

Level 2 Describes the book [2-5]

e.g. 'It was a book of Mao's thoughts that the soldiers were ordered to study.'
'They were then expected to spread his ideas through China.'
'They were told to rid the country of the 'Four Olds'.
'The 'Four Olds' were Old ideas, Old culture, Old customs, and Old ways of life.' (2 marks)
'This gave Mao enough support to launch a new super-campaign known as the Cultural Revolution.'

(b) Why, by 1967, was China on the verge of Civil War?

Level 1 General answer [1]

e.g. 'There were revolutionary activities.'

Level 2 Identifies why [2-4]

e.g. 'Mao wanted drastic changes.'
'People were unfairly and harshly treated.'
'Mao had issued his Little Red Book.'

Level 3 Explains why [4-7]

e.g. 'Mao wanted to change the culture of China. He was trying to create perfect communism.'
'This meant the removal of all other ideas that stood in his way including old customs and religious beliefs.'
'This needed the Red Guard and this was formed by students as schools and universities had been closed down.'
'The Red Guard was ordered to rid the Communist Party of all the enemies of Mao's policies. Opponents were humiliated, tortured or executed. Party officials including Liu were removed from office.'
'By 1967 china was on the verge of civil war. Red Guards were fighting with peasants and workers.'

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(c) How far did Mao improve life for the majority of Chinese? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'he improved life as he introduced change.'

Level 2 Identifies impact [2-3]

e.g. 'Land reform was introduced.'
 'The status of women was improved.'
 'Transport was improved.'
 'Health and health care improved.'
 'The Great Leap Forward and Cultural Revolution were disasters.'
 'People starved to death.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. 'In 1950 he introduced Land Reform where land in the villages was shared out among the peasants and landlords were punished.'
 'In 1953 the Five Year Plans were introduced with a focus on improving transport systems – this was achieved.'
 'By the mid 1960s over 90% of the population had a basic grasp of reading and writing.'
 'The cities were cleaned up to improve health and health care became free.'
 'The rights of women were improved. Mao banned arranged marriages and allowed women to divorce.'
 'Under the 'let a hundred flowers bloom' there was an opportunity to voice their opinions.'
 'The number of partially trained doctors in the villages increased.'
 'There was a food shortage and in 1953 co-operatives were encouraged to increase agricultural production.'
 'Society was closely controlled as he did not want independent thought. China was flooded with propaganda. The media was controlled. There was a fear of being labelled anti-communist.'
 'After the government was bombarded with criticism, the 'hundred flowers' ended abruptly. The Great Leap forward abolished private land and property and introduced communes.'
 'The Great Leap Forward was a disaster. At least 30 million Chinese starved to death between 1958 and 1962. There was a slump in production of manufactured goods and agricultural produce.'
 'The Cultural revolution plunged China into deep crisis as the Red Guards ran riot. Over a million died.'

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

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17 (a) Describe the part played by Rhodes in the development of South Africa.

Level 1 General answer [1-2]

e.g. 'He was a keen imperialist.'
'He was a diamond and gold mine owner.'

Level 2 Describes part played [2-5]

e.g. 'He became Prime Minister of Cape Colony in 1890.'
'He stirred up trouble between the Uitlanders and the Kruger government.'
'He was indirectly responsible for the Jameson Raid of 1896.'
'He had plans for British expansion all the way from the Cape to Cairo, including a railway.'
'Between 1890 and 1896 his company seized lands between Limpopo and the Zambezi, and called them Rhodesia.'

(b) Why did the British find the Boers difficult to defeat in the Anglo-Boer War of 1899-1902?

Level 1 General answer [1]

e.g. 'They were better fighters.'

Level 2 Identifies why [2-4]

e.g. 'They had more fighting men.'
'They used guerrilla tactics.'
'They knew the terrain.'
'Initially took the initiative.'
'They refused to surrender.'

