

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2006 question paper

0470 HISTORY

0470/01

Paper 1, maximum raw mark 60

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

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

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

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 May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary 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.
- 2.6. It is not necessary to tick the body of an answer and examiners should refrain from doing so.
- 2.7. Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.

3. Assessment Objectives

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

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Section A

1 (a) Describe the events of 1848-49 in Rome and Venice.

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

e.g. Both were attacked.

People had to flee.

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

e.g. Rome

'15th Nov – Pope's prime minister Count Rossi, assassinated.'

'16th Nov – uprising in the city.'

'Eight days later Pope fled Rome.'

'Feb 1849 – Mazzini founded new Roman Republic.'

'July - Mazzini and Garibaldi tried unsuccessfully to defend city against the French.'

Venice

'Aug 49 besieged by Austrians.'

'Refugees fled from city.'

(b) Why did Charles Albert fail to defeat the Austrians in 1848-49?

Level 1 General answer **[1]**

e.g. 'He was let down by his supporters.'

'He was indecisive.'

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

e.g. 'The Piedmontese army moved slowly.'

'The Austrians re-grouped.'

'He delayed his decision too long.'

'His army was left short of men.'

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

e.g. 'Charles Albert delayed too long in deciding to take action waiting for the results of the Lombard plebiscite.'

'The slow movement of the Piedmontese army gave the Austrian forces an opportunity to get reinforcements.'

'He was promised support from the people of Lombardy but this failed to materialise.'

'The Pope sent an army but then withdrew support.'

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(c) **Cavour and Garibaldi both contributed to the unification of Italy. Which of these two played the more important part? 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 contribution of either Cavour OR Garibaldi [3-5]

Level 4 Explains contribution of both Cavour OR Garibaldi [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 n-w 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 evaluative judgement of 'most important' [7-8]

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2 (a) Describe the conditions in the South at the end of the Civil War.

Level 1 General answer [1-2]

e.g. 'It was devastated.'

'There was bitterness.'

Level 2 Describes conditions [2-5]

e.g. 'Buildings needed re-building.'

'Transport (roads and railways) needed re-building.'

'The economy had collapsed.'

'There was soaring inflation.'

(b) Why were carpetbaggers resented by the South?

Level 1 General answer [1]

e.g. 'They took advantage.'

Level 2 Identifies why [2-4]

e.g. 'They wanted to control state governments.'

'They were often corrupt.'

'They imposed their own view'

Level 3 Explains why [4-7]

e.g. 'They were thought to be northern politicians who went south at the end of the war to make money and then return north.'

'Often wanted to promote the regeneration of the south and bring it closer to the north by developing industry, introducing free public education and encouraging enterprise.'

'They took control of the state governments of the Deep South and imposed their wishes.'

'They introduced corrupt and spendthrift governments.'

'They prevented the people of the South from trying to restore their towns and plantations to their former glory.'

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(c) **‘Reconstruction solved nothing.’ How far do you agree with this statement? Explain your answer.**

Level 1 Unsupported assertions [1]

e.g. ‘Problems were not overcome.’

Level 2 Identifies impact [2-3]

e.g. ‘Initial representation did not happen.’

‘Governments were elected by universal suffrage.’

‘Carpet baggers took advantage.’

‘Southerners took the law into their own hands.’

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. ‘The Union victory preserved the Union but the South was treated with ‘malice’ and the wounds remained open well into the twentieth century.’

‘Johnson’s policy was one of reconciliation. The Southern states were allowed to elect legislatures and send senators and representatives to Washington. But Congress was controlled by hardliners, radical Republicans who wanted to punish the South.’

‘The hardliners prevented Confederate representatives from taking their seats. This gave them a huge majority and they were able to pass laws they saw fit.’

‘The Basic Reconstruction Act of 1867 allowed military governors to form governments elected by universal suffrage but Confederate leaders were disqualified from voting and old Confederate politicians could not stand for office.’

‘Carpet-baggers and scalawags were able to take control of the state governments in the Deep South and impose their wishes which were often corrupt and spendthrift. This affected the peoples of the South who were trying to restore their towns and plantations to their former prosperity.’

‘Southerners took the law into their own hands through the Ku Klux Klan who intimidated ex-slaves and dealt with the scalawags and carpet baggers.’

‘By 1877 the white peoples of the southern states controlled their state governments. Treatment of blacks did not improve, the old prosperity had gone and many plantation holders were left bankrupt.’

Level 5 Explains with evaluation of ‘how far’ [7-8]

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3 (a) What were the benefits to Japan of the Anglo-Japanese Alliance of 1902?

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

e.g. 'Prestige.'

'Security.'

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

e.g. 'As Britain was still the most powerful nation it was a recognition of Japan's position as a major force in world politics.'

'It gave Japan security as Britain agreed to come to her assistance if she was attacked by more than one foreign power.'

'Japan's special interests in China were recognised.'

'It accepted that Japan had a legitimate interest in Korea.'

(b) Why was there rivalry between Russia and Japan at the beginning of the twentieth century?

Level 1 General answer **[1]**

e.g. 'Because of Russian activity.'

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

e.g. 'Russia's designs on the Far East worried the leaders of Japan.'

'Russia was building the Trans-Siberian railway.'

'Russia gained access to the sea.'

'Russia threatened Japan's aim of increasing their raw materials.'

'Russia threatened Japan's imperialist ambitions.'

'Russia threatened Japan's links with Korea.'

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

e.g. 'Russia was building the Trans-Siberian railway, the longest in the world across inhospitable and uninhabited territory. Japan was concerned about the ulterior motive for this.'

'By getting permission to build part of the railway across Chinese territory the Russians gained access to warm water ports which were ice-free in winter, unlike Vladivostok.'

'Russia's interests in Manchuria conflicted with Japan's interests in this area. Manchuria had coal and iron ore that Japan wanted to exploit.'

'Russia had imperialist ambitions in the Far East having claimed the Ryukyu Islands and Formosa from China.'

'Russia had gained influence in Korea which was the key to Japanese expansion in Asia.'

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(c) How far was Japan a great power by 1914? Explain your answer.

Level 1 Unsupported assertions **[1]**

e.g. 'They had because other nations saw them as a threat.'

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

e.g. 'Militarily they were strong both on land and sea.'

'They had adopted a constitutional parliament.'

'The modernisation programme developed industry and finance.'

'Good education was seen as important.'

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

Level 4 Explains agreement AND disagreement **[5-7]**

e.g. 'Steps were taken to move towards a constitutional monarchy to be instituted from 1890. This was announced as a 'gift' to the people from the emperor. However ministers remained unelected as they were chosen by the Emperor. At first government depended on bribery and police bullying.'

'Japan became more progressive with the adoption of western clothes and calendar. Education was deemed important and universities developed.'

'More people were employed in the rapidly developing industry, trade and finance sectors although increasing costs resulted in many factories being sold cheaply to private investors.'

'The army was developed into an efficient fighting force equipped with modern arms. The navy was developed based on British ideas.'

'The main effect of the war from 1894 was to further strengthen Japan as a Far Eastern power and highlighted the success of the modernisation programme under the Meiji Emperor. It also strengthened the military elements in the government with only officers currently serving in the armed forces able to become Ministers of the Army and Navy.'

'Japan gained prestige and security with the signing of the Anglo-Japanese Alliance (1902). This recognised Japan's position as a major force in world politics and this position was further strengthened by the spectacular victory against Russia. The Americans were now concerned about the Japanese threat to the Philippines.'

Level 5 Explains with evaluation of 'how far' **[7-8]**

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- 4 (a) Describe the colonial rivalry that existed between Germany and other powers by 1900.

Level 1 General answer

[1-2]

e.g. 'The Kaiser wanted 'a place in the sun'.'

'It brought competition.'

Level 2 Describes the rivalry 2-5

e.g. 'Britain and France already had large empires compared to Germany and Kaiser Wilhelm was determined to build up the German empire.'

'A large empire would provide Germany with a market for her growing industries.'

'It would be a status symbol showing Germany's greatness and gaining it respect.'

- (b) Why did the Kaiser become involved in Morocco in 1905 and 1911?

Level 1 General answer

[1]

e.g. 'To gain power.'

Level 2 Identifies why

[2-4]

e.g. 'He wanted to test the Entente Cordiale.'

'To split Britain and France.'

'To keep Morocco independent.'

'To gain compensation.'

'Fear of a French takeover.'

Level 3 Explains why

[4-7]

e.g. 1905

'Britain and France had agreed the Entente Cordiale in 1904 giving France a free hand in Morocco. The Kaiser wanted to test the strength of the Entente to try and cause a split as he did not believe Britain would stand by France over Morocco.'

