

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME FOR the November 2001 question papers

0470 HISTORY

0470/1	Paper 1, maximum raw mark 60
0470/2	Paper 2, maximum raw mark 50
0470/4	Paper 4 (Alternative to Coursework), maximum raw mark 40

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*.

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UNIVERSITY of CAMBRIDGE
Local Examinations Syndicate

Marking Scheme IGCSE Examinations November 2001.

Paper 0470/1

SECTION A

Q.1 (a) Describe Garibaldi's campaigns in Sicily and Naples.

Level 1 Gives a vague, fragmentary or only partially correct description. 1-2

Level 2 Gives a reasonably accurate and full description. Allow up to 4 marks for either Sicily or Naples if well done. Reasons and/or results of campaigns may score up to 3 marks relevantly applied. 3-5

(b) Why did Piedmont go to war against Austria-Hungary in 1859?

Level 1 Simplistic reason lacking explanation e.g. for liberation 1

Level 2 Developed mono-causal as an explanation e.g. part of a plan to create a kingdom of (N) Italy
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted
Descriptions of the war, unrelated should score no more than 2 marks. 2-5

Level 3 Developed multi-causal which recognises that the picture is complex and that different people pursued different aims making reasons for war interwoven and that A-H also had a part to play in this. Reward mature answers. 6-7

(c) Does Garibaldi deserve to be regarded as the creator of the Kingdom of Italy? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes the unification of Italy. 2-3

Level 3 Answers should show what part Garibaldi played and then make some assessment from that. There will not be any proper comparison with other factors or people although this may be hinted at or referred to without supporting evidence 4-6

Level 4 Answers here will attempt an analysis of the people and factors which helped to create the new kingdom and Garibaldi's part will thus be properly assessed. 7-8

Q2 (a) Describe the attack on Harper's Ferry.

- Level 1 Gives a vague, fragmentary or only partially correct description. 1-2
- Level 2 Gives a reasonably accurate and full description. Reasons for the attack and/or the consequences may score up to 3 marks. 3-5

(b) Why did the people of the Northern states oppose slavery?

- Level 1 Simplistic reason lacking explanation e.g. they thought it immoral. 1
- Level 2 Developed mono-causal as an explanation e.g. for political reasons linked to the expansion of the Union
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5
- Level 3 Developed multi-causal which brings together the various factors and is able to categorise or prioritise. This is standard territory so expect some degree of sophistication at this level. 6-7

(c) 'The issue of slavery was not the real cause of the Civil War.' Do you agree? Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes slavery and the emancipation movement. 2-3
- Level 3 Most will show the importance of slavery as an issue and probably, therefore, disagree with the quotation. Some will make an attempt to say that there were other issues but fail to make any valid judgements about the quote. 4-6
- Level 4 Candidates will recognise that they have to compare the reasons and place the importance of slavery within those thus leading to a supported conclusion. 7-8

Q.3 (a) What changes did the Meiji emperor introduce into the armed forces and schools?

Level 1 Gives a vague, fragmentary or only partially correct description. Any one reform, reasonably described, can score 2 marks. 1-2

Level 2 Gives a reasonably accurate and full description. One aspect can score up to 4 marks if fully dealt with. Reasons for changes may score up to 2 marks. 3-5

(b) Why did Meiji rule face some opposition?

Level 1 Simplistic reason lacking explanation e.g. traditionalists didn't like change 1

Level 2 Developed mono-causal as an explanation e.g. the alterations to the traditional ways of life
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted.
Descriptions of opposition may score up to 3 where worked in to reasons. 2-5

Level 3 Developed multi-causal which shows that changes affected many different parts of society and that as a result there were both psychological and physical losses leading to resentment and opposition. Look for rounded answers. 6-7

(c) 'Japan had become a modern country by the death of the Meiji emperor in 1912.' Do you agree? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes the modernisation of Japan. 2-3

Level 3 Answers will probably concentrate on showing how Japan had modernised during the Meiji rule and try to make the final assessment from that. 4-6

Level 4 Answers will be able to compare what happened in Japan with what had not been changed and to assess the way in which western countries viewed her. This analysis will lead on to a logical conclusion. 7-8

Q.4 (a) What preparations had France made for war in 1914?