Level 3 Explains why [4-7]

e.g. 'The Boers were excellent horsemen and rifle shots and had better artillery. They outnumbered the British forces three to one.'
'The Boers formed guerrilla units fighting isolated actions committing acts of sabotage and disrupting supplies.'
'The Boers at first took the offensive besieging the British in Ladysmith and Mafeking.'

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(c) How successfully did the South African economy develop in the period 1914-48? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The economy fluctuated.'

Level 2 Identifies changes [2-3]

e.g. 'There was a period of prosperity during the First World War.'
 'There were hard times for the farmers in the 1920s.'
 'The world depression hit in the early 1930s.'
 'The economy grew again after 1934.'

Level 3 Explains progress OR regression [3-5]

Level 4 Explains progress AND regression [5-7]

e.g. 'The economy did well during the First World War when South Africa fought alongside Britain. A rising gold price helped both the gold mines and local industry to prosper.'
 'From 1934, the economy began to grow again fast, a period of growth which lasted for forty years. This was fuelled by another international rise in the price of gold, which helped manufacturing industry. The additional income was used to help white farmers.'

 'Hard times came in the 1920s when Afrikaner farmers were hit by drought and disease. Many left the land to look for work in the cities. A response to the 'poor whites' was the creating of jobs mainly on the railways, at the expense of the blacks.'
 'In the early 30s the depression hit leading to a political crisis. Trade slumped with the world economic crisis.'

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

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18 (a) Describe how the Bantu Education Act of 1958 reinforced apartheid.

Level 1 General answer [1-2]

e.g. 'The government controlled what was taught.'
'Black children were treated differently.'

Level 2 Describes how [2-5]

e.g. 'Less money was spent on black pupils resulting in larger classes, poorer teaching and buildings.'
'Black children were not expected to continue their education beyond primary level.'
'There was a different curriculum which taught about white superiority.'
'They were taught menial skills.'
'Teaching was in the mother tongue.'

(b) Why was the pass system hated?

Level 1 General answer [1]

e.g. 'It was a book that had to be carried.'

Level 2 Identifies why [2-4]

e.g. 'It was a book that had to be shown on demand.'
'It contained personal information.'
'Women had to carry them from 1956.'

Level 3 Explains why [4-7]

e.g. 'They had to carry documentation which had to be produced on demand. Failure to do so resulted in punishment.'
'Citizens were classified according to race and this was supported by the pass system. This led to raids in the black townships to check passes and often resulted in law-abiding citizens serving time in gaol for 'pass offences'.
'It helped the government to control where the blacks lived and worked. It contained personal information as well as their finger prints.'

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(c) How successful were protests against apartheid laws between 1960 and 1980? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'At first they were futile.'

Level 2 Identifies protests [2-3]

e.g. 'Sharpeville ended in a massacre.'
 'Sharpeville led to world condemnation.'
 'Mandella was arrested.'
 'The effectiveness of protest groups was reduced.'
 'Protests started to become violent in the 1960s.'
 'In the 1970s sanctions became more effective,'

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

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

e.g. 'The events of Sharpeville in 1960 led to worldwide condemnation of apartheid and a beginning of widespread protests outside South Africa. Gold reserves plummeted.'
 In the 70s campaigns to stop countries investing in South Africa and from buying goods began to take effect.'

'In March 1960 the ANC called for a protest against the Pass Laws. At Sharpeville a confrontation between protesters and police ended in tragedy. Some police opened fire and 69 people died and many were wounded. The ANC and PAC became banned organisations.'
 'The resistance movement suffered a severe blow in 1962 when Mandella was arrested. Free Mandela campaigns continued for almost 30 years.'
 'In 1963 leading members of resistance groups were arrested, tried and found guilty of treason and sentenced to life imprisonment. This reduced the effectiveness of protest groups.'
 'Following setting of a bomb at Johannesburg railway station in 1964, John Harris was tried and executed. Protests were now becoming violent.'
 'Inadequate education became a flash point. A peaceful march at Soweto started peacefully but violence followed the shooting of a thirteen year old boy.'
 'The death in prison of Steve Biko suggested resistance was futile.'