'He did not want France to extend her North African Empire.'

1911

'In 1911 the Sultan asked France to help crush a rebel revolt. Germany thought a French takeover would follow and so sent a gunboat to the Port of Agadir.'

'From 1904 the right for France to organise Moroccan affairs had been accepted by Britain and the Kaiser wanted to break up the Entente Cordiale.'

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(c) 'The Anglo-German naval race was the most important cause of war in 1914.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes it was because both Britain and Germany increased their naval power.'
'No it was colonial rivalry.'

Level 2 Identifies reasons [2-3]

e.g. 'It was the building of the Dreadnought battleship.'
'It was suspicions caused by the alliances.'
'It was caused by nations trying to be the best industrially.'
'Germany wanted to gain colonial strength.'
'It was the assassination of Archduke Franz Ferdinand.'
'There was unrest in the Balkans.'
'France was a bitter enemy of Germany.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. 'The British navy was the most powerful in the world and was used to defend its empire. Germany began to increase the strength of its navy with powerful ships and Britain felt threatened.'

'There was a race between Britain and Germany to see who could build the most Dreadnought's as this was the most powerful battleship in the world.'

'Britain feared German world domination if the Kaiser had both the strongest navy and army.'

'The major powers were suspicious of each other and the alliances (Triple Entente and Triple Alliance) that existed between them.'

'Britain was the world's leading industrial nation and used its empire to bolster trade. By 1914 Germany was producing more iron, steel and coal and politicians felt Germany's expansion was threatening Britain's wealth.'

'Kaiser Wilhelm wanted to acquire colonies and Britain and France thought he might try to take parts of their empires. This happened in Morocco. Here Britain supported France but suspicion of German motives grew.'

'France wanted Alsace and Lorraine back after losing them to Germany in the Franco-Prussian War of 1871. France needed Britain and Russia as allies.'

'There was intensive rivalry in the Balkans between Russia and Austria-Hungary where A-H did all it could to stop the Serbians uniting. Russia supported this.'

'A public protest against A-Hs policy was the assassination of Archduke Franz Ferdinand. Austria invaded Serbia and Russia promised to support Serbia. Germany declared war on Russia who was joined by its ally France.'

Level 5 Explains with evaluation of 'most important' [7-8]

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5 (a) What were the main aims of the League of Nations when it was set up in 1920?

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

e.g. 'Those in the covenant.'
'To uphold the Treaty.'

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

e.g. 'To maintain peace.'
'To discourage aggression from any nation.'
'To encourage countries to co-operate, especially in trade.'
'To encourage nations to disarm.'
'To improve living and working conditions in all parts of the world.'
'To encourage international co-operation.'
'To encourage collective security.'

(b) Why did its structure and membership weaken the League?

Level 1 General Answer **[1]**

e.g. 'It was too idealistic.'

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

e.g. 'Not all nations were members.'
'It had to rely on collective security.'
'It was dominated by Britain and France.'
'It was too slow to take action.'
'Decisions had to be unanimous.'
'The USA was not a member.'
'It did not have its own armed forces.'

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

e.g. 'Not all nations were members of the League. The USA never joined and this deprived the League of the support of the most powerful nation in the world.'
'The defeated nations, like Germany, were not members at first. Other nations, such as Japan, left when they got into disputes with the League.'
'The League had no armed forces of its own. It relied on collective security. Too often this meant nations looking to the League to take action when they weren't willing to act themselves.'
'The League was dominated by Britain and France but they never agreed on how powerful it should be or how it should operate.'
'The League was too slow to take action. All decisions, in the Assembly and Council, had to be taken unanimously.'
'The League was too idealistic. It was unrealistic to expect nations to obey the League without giving it the power to enforce its will.'
'All member states had equal voting rights. All decisions in Assembly and Council had to be unanimous. This was fine when members agreed with each other, but not when they disagreed.'

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(c) How far was the League of Nations a success? Explain your answer.

Level 1 Unsupported assertions **[1]**

e.g. 'It was a success as it settled disputes.'

Level 2 Identifies areas of disputes / unsupported argument **[2-3]**

e.g. 'It successfully settled disputes, e.g. Aaland Islands, Upper Sileia.'

'It failed with Vilna and Corfu.'

'Dealt with disputes in S. America.'

'It was successful in dealing with smaller nations.'

'It was successful with humanitarian work.'

Level 3 Explains successes OR failures **[3-5]**

Level 4 Explains successes AND failures **[5-7]**

e.g. Success

'It resolved the dispute in 1920 between Sweden and Finland over the Aaland Islands by deciding they were to go to Finland. Sweden accepted and war was avoided.'

'In 1921 it helped to arrange a plebiscite in Upper Silesia after both Poland and Germany had claimed the land. Both accepted the League's decision.'

'The League successfully arranged international help to prevent the collapse of the Austrian and Hungarian economies (1922-3).'

Failures

'Mussolini was ordered to withdraw from Corfu which he did. The Greeks were made to pay compensation when Mussolini used his influence with the Conference of Ambassadors. This undermined the League'

'The League was ignored when it requested Poland to withdraw from Vilna. Poland refused and remained in Vilna.'

'The League failed over Manchuria where it took twelve months for the Lytton Report and the League did nothing more than condemn Japan's actions. When the Report was accepted Japan left the League.'

'The League imposed sanctions on Italy after they invaded Abyssinia but these were ineffective as they did not include oil.'

'Behind the scenes the Hoare-Laval Plan showed that Britain and France were not prepared to take action which undermined the League.'

'The Great Powers continued to make agreements outside the League such as the Washington Naval Agreement (1922) and Locarno.'

'The League failed on disarmament when the Disarmament Conference of 1932-3 collapsed and this led directly to Germany leaving the League.'

'The League took no action over Hitler's actions in the Rhineland as Britain and France did not want a war.'

Level 5 Explains and evaluates 'how far' **[7-8]**

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6 (a) When Hitler came to power what did he hope to achieve with his foreign policy?

Level 1 General answer

[1-2]

e.g. 'Reversal of the Treaty of Versailles.'

Restoration of national pride.'

Expand German territory

Level 2 Describes policy

[2-5]

e.g. 'Reversal of the Treaty of Versailles by

retrieving lost land e.g. Saar;

re-militarisation of the Rhineland;

building up the German armed forces;

Anschluss with Austria.'

'Creation of a 'Greater Germany' by uniting all German speaking people in one home land.'

'To expand in the east and take over Poland and the west of the USSR (lebensraum).'

'To destroy the USSR and those who believed in communism.'

(b) Explain how Hitler destroyed the Treaty of Versailles.

Level 1 general answer

[1]

e.g. 'He ignored it.'

Level 2 identifies actions

[2-4]

e.g. 'Hitler withdrew from the League.'

'He began to re-arm.'

'Conscription was introduced.'

'Re-occupation of the Rhineland.'

'Anschuluss with Austria.'

Level 3 Explains how

[4-7]

e.g. 'At the Disarmament Conference of 1932-33 Germany wanted everyone to disarm to her own low level. France refused. Hitler withdrew from the Conference and the League and started to re-arm.'

'Hitler announced that Germany had an air force and was introducing conscription, both forbidden by the Treaty.'

'The signing of the Anglo-German Naval Treaty allowing Germany to build up its navy showed the military terms of the Treaty were dead.'

'Germany re-militarised the Rhineland with Britain and France making no effort to stop this. This was expressly forbidden to protect France.'

'Hitler ignored the Treaty with the Anschluss with Austria in 1938. This had been expressly forbidden and this united German speakers, making Germany more powerful.'

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(c) How far was appeasement justified? Explain your answer.

Level 1 Unsupported assertions **[1]**

e.g. 'It bought time and so was justified.'

Level 2 Identifies for and against **[2-3]**

e.g. 'It was right to try to avoid war.'

'Britain was not ready for war.'

'It gave in to a bully.'

'It was morally wrong.'

'It misjudged Hitler.'

'Excellent chances to stop Hitler were missed.'

It failed to prevent war.'

Level 3 Explains one side **[3-5]**

Level 4 Explains both sides **[5-7]**

e.g. 'The Treaty of Versailles had been harsh on Germany and it seemed right to try to settle grievances by negotiation. Britain and France were happy as Hitler was only rightfully getting back what belonged to Germany.'

'Some people approved of Hitler's policies particularly the way he had reduced unemployment.'

'Memories of the First World War (and Spanish Civil War) were still fresh and it was felt right to avoid another war.'