- Level 1 Gives a vague, fragmentary or only partially correct description. 1-2
- Level 2 Gives a reasonably accurate and full description. Accept military, agreements with other countries, political and psychological. Not an easy question and answers may be a bit thin. 3-5

(b) Why did France mobilise its forces?

- Level 1 Simplistic reason lacking explanation e.g. Germany had mobilised. 1
- Level 2 Developed mono-causal as an explanation e.g. to fulfil her treaty obligations with Russia
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5
- Level 3 Developed multi-causal which deals with the immediate reasons and also the underlying ones. The feeling for war and the attitudes of the Powers at that time could be brought in. 6-7

(c) Were nationalism and patriotism the most important causes of war in August 1914? Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes the outbreak of war or lists causes without comment. 2-3
- Level 3 Most will probably present other important reasons for war and then either agree or disagree with the premise of the question. Some may examine the strength of patriotism/nationalism and decide as a result of that. 4-6
- Level 4 Answers should make some comparison of the importance of pat./nat with other factors. At this level the pat./nat must be fully considered and not just used as a lead-in for looking at causes generally. 7-8

Q.5 (a) In relation to the peace settlement of 1919-20, what was meant by (i) mandates, and (ii) plebiscites?

Level 1 Gives a vague, fragmentary or only partially correct description of one or both. 1-2

Level 2 Gives a reasonably accurate and full description. A good description of either can score up to 4 marks. Descriptions of where they applied and why they were applied are relevant and should help the scoring. 3-5

(b) Why was the Treaty of Versailles severe on Germany?

Level 1 Simplistic reason lacking explanation e.g. she was defeated; France wanted revenge. 1

Level 2 Developed mono-causal as an explanation e.g. effect of public opinion
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted.
Details of the treaty concerning Germany can score a max of 2 marks. 2-5

Level 3 Developed multi-causal which shows some ability to do more than list reasons. Answers should look at a wide variety of reasons and try to take overviews whilst at the same time recognising that different countries had different reasons. 6-7

(c) How far had Germany accepted the terms of the Treaty of Versailles by the end of 1923? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes the events of 1923. 2-3

Level 3 Answers may concentrate on the events of 1923 but should not be confined to them. It is acceptable for there to be some reference to events after 1923 especially with regard to the Nazi manifesto and LOCARNO. 4-6

Level 4 There should be some consideration of the outward and concealed outlook of Germany and some discussion of what 'accepted' means. The argument is not easy to present and so worthy attempts should be rewarded. 7-8

Q.6 (a) Describe the events of 1938 which led to the Anschluss.

Level 1 Gives a vague, fragmentary or only partially correct description. 1-2

Level 2 Gives a reasonably accurate and full description. Candidates will probably see this as including the reasons for so allow them. No credit for results here. 3-5

(b) Why did Britain and France permit the Anschluss ?

Level 1 Simplistic reason lacking explanation e.g. thought it reasonable 1

Level 2 Developed mono-causal as an explanation e.g. not prepared to make a stand on this issue
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted.
Descriptions of the Anschluss score no more than 2 marks. 2-5

Level 3 Developed multi-causal in which the candidate demonstrates a good understanding of the issues and can see the difference between 'permit' and 'not prevent'. 6-7

(c) Were Hitler's policies towards Austria and Czechoslovakia in 1938-39 completely successful? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes any of the policies. 2-3

Level 3 Standard answers will show what happened and what Hitler gained and determine 'successful' from that. Better answers will try to show what he wanted to achieve as well. 4-6

Level 4 These will use some yardstick by which to judge. This may be an account of his general aims or ones specific to either Austria or Czechoslovakia and then see how far his policies achieved these aims. Some may support 'successful' but not 'completely'. 7-8

Q.7 (a) Describe how (i) Poland and (ii) Czechoslovakia became communist-controlled as a result of the Second World War.

- Level 1 Gives a vague, fragmentary or only partially correct description. 1-2
- Level 2 Gives a reasonably accurate and full description. Good accounts of either can score up to 4 marks. 3-5

(b) Why did the wartime unity of the Allies break down in 1945-47?