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

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- 19 (a) What were the promises made under the ‘protection treaties’ between Namibians and the Germans at the end of the nineteenth century.

Level 1 General answer [1-2]

e.g. ‘Not to give up land.’
‘To prevent opposition.’

Level 2 Describes promises [2-5]

e.g. ‘Not to make treaties with other European nations.’
‘Not to let citizens of any other nation use the land unless the German government allowed it.’
‘To protect the life and property of Germans on their territory.’
‘To allow the Germans to carry out their trade.’
‘To leave the administration of justice and law over all Europeans to the German authorities.’

- (b) Why was there conflict between the Hereros and the Germans?

Level 1 General answer [1]

e.g. ‘Because they did not get on.’

Level 2 Identifies why [2-4]

e.g. ‘The Herero were unhappy with the way they were treated by the Germans.’
‘The Treaty was invalid.’
‘Germany sent troops.’
‘von Francois built a fort.’
‘Germany was after land.’
‘The Germans took cattle.’

Level 3 Explains why [4-7]

e.g. ‘Tension still existed after the protection treaty because of the rudeness shown by the increasing number of Germans coming to Namibia.’
‘In 1888 Maharero declared the Treaty with the Germans invalid.’
‘British rights and mining concessions were recognised and German ones ignored.’
‘Germany sent troops to Namibia to put down resistance. They were said to be on a scientific expedition.’
‘von Francois built a fort at Windhoek, pretending to create a neutral zone. It was to exercise greater control. Namibians offered peaceful resistance.’

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- (c) **How far were the people of Namibia affected by the First World War?
Explain your answer.**

Level 1 Unsupported assertions [1]

e.g. 'Most Namibians were not involved in the fighting.'

Level 2 Identifies how/describes the war [2-3]

e.g. 'The Germans surrendered to a South African force in July 1915.'
 'Some Rehobothers were killed as they refused to guard South African POWs.'
 'Many Namibians were forced to move settlements during the war.'
 'The mandate was given to the British.'
 'South Africa wanted Namibia.'

Level 3 Explains agreement OR disagreement [3-6]

Level 4 Explains agreement AND disagreement [5-7]

e.g. 'The majority of Namibians were not affected by the fighting as this was mainly between Germany and South Africa.'
 'The defeat of Germany removed control from a harsh and often cruel country.'
 'Namibia became a mandated territory. It was the intention that the mandate was to prepare a country for independence.'
 'During the war the Germans evacuated many settlements with the inhabitants forced to leave behind all their possessions.'
 'The defeat of Germany did not mean the end of colonial oppression as the country was now occupied by a South African army.'
 'The mandate was to be administered by South Africa who wanted to annex Namibia and make it the fifth province. The L of N refused to agree.'
 'South Africa wanted to exploit the people and the natural resources through oppression and exploitation.'
 'Farmland was wanted and a large settlement of Boers started on land stolen from Namibians.'

Level 5 Explains with evaluation [8]

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- 20 (a) Describe the events that resulted in Britain handing Palestine to the United Nations (UNO) in December 1947.

Level 1 General answers

[1-2]

e.g. 'Because of the violence.'
 'Because of the dangers.'
 'It was costly.'

Level 2 Describes events

[2-5]

e.g. 'Because of the guerrilla war.'
 'Violence was increasing such as the bombing of the King David Hotel.'
 'The number of deaths of British soldiers police and officials was increasing.'
 'It was becoming increasingly difficult to justify the cost of defending the worldwide empire.'
 'Because of the Zionist campaign of violence.'
 'The UN set up a commission which called for the partition of Palestine. This was accepted by Ben-Gurion but rejected by the Palestinians.'
 'They turned away refugees and were accused of being anti-Semitic.'