'Many liked the idea of a strong Germany as a protection against the USSR. The USSR under Stalin seemed a greater threat.'

'Rearmament was not complete and it was an opportunity to stall for time.'

'The British government was trying to deal with the depression and did not want to spend large sums on arms.'

'It was thought that by giving concessions to Hitler he could be trusted and it would reduce the chances of war.'

'The appeasers misjudged Hitler treating him as rational person. In fact it encouraged Hitler to demand more. The mind of a dictator was misunderstood.'

'It gave Hitler an advantage. He grew stronger and stronger before war started.'

'Appeasement was wrong – it allowed Hitler to break international relations. They were prepared to give away parts of other countries.'

'Appeasement was simply another word for weakness and cowardice.'

'By following the policy vital opportunities were missed to stop Hitler such as the remilitarisation of the Rhineland.'

'By abandoning Czechoslovakia an important ally was lost.'

'It did not work as Hitler marched into Poland and war started.'

Level 5 Explains with evaluation of 'how far' **[7-8]**

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7 (a) What was agreed at the Potsdam Conference?

Level 1 General answer [1-2]

e.g. 'What to do about Germany.'
'To have war trials.'

Level 2 Describes what was agreed [2-5]

e.g. 'Japan would be attacked as planned.'
'Anything of value could be taken from Germany as reparations.'
'Details of German zones of occupation finalised.'
'Industrial equipment could be taken from own zone in Germany as reparations.'
'USSR to have additional reparations.'
'Nuremberg trials set up to deal with Nazi war criminals.'
'Eastern border of Poland to be moved west and all non-Poles sent back to Germany.'
'Germans living in Hungary and Czechoslovakia sent back to Germany.'

(b) Why was there continuing tension over Berlin in the years 1945-1949?

Level 1 General answer [1]

e.g. 'There was no trust.'

Level 2 Identifies why [2-4]

e.g. 'Berlin was divided into zones of occupation.'
'The Allies merged their zones.'
'The Allies introduced a new currency.'
'On one side was capitalism and on the other communism.'
'Marshall Aid provided money.'
'There was the Berlin Blockade.'

Level 3 Explains why [4-7]

'By 1948 the USA, British and French zones had been merged to form West Berlin. Stalin thought this was against the Yalta Agreement.'
'By these actions West Berlin became a small island of capitalism and democracy surrounded by communism.'
'The USA poured millions of dollars into West Berlin to rebuild it. Stalin was convinced this was a ploy to try to get East Berliners to become envious of what capitalism might give them.'
'Stalin was angry that the Allies were planning to introduce a new currency. Stalin said this broke the agreements as both superpowers had to agree on any decisions.'
'Stalin feared that the Allies were planning to reunite Germany and wanted to force the Allies to remove their troops from West Berlin to stop such plans.'
'The USA convinced the world that Stalin was plotting to take over the whole of Germany and then the rest of Europe.'
'Tension came to a head when Stalin blockaded all road and rail routes into West Berlin. Eventually Stalin had to back down.'

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(c) 'It was Truman not Stalin who brought about the Cold War.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Each side was to blame because they followed different ideas.'

Level 2 Identifies reasons [2-3]

e.g. 'Soviet Union and USA did not trust each other.'

'Stalin wanted to spread communism.'

'The Soviet Union wanted to avoid any future attack.'

'Eastern Europe was communist controlled.'

'Stalin set up Cominform and Comecon.'

'There was the Berlin Blockade.'

'The West was against Communism.'

'USA introduced economic aid.'

'The USA had the atomic bomb.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. 'Truman was more anti-communist than Roosevelt who had got on reasonably well with Stalin.'

'The USA interpreted the Soviet takeover of eastern Europe as the start of spreading communism around the world and responded with the Truman Doctrine and Marshall Plan which was to help the vulnerable European economy suffering from the after effects of war. The USSR saw this as a threat.'

'The fact that the USA had the atom bomb encouraged Stalin to rush through the Soviet response and the arms race had started.'

'The USA and USSR held different ideologies of capitalism v communism and actions led to suspicion and hostility as they drifted apart at the end of the war as there was no common enemy.'

'Harmony not helped by politicians such as Churchill and his "Iron Curtain" speech.'

'The Soviet Union wanted a weak Germany to avoid any future attack.'

'Following Yalta it was expected that there would be free elections in Eastern Europe countries after their liberation. The Red Army made sure their new governments were communist controlled.'

Stalin refused to allow Soviet bloc countries to accept aid as he thought the real purpose was for the USA to build up friendships with European countries.'

'European countries set up NATO to help each other if attacked by Stalin. In response Stalin created the Warsaw Pact.'

'To counter the Marshall Plan Stalin set up Cominform to strengthen co-operation between communists and Comecon to develop economic co-operation between communist countries.'

Level 5 Explains reasons with evaluation of 'how far' [7-8]

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8 (a) Describe how the Soviet Union reacted to events in Hungary in 1956.

Level 1 General answer

[1-2]

e.g. 'It was brutal.'

'They used force.'

'They used military.'

Level 2 Describes events

[2-5]

e.g. 'Khrushchev sent in tanks but they were withdrawn after a week. On 4th November 200,000 Soviet troops and 2,500 tanks arrived in Budapest.'

'After two weeks of bitter street fighting it is thought that 27,000 Hungarians had died and Soviet control restored.'

'They executed Nagy and his fellow leaders.'

'It prevented Hungary leaving the Warsaw Pact.'

'The Soviet Union was not prepared to let go of countries within its sphere of influence.'

(b) Why was the Soviet Union worried by developments in Czechoslovakia in Spring 1968?

Level 1 General answer

[1]

e.g. 'Change was threatened.'

Level 2 Identifies why

[2-4]

e.g. 'Reforms were threatening Soviet control.'

'If freedom granted for one others would follow.'

'Actions were against the Brezhnev Doctrine.'

Level 3 Explains why

[4-7]

e.g. 'Brezhnev was the new Soviet leader and he was just as determined as previous leaders to maintain Soviet control of eastern Europe and he felt this control was being threatened.'

'Dubcek was appointed to lead the country. He wanted to modernise communism, talking about 'socialism with a human face'. These reforms were known as the 'Prague Spring'.'

'Dubcek assured Brezhnev that he did not want to leave the Warsaw Pact but Brezhnev knew that if control was lessened in one country others would follow.'

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(c) How important was ‘Solidarity’ in the decline of Soviet influence in Eastern Europe? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. ‘Very important as it brought change.’

Level 2 Identifies reasons [2-3]

e.g. ‘Solidarity set an example to others.’

‘Gorbachev introduced perestroika and glasnost.’

‘Afghanistan was a big issue.’

‘Gorbachev’s reforms caused decline.’

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. ‘Solidarity had forced a strong Soviet union backed Communist government to give way through the action of industrial workers backed by popular opinion and the use of non-violent methods.’

‘The government in Poland had lost the confidence of the people and Solidarity showed that a Communist government could not solve Poland’s economic problems.’

‘Although the USSR still wanted a one-party Communist government in Poland they did not use force to ensure this unlike in Hungary and Czechoslovakia.’

‘Gorbachev’s reforms including the freedom of speech allowed discontent to grow.’

‘Many wanted to see the collapse of Communism as Gorbachev’s reforms were not working as food shortages remained and prices were high.’

‘Gorbachev wanted a more equal relationship and was no longer willing to use armed forces to get his way. This helped to reduce spending on the military.’

‘Gorbachev introduced perestroika. This encouraged more competition in industry and glasnost where Soviets could criticise the government. These reforms came too quickly.’

‘Interest in capitalist methods increased as did trade with the West. This also increased Soviet awareness of better standards of living in the West.’

‘Communism was seen by many as corrupt and Soviet industry and agriculture inefficient. This was not helped by the spending of large sums of money on defence and in Afghanistan.’

Level 5 Explains reasons with evaluation of ‘how important’ [7-8]

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Section B: Depth Studies

9 (a) What political problems existed in Germany in the period 1918-1920?

Level 1 General answer

[1-2]

e.g. 'There was a mutiny.'

'There was a new constitution.'

'There was a change in the form of government.'

'The communists and right wing extremists.'

Level 2 Describes the problems

[2-5]

e.g. 'There were strikes and demonstrations in 1918.'

'Sailors took over Kiel.'

'There was a new democratic government.'

'Kaiser Wilhelm had fled the country.'

'There was the Kapp Putsch.'

'There was the Spartacist rising in 1919.'

'In 1920 the Freikorps led by Kapp tried to set up a right wing government.'

'There was a general strike of Berlin workers.'