- Level 1 Simplistic reason lacking explanation e.g. different ideologies 1
- Level 2 Developed mono-causal as an explanation e.g. suspicions about intentions in Europe
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted.
Descriptions of events in this period illustrating the breakdown score up to 4. 2-5
- Level 3 Developed multi-causal which brings out the difference between war and peace for the Allies and how the problems of Europe help to bring problems for the unity of the allies. Look for rounded and balanced answers. 6-7

(c) Which country had the more successful policies in Europe between 1945 and 1949 – the USA or the USSR? Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes events in Europe in that period. 2-3
- Level 3 Answers will generally describe the broad policies of the two countries and draw a conclusion from that. Some may try to deal with it by looking at specific events like the Berlin Blockade and see which country comes out best. 4-6
- Level 4 Candidates will try to take an overview of what the two were trying to achieve in Europe at that time and by reference to events see which came nearest to achieving their objectives. Consideration of the difficulties facing them in trying to be successful should be taken into account. 7-8

Q.8 (a) What was Glasnost?

- Level 1 Gives a vague, fragmentary or only partially correct description. 1-2
- Level 2 Gives a reasonably accurate and full description. 3-5

(b) Why was Solidarity formed in Poland in 1980?

Narrow – allow post-1980 progress.

- Level 1 Simplistic reason lacking explanation e.g. to get better conditions 1
- Level 2 Developed mono-causal as an explanation e.g. to put pressure on the government, especially over food shortages and the right to bargain
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5.
- Level 3 Developed multi-causal which bring together the immediate reasons and the hidden agenda. The specific leadership provided by Walesa should be included. 6-7

(c) How far was the collapse of Soviet Communism due to the reforms of Gorbachev? Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes the collapse. 2-3
- Level 3 Will probably take one of two routes (i) describes the reforms of Gorbachev and tries to show how they contributed to the collapse or (ii) describes the collapse and tries to show the various factors in this besides G's reforms. Neither will deal properly with 'how far'. 4-6
- Level 4 Answers will try to assess the comparative importance of the reforms and other factors in the collapse to decide 'how far'. Some may make out a case for inevitability regardless of Gorbachev, which if done well could score well. 7-8

SECTION B DEPTH STUDIES.

GERMANY 1918-45.

Q.9 (a) What was the Munich Putsch of 1923?

- | | | |
|---------|--|-----|
| Level 1 | Gives a vague, fragmentary or only partially correct description. | 1-2 |
| Level 2 | Gives a reasonably accurate and full description. Reasons for it and/or the immediate results can score up to 3 marks. | 3-5 |

(b) Why was Stresemann's foreign policy a success?

- | | | |
|---------|---|-----|
| Level 1 | Simplistic reason lacking explanation e.g. other countries approved.
OR domestic policies, currency reform, etc. | 1 |
| Level 2 | Developed mono-causal as an explanation e.g. he was prepared to co-operate with other powers
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted.
Descriptions of his policies pointing out successes can score up to 3 marks. | 2-5 |
| Level 3 | Developed multi-causal which can set Stresemann's policies into the context of the time and can show some understanding of the need for Stresemann to satisfy both home and foreign opinion. | 6-7 |

(c) How far had Weimar Germany recovered from its earlier problems by 1929? Explain your answer.

- | | | |
|---------|---|-----|
| Level 1 | Simplistic opinion supported by little valid or accurate evidence. | 1 |
| Level 2 | Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes Weimar Germany in 1929 or its earlier problems. | 2-3 |
| Level 3 | Answers will probably recount problems, like the occupation of the Ruhr or hyperinflation, and show that they were overcome. Some may simply try to show the economic and political strength of 1929. | 4-6 |
| Level 4 | These must consider 'how far'. The assumption is that there were still under-currents of weakness and candidates should pick this up. Good answers will show that not all the apparent strength of 1929 was paper-thin and that it took World-shaking events like the Depression to expose them. Reward balanced and well-informed arguments. | 7-8 |

Q.10 (a) What was a Nazi concentration camp?

Level 1 Gives a vague, fragmentary or only partially correct description. 1-2

Level 2 Gives a reasonably accurate and full description. Reasons why people were put there is acceptable within the answer. Descriptions of camps may refer to pre-1939 or 1939-45 but descriptions of extermination should be limited to 3 marks at most. 3-5

(b) Why did the Nazis introduce the 'Final Solution'?