- (b) Why was the UNO partition plan not acceptable to the Palestinians?

Level 1 General answer

[1]

e.g. 'It linked Jews and Arabs.'

Level 2 Identifies why

[2-4]

e.g. 'They were against partition.'
 'The Jewish state would have more land.'
 'The Arab state would be divided.'
 'Fertile land would be lost.'

Level 3 Explains why

[4-7]

e.g. 'They did not want partition. The Peel Plan of the 1930s had been rejected with a least 3000 Palestinians being killed.'
 'The proposed Jewish state would be larger than the Arab state, even though Jews were only one third of the population and owned less than one tenth of the land.'
 'The Arab state would be divided into three with no direct access to the sea. Jaffa, the main Arab port, would be cut off from the rest.'
 'Much of its land was difficult to farm. Most of the fertile land on the coast would be part of the Jewish state.'

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- (c) 'The war of 1948-49 was unavoidable'. How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was because both sides were unhappy.'

Level 2 Identifies why [2-3]

e.g. 'The British had left without ending the difficulties.'
 'The UN proposals were unacceptable to the Arabs.'
 'Nationalism played its part.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

(Note: It may well be that candidates will experience more difficulty in arguing that it could have been avoided. Where a valid attempt is made, give credit. Allow up to 6 marks for one sided approach.)

e.g. The candidate may well explain issues around Jewish and Arab nationalism, the fact that the British were unable to cope.
 'The British refused to allow a UN administrator into Palestine to ensure an orderly transfer of power. Additionally the British allowed the King of Jordan to put troops into Arab parts of Palestine then suddenly ordered them to withdraw.
 'In November 1947 the UN voted to partition Palestine. This was to be in six months. The Arabs opposed this and violence erupted within days of the announcement.'
 'Why should Palestinian Arabs give up half their land just because the West felt guilty about the persecution of the Jews in Europe?'
 'Not all Jews in Palestine were happy. They wanted Jerusalem to be the capital of their new state. According to the UN plan, it was to be an international zone.'
 'In December 1947 the Arab League declared the UN partition illegal.'
 'The attacks by Jewish terrorists such as Deir Yassin spread panic among the Arab population and many fled their homes in fear of what might happen.'
 'As May 1948 approached both sides prepared for war with the Palestinians turning towards the Arab League for support.'
 'On 14th May 1948 Ben-Gurion held a ceremony in which he proclaimed that the state of Israel was now in existence. This new state was immediately involved in a struggle for life as it was attacked by Arab armies.'
 In April 1948 full scale war broke out between Jews and Arabs and Britain could do nothing.'

Level 5 Explains with evaluation [8]

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21 (a) Describe the events of 1993-94 that followed the Oslo Accords.

Level 1 General answer [1-2]

e.g. 'A Palestinian Authority was set up.'
There was a move towards peace.'

Level 2 Describes events [2-5]

e.g. 'In July 1994 Arafat and the PLO leadership left Tunisia and moved to the Gaza Strip. A Palestinian Authority, headed by Arafat, took control of much of the daily life in Gaza and the West Bank town of Jericho.'

'In September 1995 Arafat and Rabin signed a new agreement which extended the power of the Palestinian Authority to much of the West Bank.'

'In January 1996 Arafat was elected president of the Palestinian Authority.'

'There was a formal peace treaty signed in July 1994 between Israel and Jordan.'

(b) Why was the rise of Hamas a threat to securing peace?

Level 1 General answer [1]

e.g. 'It was a danger to peace.'

Level 2 Identifies why [2-4]

e.g. 'It did not want compromise.'

'It was taking over the violent role.'

'It was committed to strict Islamic traditions.'

Level 3 Explains why [4-7]

e.g. 'Hamas was a fundamentalist Islamic organisation that rejected the idea of any compromise with Israel.'

'It was much more committed to strict Islamic traditions than the PLO.'