'Communists thought there should be a revolution.'

(b) Why was 1923 a year of crisis for the Weimar Republic?

Level 1 General answer

[1]

e.g. 'Money was worthless.'

Level 2 Identifies why

[2-4]

e.g. 'There was an occupation of the Ruhr.'

'There was hyperinflation.'

'Germany did not pay.'

'There was an attempt to seize power.'

'Because of the Munich Putsch.'

Level 3 Explains why

[4-7]

e.g. 'French and Belgium troops entered the Ruhr and began to take what was owed to them in the form of raw materials and goods.'

'The government ordered passive resistance (strike). The French reacted harshly killing over 100 workers.'

'There were no goods to trade so the government printed more money. Prices rocketed and the money was worthless. There was hyperinflation.'

'Business went bankrupt and people's savings were wiped out.'

'There was the Munich Putsch with Hitler attempting to seize power from the Weimar Republic.'

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(c) How successful was the Weimar republic in dealing with Germany's problems by 1928? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was as it was known as the 'golden age'.'

Level 2 Identifies issues [2-3]

e.g. 'Hyperinflation was ended.'

'Germany was accepted back into the international community.'

'Loans came from the USA.'

'Political stability still existed.'

'The farmers lot was not improved.'

Level 3 Explains successes OR failures [3-5]

Level 4 Explains successes AND failures [5-7]

e.g. 'Hyperinflation was ended and confidence returned with the introduction of a new currency and reduction in government spending.'

'In return for starting to pay reparations again the Germans, under the Dawes Plan received loans to encourage industry thus raising the standard of living and resulted in the French and Belgium troops leaving the Rhur in 1925.'

'By 1928 industrial production was higher than pre-war levels.'

'Germany was accepted back into the international community through the Locarno Pact and the Kellogg-Briand Pact. They also joined the League of Nations.'

'A more open approach resulted in a revival in art and culture through newspapers, theatres, painters and literature.'

'There remained serious problems with the economy which depended on American loans that could be withdrawn at any time.'

Unemployment remained a serious problem as the economy was not growing fast enough.'

'Farming suffered from depression throughout the 1920s due to the fall in food prices. Many farmers went into debt.'

'Some argued that the new ideas of culture and art were unpatriotic and they wanted to celebrate traditional values. They argued this new phase meant that Germany was going into moral decline.'

'No one party was able to secure a majority in the Reichstag and nationalists opposed Stresemann's policies.'

'Extremist parties such as the Nazis and Communists were determined to overthrow the Weimar Republic. In 1925 Hindenburg was elected President. As he was a supporter of the Kaiser this indicated the true feelings of many.'

Level 5 Explains opposition and evaluates 'how successful' [7-8]

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10 (a) Describe how the Nazis tried to win the hearts and minds of young people.

Level 1 General answer [1-2]

e.g. 'At school.'

'Through youth organisations.'

Level 2 Describes methods [2-5]

e.g. 'Through membership of the Hitler Youth and League of German Maidens.'

'Through indoctrination such as at school.'

'The Nazis controlled the school curriculum promoting their ideas.'

'Through Nazi controlled radio stations.'

(b) Why did the Nazis try to change the role of women?

Level 1 General answer [1]

e.g. 'It was important.'

Level 2 Identifies why [2-4]

e.g. 'The Nazis held traditional views.'

'Men needed jobs.'

'To meet the views of Hitler.'

Level 3 Explains why [4-7]

e.g. 'The roles of women were changing and women had more freedom. The Nazis preferred women to adopt a more traditional role of wife and mother. (Three Ks)'

'Unemployment was high and Hitler wanted to get men into employment and so women were encouraged not to go out to work.'

'The birth rate was falling and they wanted this increased to provide the army of the future.'

'By 1939 large numbers of women were required to work in the factories on the war effort.'

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

Level 1 Unsupported assertion [1]

e.g. 'The Nazi regime was very successful in dealing with opposition as it ended up with very few opponents in Germany.'

Level 2 Describes reasons for success and/or opposition [2-3]

e.g. Success

The SS and the Gestapo. Control of the courts. The use of concentration camps. Informers. Banning of political parties and public meetings. The use of terror. Propaganda. Agreements with the churches. The Enabling Act.

Opposition

Opposition groups like Swing and the Edelweiss Pirates. The White Rose Group. July Bomb Plot. Dissatisfaction in the army. Passive resistance and non-cooperation.

Level 3 Explains example(s) of success OR opposition [3-5]

Level 4 Explains example(s) of success AND opposition [5-7]

e.g. 'The Nazis were mostly very successful at getting rid of opposition. The SS went round terrorising people into obedience. They could arrest people without trial and put them into concentration camps where people were tortured or indoctrinated.'

'The Gestapo spied on people. They had informers everywhere and encouraged people to inform on their neighbours and children to inform on their parents. They also tapped phones. All this meant that for a long time the Nazis did not have many opponents.'

'However, during the war opposition grew. Some of the army officers were worried the war was going badly and planned to blow Hitler up. It went wrong and they were all executed.'

'Some young people also began to rebel during the war like the Swing Youth. They were fed up with the Nazis controlling their lives and giving them no freedom.'

'The Navajos gang and the Edelweiss Pirates were generally regarded as delinquents but during the war they got involved in spreading anti-Nazi propaganda and in 1944 took part in an attack in which a Gestapo officer was killed. Some were arrested and publicly executed.'

'Hans and Sophie Scholl led a student group in Munich called the White Rose Movement. They were executed in 1943 for ant-Nazi activities.'

Level 5 Explains with evaluation [7-8]

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11 (a) Describe the impact of the Russo-Japanese War (1904-5) on the Russian people.

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

e.g. 'It made them unhappy.'

'They had poor conditions.'

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

e.g. 'The defeat left the people believing that the Tsar's government was weak and incompetent.'

'Prices increased and there were food shortages.'

'Factories closed causing unemployment.'

'The middle classes demanded political reforms.'

'There were strikes with workers demanding better pay and conditions.'

'It led to demonstrations.'

(b) Explain how the Tsar was able to survive the 1905 Revolution.

Level 1 General answer **[1]**

e.g. 'He made concessions.'

'He gave the Liberals what they wanted.'

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

e.g. 'He issued the October Manifesto.'

'The middle classes wanted an end to the revolution.'

'He did not allow opposition.'

'Russia was ready for change.'

'He split his opponents.'

'He offered the middle classes what they wanted.'

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

e.g. 'The October Manifesto gave Russian people basic rights such as freedom of speech and the right to form political parties.'

'The October Manifesto promised elections and a Duma established.

It said an elected parliament would be set up.'

'Through force the government re-established order throughout Russia.'

'The Tsar promised a constitutional monarchy.'

'The Japanese war ended and he was able to use returning soldiers to crush revolutionaries.'

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- (c) Which of the following was the most important reason for the overthrow of Tsar Nicholas II:
the influence of Rasputin;
military defeats in the First World War;
food shortages?
Explain your answer with reference to all three reasons.

Level 1 Unsupported assertion [1]

e.g. 'Rasputin had the greatest effect.'

Level 2 Describes reasons [2-3]

e.g. 'Rasputin was influencing the government.'

Despite the Tsar, Russia suffered heavy defeats at the hands of Germany.'

'People in the cities were starving.'

Level 3 Explains ONE [3-5]

Level 4 Explains TWO OR THREE [5-7]

e.g. 'Concern grew at the influence of Rasputin over the Tsarina. While the Tsar was away the Tsarina relied almost entirely on Rasputin's advice on the appointment, or sacking, of ministers. On Rasputin's advice sound ministers were dismissed and replaced with officials who were unable to cope with the demands of war. The Tsar's opponents seized on Rasputin as a sign of his weakness and suggested he was unfit to rule.'

'Within weeks of the outbreak of war the Russians were defeated at Tannenberg. About 90000 Russians were captured and over 100000 drowned. A week later a further 100000 troops were slaughtered.'

'As the war was not going well the Tsar had put himself in personal command of the armies. In 1916 over one million Russians died in battle. Russian armies were badly-led and poorly supplied being short of food, weapons and ammunition. By 1917 there was deep discontent in the army and many soldiers were supporters of the revolutionary Bolshevik party'

'By 1916 there were food shortages. What made it worse was that there was enough food but it could not be transported to the cities. The rail network could not cope and by 1917 many working men and women stood and shivered in bread queues and cursed the Tsar.'

Level 5 Explains with evaluation of 'most important' [7-8]

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12 (a) What was Lenin’s ‘Political Will’ (Testament)?

Level 1 General answer [1-2]

e.g. ‘A statement.’