Level 1 Simplistic reason lacking explanation e.g. to get rid of the Jews 1

Level 2 Developed mono-causal as an explanation e.g. to hasten racial policies
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted.
Descriptions of what the final solution was should be limited to 2 marks. 2-5

Level 3 Developed multi-causal which makes the links between policy and expediency and can fit the FS into context. 6-7

(c) To what extent did Germans turn against Hitler during the course of the Second World War? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes the bomb plot. 2-3

Level 3 Answers are most likely to describe any opposition or plots and thus show that there were Germans against Hitler. Some may well point out that, at least, when the war was waging successfully there seemed little opposition. 4-6

Level 4 Candidates should focus on 'to what extent'. There should be some consideration of the pre-war situation in order to see if opposition grew as a result of war or if it was of a different type (e.g. the military dissatisfaction with the war on the Russian front). 7-8

RUSSIA 1905-41.

Q.11 (a) What were the main political grievances of the Russian people in the early twentieth century?

- Level 1 Gives a vague, fragmentary or only partially correct description. 1-2
- Level 2 Gives a reasonably accurate and full description. Answers which give social and economic grievances should be limited to 2 marks unless linked specifically to political grievances. 3-5

(b) Why was the revolution of 1905 a failure?

- Level 1 Simplistic reason lacking explanation e.g. government too strong 1
- Level 2 Developed mono-causal as an explanation e.g. revolutionaries had different objectives, lacked unity and strength
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted.
Descriptions of the revolution should be limited to 2 marks. 2-5
Allow failure of 'reform' following 1905 to 4 marks.
- Level 3 Developed multi-causal which can bring together the immediate and background reasons into a coherent whole. Answers should show some sense of the historical context and the attitudes within Russia at that time. 6-7

(c) By 1914, how successfully had Russia recovered from the 1905 revolution? Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes Russia in 1914. 2-3
- Level 3 Answers will probably be based upon the results of the revolution and go on to show that although there was outward change the power base remained the same and thus in that sense Russia recovered. Some may hint at the permanently unsettling effects of the revolution. 4-6
- Level 4 Reward well constructed arguments which question what is meant by 'Russia' and 'recover' as both are open to interpretation. 7-8

Q.12 (a) What was collectivisation?

- Level 1 Gives a vague, fragmentary or only partially correct description. 1-2
- Level 2 Gives a reasonably accurate and full description. We are looking for accounts of collectivisation in action and as reasons for it are asked for in (b) allow only 1 mark here but results can score up to 2 (but with a max. of 2 for both) 3-5

(b) Why did Stalin introduce collectivisation?

- Level 1 Simplistic reason lacking explanation e.g. needed more food 1
- Level 2 Developed mono-causal as an explanation e.g. part of reorganisation of use and ownership of land
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5
- Level 3 Developed multi-causal which covers both practical and ideological reasons and links with social, economic and political aspects. This is a well-known area so well-constructed answers should be expected here. 6-7

(c) How successfully did Stalin reform agriculture? Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes the state of agriculture in Russia. 2-3
- Level 3 The emphasis will be on describing what he did and its obvious results. Candidate will usually draw a conclusion from that. Some may go for showing the problems that faced Russian agriculture after the reforms (especially collectivisation) so showing the reforms to be largely unsuccessful. 4-6
- Level 4 Answers must deal with 'how successfully' probably by comparing agriculture before and after the reforms or by comparing aims achieved with those not achieved. 7-8.

THE USA 1919-41.

Q.13 (a) What were (i) speakeasies, and (ii) bootleggers?

Level 1 Gives a vague, fragmentary or only partially correct description. 1-2

Level 2 Gives a reasonably accurate and full description. Good answers on *either* can score up to 4 marks which can include reasons for their existence. 3-5

(b) Why was Prohibition a failure?