'As the PLO moved away from violence Hamas members remained ready to kill in the struggle with Israel.'

'The Israeli government was worried by the rise of Hamas and in 1989 arrested its leader. He was imprisoned until 1997.'

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- (c) 'US intervention in the Arab-Israeli conflict has been a success.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'No because there is no peace.'

Level 2 Identifies impact [2-3]

e.g. 'They supported the Israelis in successful wars.'
 'A number of presidents worked hard at bringing peace.'
 'Israel did not always accept US advice.'

Level 3 Explains success OR difficulties [3-5]

Level 4 Explains success AND difficulties [5-7]

e.g. 'In 1948 the USA supported the creation of Israel and in return Israel kept on friendly terms with the USA (and Soviet Union) during the period of the Cold War.'
 When the Korean War started in 1950, Israel gave full support in its war against communism. This was gratefully accepted by the US who promised to stand by Israel in case of attack and signed a treaty of friendship in October 1951.'
 'American influence was seen in the wars of 1956, 1967 and 1973. The US were very angry at the Israeli action in Suez and insisted they should withdraw.'
 'In 1967 Israel did not attack until it knew America would support its actions.'
 In 1973 the Israelis were shocked by an Egyptian attack and the US airlifted emergency supplies to enable a successful counter attack to take place.'
 'In 1978 Jimmy Carter brought Sadat and Begin together at Camp David where they agreed the details of a peace treaty.'
 'In 1988 the Americans persuaded the Israelis to negotiate with the Palestinians and the Madrid peace conference of 1991 followed.'
 'In the 1990s America gave millions in aid to Israel expecting them to take the US advice. America found they could not always get their own way.'
 'In 1992 Bush told the Israelis to stop expanding in the West Bank. They refused to change policy.'
 Clinton had to force Rabin to shake hands with Arafat despite all his efforts to improve the situation.'

Level 5 Explains with evaluation [8]

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22 (a) Describe the problems of transport by road in the early nineteenth century.

Level 1 General answer [1-2]

e.g. 'Roads were poor.'
'You had to pay.'

Level 2 Describes problems [2-5]

e.g. 'Transport was affected by mud, dust and ruts.'(max 2).
'Travel was slow and uncomfortable.'
'They could have goods and valuables stolen.'
'Turnpikes were expensive.'

(b) Why did some people oppose the building of railways?

Level 1 General answer [1]

e.g. 'The fear of something new.'

Level 2 Identifies why [2-4]

e.g. 'Because some people had vested interests.'
'The effects of the railways on health.'
'The effects on food production.'

Level 3 Explains why [4-7]

e.g. 'Some people had a vested interest in other forms of transport such as canals, stage coach owners, and the railways took away profit and jobs.'
'Farmers objected as railways often went across good farming land and this reduced yield. They argued it would affect the milk from cows and hens would stop laying.'
'There were cranks who feared the speed, noise and pollution and women who feared attack.'

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- (c) 'Railways had a greater effect on the economy of Victorian Britain than on the lives of people.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertion(s) [1]

e.g. 'Yes because they helped industry to grow.'

Level 2 Identifies impact [2-3]

e.g. 'Large quantities of bulky raw materials could be carried.'
 'They encouraged the growth of the coal industry.'
 'They could carry food.'
 'People could go on holiday.'
 'People could travel to work.'
 'People were able to get information more readily.'

Level 3 Explains impact on economy OR lives of people [3-5]

Level 4 Explains impact on economy AND lives of people [5-7]

Industry

e.g. 'Railways could carry bulky goods such as coal and iron in greater quantities and more cheaply.'
 'Raw materials could be moved to industry rather than industry being sited where the raw materials were.'
 Agriculture and fishing industries prospered as their produce could be moved quickly to market and thus remained fresh.'
 'Railways used large quantities of coal and iron and thus helped to develop these industries.'
 'They encouraged the growth of towns such as Crewe, Swindon and Doncaster where associated industries developed.'