‘A letter.’

Level 2 Describes Testament [2-5]

e.g. ‘A statement by Lenin of his views.’

‘In it was a statement warning against Stalin.’

‘Lenin thought that Stalin had concentrated too much power in his own hands.’

‘Stalin stated he thought Trotsky was the most capable man in the present committee.’

‘It suggested Stalin should be removed from post.’

(b) Why was Stalin able to become leader of Russia by 1928?

Level 1 General answer [1]

e.g. ‘By using people and then ditching them.’

Level 2 Identifies why [2-4]

e.g. ‘Stalin had a power base.’

‘He played one group against the other.’

‘Stalin was underestimated by the other contenders.’

‘He used his power within the Communist Party.’

Level 3 Explains why [4-7]

e.g. ‘Stalin put himself forward as a great friend of Lenin, such as appearing as chief mourner at Lenin’s funeral.’

‘He tricked Trotsky into missing Lenin’s funeral.’

‘He was General Secretary of the Communist party and had put many supporters in top Party posts to guarantee support.’

‘Trotsky’s ideas were too extreme for many as he wanted permanent revolution whereas Stalin’s policy was socialism in one country.’

‘Lenin’s warning about Stalin was ignored because of the jealousy of most communist leaders felt towards Trotsky.’

‘Stalin, Zinoviev and Kamenev accused Trotsky of trying to split the communist party.’

‘Stalin had Zinoviev and Kamenev sacked having accused them of working with Trotsky.’

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(c) Which was the more effective of Stalin's methods for controlling the people of Russia - terror or propaganda? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Propaganda was the most effective.'

Level 2 Identifies actions [2-3]

e.g. 'The idea of the 'cult of Stalin'.'

'The media was controlled by the state.'

'He introduced the Purges.'

'He held 'show trials.'

'Many were put in labour camps.'

Level 3 Explains effectiveness of one [3-5]

Level 4 Explains effectiveness of both [5-7]

e.g. Terror

'Stalin was not prepared to accept challenges to his authority and he planned to purge the top of the Party membership to clear out his opponents. They were arrested, tried and sentenced to long periods of imprisonment.'

'This was not enough and in 1935 he started the 'Great Terror' where Zinoviev and Kamenev were shot. The 'show trials followed'.'

'The secret police spread fear as hundreds of thousands of people were murdered and imprisoned without trial. It was enough for there to be suspicion of disloyalty.'

'Millions were imprisoned in labour camps. They were kept in terrible conditions and forced to work through the freezing cold Russian winter.'

Propaganda

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

'The state told people what to think. Radio, films and newspapers were all controlled by the state. Schools taught communist versions of history and science.'

'The hiding of the truth made many Soviet citizens believe the propaganda. They were told Stalin was a great genius who would look after them resulting in one of the world's most evil tyrants being loved by many of the people he ruled.'

Level 5 Explains with evaluation of 'more effective' [7-8]

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13 (a) Describe how the lives of women changed in the 1920s.

Level 1 General answer [1-2]

e.g. 'Increased freedom.'

'Employment.'

'Financial independence.'

Level 2 Describes changes [2-5]

e.g. 'They got the vote.'

'There was opportunity to develop careers.'

'New household appliances, such as washing machines, made their lives at home easier.'

'There was a new freedom – flappers, smoking and drinking in public and the way they dressed.'

'No chaperones.'

'Freedom of movement – cars.'

(b) Why was prohibition introduced in the 1920s?

Level 1 General answer [1]

e.g. 'To make America dry.'

Level 2 Identifies why [2-4]

e.g. 'To prevent social problems.'

'Pressure from campaigners.'

'Anti-German pressure.'

Level 3 Explains why [4-7]

e.g. 'To remove inconsistency. Some states already had a law and this made it the same nationwide.'

'If banned the USA would become a safer place as it was claimed that alcohol caused many social problems.'

'There was pressure on politicians from groups such as the Anti-Saloon League.'

'The First World War had created strong anti-German feeling and many USA brewers were of German descent.'

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(c) How far did the lives of Americans improve during the 1920s? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was a period of sharp contrasts.'

Level 2 Identifies change [2-3]

e.g. 'There was a popular image of fun.'

'People had more time and money.'

'Mass entertainment grew.'

'Black Americans suffered discrimination.'

'Prohibition was introduced.'

'The role of women changed.'

'Farmers struggled to keep going.'

Level 3 Explains ONE side [3-5]

Level 4 Explains BOTH sides [5-7]

e.g. 'Following war some Americans had money to spend on entertainment. Young women were freer giving a popular image of one long party. There was a craze for new dances and jazz.'

'The movie industry developed giving an opportunity for escapism although some questioned the impact of movies on morality.'

'Sport, such as baseball, developed as a form of mass entertainment.'

'Home entertainment increased with radio and the first national broadcasting network opened in 1926.'

'Many women became liberated from traditional roles as mothers and housewives by the widespread availability of contraception and labour saving devices.'

'The boom in consumer industries created many new jobs and many families owned a car giving them greater freedom.'

'In the south, black people suffered under laws that kept them segregated from white people and living in poverty. They feared the lynch mobs particularly after the revival of the Ku Klux Klan.'

'The introduction of prohibition turned out to be a failure, putting huge sums of money into the hands of gangsters and unleashing a crime wave.'

'Farmers struggled against competition from Canada with nearly six million farm labourers being forced off the land.'

Level 5 Explains with evaluation as 'how far' [7-8]

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14 (a) Describe the work of the Tennessee Valley Authority (TVA).

Level 1 General Answer [1-2]

e.g. 'It worked to improve the area.'

Level 2 Describes the work [2-5]

e.g. 'It built a series of dams on the Tennessee river to irrigate dried out land.'

'It provided electricity.'

'It created thousands of jobs in an area badly hit by the depression.'

'It irrigated land to improve farming.'

(b) Why did Republicans oppose the New Deal?

Level 1 General answer [1]

e.g. 'Because they did not like it.'

Level 2 Identifies why [2-4]

e.g. 'People were helped by the state.'

'It was the opposite of 'rugged individualism' / Republican Party.'

'It was expensive.'

'It was a waste of money.'

'It created unnecessary jobs.'

Level 3 Explains why [4-7]

e.g. 'The Republicans argued the New Deal was making people too dependent upon the state. They believed in 'rugged individualism' where individuals helped themselves rather than being helped by the state.'

'They felt Roosevelt was acting like a dictator, forcing Americans to do what he wanted.'

'The New Deal was expensive and the huge cost was objected to by the Republicans who thought people's money was being wasted.'

'The wealthy were wealthy because they had worked hard. High taxes discouraged people from working hard and gave money to people for doing nothing or unnecessary jobs.'

'Schemes such as the TVA created unfair competition for private companies.'

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(c) 'The New Deal was a success.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertion [1]

e.g. 'It was a success as it helped Americans.'

Level 2 Identifies impact [2-3]

e.g. 'It helped the unemployed.'

'It introduced social welfare.'

'The government became more involved in people's lives.'

'Farmers did not benefit.'

'Black Americans saw little benefit.'

'There was a slump.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. 'The New Deal significantly reduced unemployment from a very high level by creating millions of jobs.'

'Millions of poor people received food, shelter and clothing and emergency relief stopped people from starving.'

'Construction work on dams and roads helped the future development of industry.'

'Workers' rights improved with the regulation of working conditions (NRAC) and the right to join unions. Successful strikes followed.'

'The lives of those farmers with large farms improved significantly with incomes rising.'

'The New Deal raised the morale and confidence of many and they began to believe in themselves again.'

'Although unemployment was reduced it was not ended. Many argued the various schemes did not provide real jobs. It took the coming of war to remove unemployment.'

'Many employees resented the improved workers' rights and hired thugs to beat up and intimidate union leaders and workers.'

'The New Deal did not go far enough in dealing with poverty. Many were excluded from social security including five million farm workers and domestics.'

'The limitations were shown in 1937 when the economy went back into recession when Roosevelt cut the spending on the New Deal.'

'The programme did nothing for the black Americans' civil rights.'

Level 5 Explains with evaluation of 'how far' [7-8]

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15 (a) What was the impact of the Second World War on the Nationalist Government?

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

e.g. 'They lost power.'
'The Red Army was viewed more favourably.'

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

e.g. 'Chiang ignored the Japanese as he regarded the communists as a greater threat.'
'Ignoring the Japanese increased the strength of the communists who were viewed as being more patriotic.'
'They became a party of the landlords and a puppet of the Americans.'
'The Nationalists were forced to retreat to an area around Chungking losing much land to the Japanese and the Communists.'
'They failed to gain the support of the peasants.'
'Crooked government officials lined their own pockets.'