Social

'Railways increased the mobility of workers and allowed suburbs to develop so people could live outside the unhealthy towns.'
 'Railways provided a source of employment as station officials, etc.'
 'Railways were a cheap means of travel encouraging day trips and holidays to places such as Blackpool.'
 'The availability of fresh food, such as fish and dairy produce, improved diet and health.'
 'Information was more up to date through newspapers and penny post.'
 'Standard time was used with the introduction of railway timetables.'
 'Educational opportunities increased for the wealthy as children were able to attend public schools.'
 'Organised sport developed as spectators and participants could travel.'

Level 5 Evaluation with judgement of 'how far' [8]

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23 (a) What was the co-operative movement?

Level 1 General answer [1-2]

e.g. 'A movement to reduce costs.'

Level 2 Describes movement [2-5]

e.g. 'Started with the Rochdale Pioneers opening a shop in Rochdale in 1844.'

'The aim was to sell good food at reasonable prices.'

'At first there were 28 members paying 2d. per week.'

'Members shared the trading profit by being given a dividend according to how much they spent in the shop.'

(b) Why did unions for unskilled workers grow after 1870?

Level 1 General answer [1]

e.g. 'They grew because they were needed.'

Level 2 Identifies why [2-4]

e.g. 'To represent the lower paid.'

'There were large numbers of workers enduring very poor conditions.'

'There were people willing to stand up for these workers.'

Level 3 Explains why [4-7]

e.g. 'The number of unskilled workers was growing and they needed representation.'

'Political parties helped unskilled workers to form unions.'

'Many saw the value of unions during periods of depression.'

'The success of the Match Girls encouraged others.'

'Wages had increased and they could afford subscriptions.'

'Union membership put members in a stronger bargaining position.'

'There were a number of strong willed and determined leaders, such as Tillet and Mann determined to stand up to the employers in an attempt to improve working conditions.'

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(c) **How much was the power of trade unions weakened by court judgements and Parliament in the period 1865-1913? Explain your answer.**

Level 1 Unsupported assertions [1]

e.g. 'Some of the Acts passed reduced the powers of the unions.'

Level 2 Identifies main events [2-3]

e.g. 'Hornby v Close was about stolen union funds.'
 'The Trade Union Act and The Criminal Law amendment Act affected the power of the unions.'
 'The Conspiracy and Protection of Property Act changed the law about pickets.'
 'The Taff Vale case affected the right to strike. This was changed by the 1906 Trades Disputes Act.'
 'The Osborne Judgment and The 1913 Trade Union Act were about the political levy.'

Level 3 Explains progress OR loss of power [3-5]

Level 4 Explains progress AND loss of power [5-7]

e.g. 'Under the Trade Union Act of 1871, trade unions became full legal organisations and as a result their funds were legally protected from theft by officials.'
 'The Conspiracy and Protection of Property Act of 1875 permitted trade unions to use peaceful picketing during strikes. Unions could now organise effective strikes.'
 'The Trades Dispute Act changed the Taff Vale ruling by stating that unions were not liable for losses caused by strike action.'
 'The Trade Union Act of 1913 said that a political levy was legal. Any one could opt out.'

'In Hornby v Close (1867) the union were refused permission to prosecute their treasurer for the funds he stole. This meant they could not sue for money stolen from a union.'
 The Criminal Law Amendment Act prohibited picketing. This angered trade unionist as they considered it to be a valid weapon against bosses.'
 'The Taff Vale Judgment of 1901 made unions compensate for losses suffered from strike action. This made strikes almost impossible.'
 The House of Lords (The Osborne Judgment, 1909) decided the political levy was illegal. This was a severe blow to the Labour Party as this money was used to support Labour MPs in Parliament.'

Level 5 Explanation and evaluation of 'how much' [8]

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24 (a) What is meant by ‘imperialism’?