(b) Why did the Communists benefit from the Second World War?

Level 1 General answer **[1]**

e.g. 'Because the nationalists lost popularity.'

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

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

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

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

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(c) **Who was more responsible for the outcome of the Civil War - Mao or Chiang Kai-shek (Jiang Jieshi)? Explain your answer.**

Level 1 Unsupported assertions [1]

e.g. 'Mao was responsible because he was better organised.'

Level 2 Identifies reasons [2-3]

e.g. 'Mao had the support of the peasants.'

'Mao was seen as looking after China's interests.'

'Chiang was a dictator.'

'He used America.'

Level 3 Explains either Mao leadership OR Chiang Kai-shek [3-5]

Level 4 Explains Mao AND Chiang Kai-shek [5-7]

e.g. 'Mao was a popular leader which came from the Long March. During the Second World War he was seen as a liberator because of his successful guerrilla tactics against the Japanese. This won him huge backing from both the peasants and the middle classes. They recognised that Mao was fighting to defend China's national interests.'

'Mao ensured the Communists were popular. They cared for the peasants and did not take businesses. They treated people fairly keeping firm law and order.'

'As Chiang became older he became more and more of a dictator. Inflation was high and aid from America went into the pockets of Chiang, his family and friends.'

'The Kuomintang had become the party of the landlords. His soldiers, unlike the Red Army, treated the areas they went into badly. US support made Chiang appear to be no more than a puppet of the Americans.'

Level 5 Explains with evaluation of 'how far' [7-8]

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16 (a) Describe China's relations with the USSR in the 1950s and 1960s.

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

e.g. 'Friendly but later cold.'

'They disagreed on policy.'

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

e.g. 'They wanted to be allies and signed the Treaty of Friendship, Alliance and Mutual assistance in 1950.'

'Hostility of the UNO and the USA made relations between China and the USSR much stronger.'

'The new Soviet leader Khrushchev wanted better relations with the West and this brought a cooling of relations between China and the USSR.'

'There were armed clashes between Soviet and Chinese troops on the border and Russia refused to help in the border war with India in 1962.'

'The Soviets stopped all economic aid to China by 1960.'

'Tension increased when China tested its own atomic bomb in 1964 despite Russia's refusal to help the development.'

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

(b) Why did China's relations with the USA improve after 1970?

Level 1 General answer **[1]**

e.g. 'Policies changed.'

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

e.g. 'China joined the UNO.'

'The USA changed their foreign policy.'

'Trade developed.'

'China was less friendly with Russia.'

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

e.g. 'In 1971 a majority of nations voted with the USA for China to join the UN and for the expulsion of Taiwan. This marked the end of China's isolation.'

'The USA under Nixon began to change its foreign policy accepting it was not possible to fight Communism everywhere.'

'In 1972 Nixon visited China and met Mao. As a result increased trade began to develop with the West as the ban on trade was lifted.'

'Within two years trade had increased significantly and was helping to build up Chinese industry.'

'China viewed the USA as a useful ally against Russia.'

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(c) Had China become a superpower by 1990? Explain your answer.

Level 1 Unsupported assertions **[1]**

e.g. 'No, it is not like the USA.'

Level 2 Identifies reasons / defines superpower **[2-3]**

e.g. 'A country that dominates the world economy.'

'A country where there is internal stability and unity.'

'A country that is strong militarily.'

'Nuclear power available.'

'Developing a Greater China.'

'Poor communications.'

'Investment growing.'

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

Level 4 Explains agreement AND disagreement **[5-7]**

e.g. 'China's modernisation policy introduced by Deng Xiaoping after 1978 has been a tremendous success. In the 1990s growth averaged 12.6%.'

'Foreign investment is flowing into China to deal with identified underdeveloped areas of natural resources and manpower.'

'A massive military might with comparable armaments to the West.'

'There has been the emergence of a Greater China with some nuclear capability.'

'China has joined the space race and is capable of launching humans into space.'

'China is suffering from high inflation that is not being effectively controlled.'

'The infrastructure is not equipped to cope with transport and communication networks often inadequate.'

'Criminal activity rife. Crime is growing faster in the provinces where reform has been more successful.'

'Some would argue that the fall of the Soviet block affected the ideology that underpins China and that democratic influences are playing a role.'

Level 5 Explains with evaluation **[7-8]**

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17 (a) Describe the Jameson Raid.

Level 1 General answer [1-2]

e.g. 'It was a failure.'

'Jameson had to surrender.'

Level 2 Describes events [2-5]

e.g. 'Rhodes planned a rising of Uitlanders to be helped by an armed force led by Jameson.'

'Dr Jameson led a raid into the South African Republic with 500 men and was forced to surrender. (the Transvaal).'

'He hoped that the British mining people would rise in revolt and overthrow its government.'

'He was supported by Cecil Rhodes.'

'There was no revolt of Uitlanders and the Boer forces surrounded Jameson and forced him to surrender.'

'Rhodes had to resign as Prime Minister of Cape Colony.'

(b) Why did the Anglo-Boer War of 1899-1902 leave bitterness in South Africa?

Level 1 General answer [1]

e.g. 'Because they lost.'

Level 2 Identifies why [2-4]

e.g. 'Because of the policy relating to farming land.'

'They hated the concentration camps.'

'They lost their capital towns.'

'They became part of the British Empire.'

Level 3 Explains why [4-7]

e.g. 'Kitchener's scorched earth policy destroyed the farms of the Afrikaners leaving nothing for the families to return to.'

'The concentration camps were a disaster as their poor sanitation caused the deaths of 28000 women, children and blacks.'

'The Boer capitals of Bloemfontein and Pretoria were captured by British forces.'

'To stop the guerrilla raids Kitchener criss-crossed the countryside with barbed wire.'

'The Boers had to surrender. The two republics with the gold fields became part of the British Empire.'

'Most Boers believed they were the victims of a monstrous British injustice.'

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(c) To what extent were South Africa’s problems solved by the formation of the Union in 1910? Explain your answer.

Level 1 Unsupported assertions **[1]**

e.g. ‘No they were not solved as the Union did not deal with certain issues.’

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

e.g. ‘It failed to deal with the rights of blacks.’

‘Segregation was continued.’

‘It was a unitary state.’

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

Level 4 Explains agreement AND disagreement **[5-7]**

e.g. ‘Many Britons had felt guilty about the Boer War and wished to win over their defeated foe. To do this they created the Union of South Africa. This was an excellent deal for the Afrikaners and an appalling one for blacks. It kept the old voting systems which meant that only a tiny handful of well-off Cape blacks could vote, far few to have any influence on law-making. It also meant that, since there were three Afrikaners to every two English-speaking whites, all white governments from 1910 were led by Afrikaners.’

‘The practices by which races had been segregated in the two Boer Republics now became part of the new constitution as this was considered to be the right policy.’

‘It was to be a union of two races, the British and the Afrikaners. The African was excluded.’

‘The constitution stated that the Westminster style of government would be used with a unitary state in which political power would be won by simple majority.’

‘The question of voting rights for blacks was left to each of the four self-governing colonies to decide for themselves.’

‘It was a self-governing dominion of the British Empire.’

Level 5 Explains with evaluation of ‘to what extent’ **[7-8]**

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18 (a) Describe the measures taken to enforce apartheid in the 1950s.

Level 1 General answer

[1-2]

e.g. 'They were harsh.'

'They prevented all opposition in any form could be prevented.'

Level 2 Describes measures

[2-5]

e.g. 'Political activists were arrested, tortured and murdered.'

'Banning orders stopped the person named from writing, speaking and broadcasting.'

'Any gathering could be banned by the Minister of Justice.'

'Newspapers were censored.'

'People who were arrested could be detained without trial for up to 90 days. This was later extended to 180 days.'

'The government could declare a state of emergency.'

'People could be placed under house arrest.'

(b) Why were the events of Sharpeville important?

Level 1 General answer

[1]

e.g. 'Awareness increased.'

Level 2 Identifies why / describes events

[2-4]

e.g. 'The outside world took notice.'

'The economy of South Africa was affected.'

'The ANC and PAC were banned.'

'There were many protests across South Africa.'

'A lot of people were killed.'

Level 3 Explains why

[4-7]

e.g. 'The events at Sharpeville led to worldwide condemnation of apartheid. It was the beginning of a widespread protest campaign outside South Africa. The UN called for sanctions against South Africa.'

'The economy was affected as in the next eighteen months R248 million left South Africa. The gold and foreign reserves plummeted R209 million.'

'The government banned the ANC and the PAC. These two groups abandoned non-violence and founded militant resistance organisations.'

'There were many protests including the burning of pass books and stay-at-home protests.'

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(c) ‘International condemnation of apartheid had little effect.’ How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. ‘This is true at first.’

Level 2 Identifies impact [2-3]

e.g. ‘Fear of damaging trade.’

‘UN often a lone voice.’

‘Government realised world pressure was growing.’

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. ‘In 1962 the UN proposed tough economic sanctions - cutting off all trade links including essential supplies of oil. The main trading countries of Britain, USA, Germany and Japan did not want to impose tough sanctions as their investments were doing well in South Africa.’

‘During the Cold War, countries in the West felt they needed support from South Africa against the Soviet Union. South Africa’s geographical position on the sea route from the Gulf was strategically important.’

‘South Africa was a major source of uranium for the US nuclear industry.’

‘In the 1970s international sanctions began to take effect and companies stopped investing in South Africa. The government realised they could no longer resist change.’

‘Increased media interest around the world of clashes between protesters and police heightened the condemnation of apartheid.’

Level 5 Explains with evaluation of ‘how far’ [7-8]

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19 (a) Describe the German colonisation of Namibia up to 1900.

Level 1 General answer [1-2]

e.g. 'Germany wanted to gain power.'

'There were many disputes.'

Level 2 Describes colonisation [2-5]

e.g. 'During the nineteenth century, merchants from Germany tried to trade with Africa.'

'With the establishment of the German Empire (1871) there was a demand that Germany should have its own colonies.'

'In 24th April 1884 Namibia was declared as being under German 'protection'.'

'To support this claim warships were sent.'

'It was called German South West Africa.'

'Land holding was increased around Walvis Bay.'

'Chief Maharero refused to co-operate.'

'In 1895 a number of protection treaties were drawn up to make the claim legal and reduce opposition.'

(b) Why did the Herero rebel against 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.'

Level 3 Explains why [4-7]

e.g. 'The Herero were unhappy with the way they were treated by the Germans.' (taking cattle, rude/provocative behaviour, failure to protect)

'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 did the people of Namibia benefit from the First World War? Explain your answer.

Level 1 Unsupported assertions **[1]**

e.g. 'Most Namibians were not involved.'

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 S. 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 **[3-5]**

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 the 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 annexe 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 **[7-8]**

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20 (a) Describe life in a Palestinian refugee camp.

Level 1 General answers [1-2]

e.g. 'It was overcrowded.'
'There was a lack of basic facilities.'

Level 2 Describes life [2-5]

e.g. 'A overcrowded area of tents.'
'Areas without water, electricity or sewers.'
'A run-down area of a town.'
'Possibility of epidemics.'
'Food in short supply.'

(b) Why did Israelis believe it was their responsibility to look after Jewish but not Palestinian refugees.

Level 1 General answer [1]

e.g. 'They are concentrating on their own.'

Level 2 Identifies why [2-4]

e.g. 'It is a political issue.'
'The Arab states should be responsible.'
'The Palestinians left against advice.'
'It would change Israel.'

Level 3 Explains why [4-7]

e.g. 'Any Jew in the world has the right to live in Israel.'
'The Arab states are the ones who should look after the Palestinians as they have the money.'
'The Israeli's say the Palestinians left against the Israeli advice and they are therefore not the responsibility of Israel.'
'The Israeli's believe that it is not their responsibility to let the Palestinians back as it would no longer be a Jewish state.'

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- (c) ‘The Arab states were as responsible as Israel for the failure to resolve the Palestinian refugee problem.’ How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. ‘There were faults on both sides.’

Level 2 Identifies agreement/disagreement [2-3]

e.g. ‘The Arabs failed to look after the Palestinians.’

‘The Palestinian’s plight was used by the Arab states politically.’

‘The new Israel felt under threat.’

‘The Israelis used violence against Palestinians.’

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. Palestinian

‘Wealthier Palestinians left as early violence increased in 1947/48. The departure of this group demoralised other Palestinians.’

‘Neighbouring Arab governments were unhappy about the news of refugees as they feared they would have to support them. The governments of Syria, Jordan and Lebanon tried to persuade people not to become refugees. The Lebanese government blocked the border to prevent refugees entering.’

‘Some argue that the Arab leaders have deliberately kept the Palestinians living in squalor in refugee camps because this is good propaganda against Israel. Arab oil wealth could have been used long ago to improve the situation.’

Israel

‘The Israeli’s were worried about a large Arab minority in a new country and hoped that agreement could be reached with neighbouring Arab countries for a peaceful transfer of populations.’

‘From March 1948 the Haganah changed its approach and began an offensive against Arabs by destroying villages and expelling inhabitants.’

‘In the village of Deir Yassin over 250 villagers were killed and this sent shock waves through the wider Palestinian Community. Palestinians in Haifa and Jaffa fled their homes feeling under threat.’

‘The Jewish leaders were not prepared to allow the refugees to return as Israel was battling for survival and they felt an influx of Palestinians would make the Jewish state less secure.’

‘Between July and November 1948 a significant number of Palestinians were made homeless by the Israelis. The abandoned Palestinian towns were quickly filled by Jewish settlers making it impossible for the Palestinians to return to their own homes.’

‘Israel has the view that it did not create the problem and the Palestinians could have looked after their own as the Jews did.’

Level 5 Explains and evaluates “how far” [7-8]

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21 (a) Describe Sadat’s actions in 1977 to bring peace with Israel.

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

e.g. ‘He was seeking peace.’

‘He went to Jerusalem.’

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

e.g. ‘In November 1977 Sadat shocked the world, and horrified many Arabs, by announcing that he was prepared to go personally to the Israeli parliament, the Knesset, to seek peace.’

‘Begin accepted the offer and Sadat received an official invitation which he did on 19th November and spoke to the Knesset on the 20th calling for a peaceful settlement of all disagreements between Arabs, Palestinians and Jews.’

‘It showed that Egypt recognised the existence of Israel.’

‘Sadat wanted peace in exchange for the land of the Sinai peninsula.’

(b) Why was the Camp David agreement of 1978 thought by some to be a success?

Level 1 General answer **[1]**

e.g. ‘It was a first step to peace in the region.’

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

e.g. ‘Egypt and Israel were at peace.’

‘Some concessions were made to Palestinians.’

‘Israel was allowed access to the Suez canal.’

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

e.g. ‘It was agreed Israel would gradually leave Sinai and go back to the borders of 1948.’

‘Israel agreed to allow Palestinians in the West Bank some rights of self government within five years.’

‘Egypt agreed to allow ships going to and from Israel to use the Suez Canal.’

‘After thirty years of conflict, Egypt and Israel were at peace with each other.’

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(c) 'The USSR was more successful than the USA in influencing events in the Middle East.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They have both been influential.'

Level 2 Identifies involvement [2-3]

e.g. 'USA has supported Israel financially.'

'US presidents have worked for peace.'

'Israel failed to consult over Suez.'

'America arranged Camp David.'

'The USSR has provided weapons.'

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [5-7]

e.g. USA

'In 1948 America and the USSR supported the creation of Israel and Israel tried to keep on friendly terms. This continued until 1950.'

'The USA received full support from Israel in the war in Korea against communism and in return for Israel's support against communism the US government promised to stand by Israel in the event of attack and both signed a treaty of friendship in 1951.'

'In 1956 Eisenhower was very angry about not being consulted about the Suez Crisis insisting that Israel should withdraw. Having learnt its lesson, in 1967 Israel did not attack until it was sure of American backing.'

During the 1960s US policy became more sympathetic to the Arabs. The USA still supported Israel but felt the Palestinians should be helped.'

'After the surprise attack on the Israelis in 1973 the Americans airlifted emergency supplies of arms to enable a successful counter attack to take place.'

'As a result of the decline of the Soviet Union under Gorbachev, America's power to influence events increased.'

'The USA was instrumental in the Camp David talks and the signing of the Peace Treaty.'

'In the 1990s America was giving \$3 billion annually to Israel's government and expected Israel to take American advice. This did not always happen.'

'In 1992 President Bush told the Israelis to stop expanding in the West Bank. The Israeli government refused to change its policy.'

'President Clinton brokered an agreement in 1993 between the PLO and the Israeli government (Rabin).'

Russia

e.g. 'Originally Russia supported the creation of the state of Israel. It was in 1955 the Russians started to sell weapons to Nasser as the US had refused. The Russians could see the benefits of a Black Sea naval base and the balancing of American power.'