Level 1 General answer [1-2]

e.g. ‘The links with land overseas.’

Level 2 Describes imperialism [2-5]

e.g. ‘The urge of a country to acquire and develop a less advanced country.’

‘To take over a country for trade purposes, prestige or power.’

‘The acquisition of an empire.’

‘A mixture of patriotism, pride and greed.’

(b) Why did European powers often use a system of ‘indirect rule’ in their colonies?

Level 1 General answer [1]

e.g. ‘To ensure a country was governed.’

Level 2 Identifies why/describes indirect rule [2-4]

e.g. ‘To use the traditional chiefs.’

‘To allow local life to continue.’

‘to cause minimum disruption.’

Level 3 Explains why [4-7]

e.g. ‘Allowed local laws and traditions to continue.’

‘The advantage of control whilst at the same time allowing the country to continue its way of life. In this way local people were not offended.’

‘So that direct orders were issued by local people.’

‘So that local taxes were collected by local people. This encouraged local people to develop skills of leadership.’

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- (c) 'Trade the most important reason for Western Imperialism in the nineteenth century.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes because it created power.'
'It created wealth.'

Level 2 Identifies reasons [2-3]

e.g. 'They provided raw materials and food products.'
'They provided a market for manufactured goods.'
'People were very patriotic.'
'It was important for strategic military purposes.'
'Technological developments in weaponry helped.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. Trade. 'There was a strong economic argument for an overseas empire as the territories would be expected to contribute raw materials and food products many of which would be unobtainable in the home country. These might be bananas, palm oil, rubber cocoa and tea.'
'The colonies provided markets for the home produced manufactured goods without restrictive import tariff restrictions.'
'The colonies provided a link to wider areas by providing a base for re-coal boats.'

'Explorers and missionaries drew attention to the opportunities presented by unexplored territories.'
'Many statesmen wanted colonies to balance those acquired by their competitors to avoid being weaker than others.'
'Patriotism was important to the man in the street and the acquisition of an empire was something to be proud of.'
'For strategic reasons in the days of the steam ship it was necessary to establish coaling stations and this was vital for a powerful navy.'
'Technological advances in weaponry made it safer for people to work and live overseas as they could defend themselves against the primitive weapons.'

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

- 25 (a) Describe Belgium's acquisition of the Congo.

Level 1 General answer [1-2]

e.g. 'Leopold had a love of wealth and power.'
'He did not use force.'

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Level 2 Describes the acquisition

[2-5]

e.g. 'In 1879 Leopold took Stanley into his service and over the task four years established road and river communications.'
 'Leopold was aiming to attract all the trade of the Congo basin into his own forms of transport.'
 'In the 1880s he sought treaties granting sovereign rights in the Lower Congo area.'
 'He made a secret promise to the French in return for their support and gained the support of Bismarck.'
 'In 1884 a Congo Free State was set. It was the personal property of King Leopold.'

(b) Why did Germany enter the 'Scramble for Africa'?

Level 1 General answer

[1]

e.g. 'To increase status.'

Level 2 Identifies why

[2-4]

e.g. 'Because of a change in policy.'
 'To avoid losing status.'

Level 3 Explains why

[4-7]

e.g. 'Germany had only been unified in 1871 and Bismarck was against colonies. He was put under pressure and he changed his mind.'
 'They feared that other countries would become more powerful and they wanted to ensure they were not left behind.'
 'An overseas empire needed a navy and this was an opportunity to build up the navy.'

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(c) How far did Western Imperialism help Africa? Explain your answer.

Level 1 Unsupported assertion [1]

e.g. 'It was beneficial as Africa became more developed.'
'It introduced conflict.'

Level 2 Identifies benefits or harmful effects [2-3]

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

Level 3 Explains benefits to Africa OR harmful effects [3-5]

Level 4 Explains benefits to Africa AND harmful effects [5-7]

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

Level 5 Explains with evaluation [8]