'During the Six Day War Russia supported the Arabs and despite their defeat the support continued up to 1973. Russia was concerned and tried to get recognition of Israel's right to exist.'

'Russia has come out in favour of the PLO (after 1979) and the right of Palestinians to have their own country.'

'In 1982 the Russians proposed their own six-point peace plan.'

Level 5 Explains with evaluation of 'how far' [7-8]

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22 (a) Describe working conditions in cotton mills in the early part of the nineteenth century.

Level 1 General answer [1-2]

e.g. 'The atmosphere was poor.'

'The workers were treated badly.'

Level 2 Describes conditions [2-5]

e.g. 'Atmospheric – poor ventilation, damp/humid air, smell of hot oil, poor lighting.'

'Treatment – long hours, poor wages, harsh discipline.'

'Dangers – factory fever, unguarded machinery.'

(b) Why did the cotton industry develop in the north-west of England?

Level 1 General answer [1]

e.g. 'Because of the resources.'

Level 2 Identifies reasons [2-4]

e.g. 'Imports of cotton readily available.'

'A large workforce was available.'

'There was water from the Pennines.'

'The atmosphere was damp.'

'Because of the coalfield.'

Level 3 Explains reasons [4-7]

e.g. 'Imports of raw cotton from Turkey, India and Egypt could easily reach Lancashire through the port of Liverpool.'

'There were plenty of workers available many with experience of the domestic system.'

'The climate was damp which helps stop threads breaking.'

'The fast flowing Pennine streams provided power for the water wheels and soft water ideal for bleaching and dyeing the cotton.'

'Places such as Manchester provided a financial service close at hand.'

'The Lancashire coalfield provided coal to power the steam engines.'

'Transport links were good with the Bridgewater canal and then the railway providing a link to Liverpool.'

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(c) How successful were the Factory Acts in improving conditions in factories during the first half of the nineteenth century? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Little changed.'

Level 2 Identifies reasons [2-3]

e.g. 'Robert Owen improved the conditions for his workers.'

'The Factory Acts reduced the hours of work.'

'Richard Oastler's letter raised public awareness.'

'The investigations shocked people who wanted something doing.'

'The Factory Acts were not enforced.'

Level 3 Explanation of success of Acts OR their failure OR other reasons [3-5]

Level 4 Explanation of success AND failure of the Acts OR other reasons [5-7]

e.g. 'The Factory Act of 1819 prevented children under 9 from working and children 9 -18 limited to 12 hours per day.'

'The 1833 Factory Act said no children under 9 to work, children 9-13 were limited to 8 hours per day and to have two hours schooling. To enforce the Act four inspectors were appointed.'

'The Acts of 1844 and 1847 cut hours of children and women still further with the maximum fixed at 69 hours per week. More inspectors were appointed.'

'It was the Act of 1853 that fixed the length of the working day at 10.5 hours.'

'The 1833 Act was not successful as four inspectors were not enough and the schools provided were of poor quality.'

'Proving children's ages was very difficult and if a mill owner was taken to court fines were very low.'

'It was not until 1853 that the hours of men were limited. They were fixed at 10.5 hours per day.'

'Richard Oastler, in a letter to the Leeds Mercury, raised the issue by comparing conditions to that of slavery and this started the movement supported by MPs Sadler and the future Lord Shaftesbury.'

'People were shocked when the evidence from the Royal Commissions was published and this led to the passing of the 1833 Act.'

'Robert Owen at New Lanark showed that improvements in productivity could be achieved by treating his workers, and their families well. He cut the working day, provided pay if they were off sick and refused to employ under tens.'

Level 5 Explains with evaluation of 'how successful' [7-8]

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23 (a) Describe the problems of moving goods by road in the early nineteenth century.

Level 1 General answer [1-2]

e.g. 'It was slow.'
'It was expensive.'

Level 2 Describes problems [2-5]

e.g. 'It was slow because of the turnpikes.'
'Many stretches of road were just mud tracks or rutted.'
'There was no uniform system of repairs.'
'Tolls were often high increasing the cost of goods.'
'Horses and wagons were unable to carry heavy loads.'
'They were slow and therefore of little use for fresh produce.'

(b) Why did British industry benefit from the building of canals at this time?

Level 1 General answer [1]

e.g. 'It made the movement of goods better.'

Level 2 Identifies reasons [2-4]

e.g. 'They could carry heavy, bulky goods.'
'Industry was able to move raw materials and finished goods.'
'They reduced costs.'

Level 3 Explains reasons [4-7]

e.g. 'Industry was growing and needed a reliable form of transport to move the finished goods to market.'
'Supplies of raw materials, such as cotton, were coming into the ports and needed moving to the manufacturing areas and roads could not do this.'
'Road transport was poor and there was a need for something more reliable and faster.'
'Canals were ideal for moving goods for which speed was not essential such as pottery and coal.'

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(c) ‘The development of railways was of more benefit socially than economically.’ How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. ‘Yes because people could travel.’

Level 2 Identifies benefits [2-3]

e.g. ‘People could go to the seaside.’

‘Suburbs grew.’

‘Fresh produce was available in the towns.’

‘The iron and coal industries flourished.’

Level 3 Explains agreement OR disagreement [3-5]

Level 4 Explains agreement AND disagreement [6-7]

e.g. Social

‘People began to live outside the dirty towns and commute to work.’

‘Excursion trips became available and people began to travel to seaside towns such as Blackpool for day trips and holidays.’

‘Towards the end of the century organised sport based on leagues began to develop.’

Economic

‘Fresh agricultural produce such as milk and fish could be brought to markets in the towns.’

‘Fresh vegetables and fruit were available in the towns improving the health of the nation.’

‘Bulk commodities, such as fertilizer, were easily transported to the farmers.’

‘The iron industry prospered as there was a huge demand for iron to make rails and engines.’

‘The coal industry prospered as railways consumed large quantities of coal to power the engines.’

‘Railways were large employers providing jobs for thousands of people.’

Level 5 Explains and evaluates ‘how far’ [7-8]

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

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

e.g. 'It traded.'

'It used bribes.'

'It had an army.'

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

e.g. 'It was a private trading organisation which began trading with the East Indies in 1600.'

'It set up trading stations at places such as Calcutta, Bombay and Madras.'

'It expanded by using bribes to exploit the greed of the rajah rulers.'

'It formed its own army to protect friendly governments.'

'It pioneered the principal of direct rule interfering in the ruling of the territories when it felt necessary.'

(b) Why did the Indian Mutiny of 1857 take place?

Level 1 General answer **[1]**

e.g. 'It took place because of unrest.'

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

e.g. 'The British were trying to bring reform.'

'The views of the Indians were ignored.'

'Religion was an issue.'

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

e.g. 'The British were trying to bring reform and opposition to the British presence had been growing for some time.'

'There was opposition and unrest brought about by the reforms Lord Dalhousie was trying to introduce. They were being introduced too quickly.'

'The reforms were not only being introduced too quickly, they ignored many Eastern customs and religious practices.'

'The Mutiny broke out among the "sepoys" in the Bengal army of the East India Company who believed they were issued with bullets greased with cow or pig fat. This offended Hindu and Muslim religions.'

'They feared that they would be forcibly converted to Christianity.'

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(c) How important was the Indian Mutiny? Explain your answer.

Level 1 Unsupported assertions **[1]**

e.g. 'Very, as they fought.'

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

e.g. 'British people were murdered.'

'The British took revenge.'

'There was mistrust.'

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

Level 4 Explains agreement AND disagreement **[5-7]**

e.g. 'British officers and their families were murdered and although only about a quarter of the sepoys took part the British were outnumbered and in danger.'

'The mutineers occupied the capital Delhi but within a few months the British were back in control. Order was not fully restored for two years.'

'Neither side emerged with credit. Indians massacred British families and in turn the British took merciless revenge.'

'It resulted in hatred and mistrust on both sides.'

'The British learned not to push their Westernising policy too far in the future.'

No more conquests of territory took place after 1858, the year the East India Company was disbanded. British troop numbers were increased.'

Level 5 Explains reasons and evaluates 'how important' **[7-8]**

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25 (a) What were the aims of missionaries in the nineteenth century.

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

e.g. 'To help people in other countries.'
 'To stop evil customs.'

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

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

(b) Why were there differences in the ways in which European nations ruled their colonies?

Level 1 General answer **[1]**

e.g. 'Because they wanted different things.'

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

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

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

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

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(c) 'Economic factors were the most important reason for 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. Economic factors.

'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-coaling 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 of which to be proud.'

'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' [7-8]