Level 1 Simplistic reason lacking explanation e.g. poor enforcement of laws 1

Level 2 Developed mono-causal as an explanation e.g. society as a whole rejected it
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in
The evidence submitted.
Descriptions of Prohibition in action can score up to 2 only. 2-5

Level 3 Developed multi-causal which demonstrates understanding of the different
forces at work to oppose it – the social, economic, moral and political aspects.
6-7

(c) To what extent was the USA an intolerant society in the 1920s? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer
is not well organised or contains inaccuracies
Or describes instances of intolerance e.g. KKK 2-3
OR describes instances of tolerance e.g. women.

Level 3 Answers will probably be based upon showing examples of intolerance and
and from those draw a weak conclusion about tolerant or intolerant. 4-6

Level 4 Here answers should focus on 'to what extent' so that examples of tolerance and
intolerance should be considered side by side and a conclusion drawn from the
evidence. 7-8

Q.14 (a) What was the Wall Street Crash?

Level 1 Gives a vague, fragmentary or only partially correct description. 1-2

Level 2 Gives a reasonably accurate and full description. Reasons and/or results may score up to 3 marks. 3-5

(b) Why did Roosevelt want to introduce 'direct recruiting of labour by the government'?

Level 1 Simplistic reason lacking explanation e.g. to provide work; repeats source. 1

Level 2 Developed mono-causal as an explanation e.g. the need to set the tone of work
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5

Level 3 Developed multi-causal which is able to develop Roosevelt's ideas in a coherent fashion. The importance of 'government' must be amply demonstrated. 6-7

(c) How successful were Roosevelt's efforts to get people into work? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes Roosevelt's efforts. 2-3

Level 3 Answers will mainly show what Roosevelt's efforts were and that they did get people into work. Some may go on to say that there were still many out of work until the Second World War. 4-6

Level 4 There should be a clear attempt to assess 'how successful' – so the answer should show the failings of Roosevelt's schemes as well as its successes. 7-8

CHINA 1945-c1990

Q.15 (a) What was the 'Gang of Four' and what happened to them?

- Level 1 Gives a vague, fragmentary or only partially correct description. 1-2
- Level 2 Gives a reasonably accurate and full description. Allow up to 3 marks for either part. 3-5

(b) Why was Deng Xiaoping able to become leader of China by 1980?

- Level 1 Simplistic reason lacking explanation e.g. fall of rivals 1
- Level 2 Developed mono-causal as an explanation e.g. result of changing attitudes
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5
- Level 3 Developed multi-causal which looks at negative and positive reasons. Should show an understanding of what was happening within communism in China at that time. 6-7

(c) How different was China by the end of the 1980s compared to when Mao died?
Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes China at one of the times. 2-3
- Level 3 Answers may concentrate on the state of China at Mao's death or in 1980 and draw a conclusion from this sort of comparison. These are likely to focus largely on one or two well-known areas e.g. farming 4-6
- Level 4 These answers should concentrate on painting in the similarities and differences between the two times without going into much detail on specific reforms. There should be a fairly broad canvas dealing with economic, social and political changes although others like military or cultural could be included. 7-8

Q.16 (a) What changes were made in agriculture in the early years of Communist rule (1949-57)?

Level 1 Gives a vague, fragmentary or only partially correct description. Any one change can earn 2 marks. 1-2

Level 2 Gives a reasonably accurate and full description. Reasons may score up to 2 marks. 3-5

(b) Why was industrial production low in China at the start of Communist rule?

Level 1 Simplistic reason lacking explanation e.g. neglect during war 1

Level 2 Developed mono-causal as an explanation e.g. lack of coherent and consistent policies
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5

Level 3 Developed multi-causal which recognises both the recent and long-term reasons.
Look for balanced and contextually good answers. 6-7

(c) 'By 1957, Communist attempts to produce a new industrial and agrarian society had succeeded.' Do you agree? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes industrial or agrarian society. 2-3

Level 3 Answers will, generally, show what changes had taken place and draw conclusions from that. 4-6

Level 4 Candidates will show what the aims were and see how far they had been achieved by 1957. They then need to see if the new society was materially different and thus what success the policies had. 7-8

SOUTHERN AFRICA IN THE TWENTIETH CENTURY.

Q.17 (a) Describe the growing unrest and militancy amongst black South Africans between 1944 and 1948.

- Level 1 Gives a vague, fragmentary or only partially correct description. 1-2
- Level 2 Gives a reasonably accurate and full description. Reasons for unrest may score up to 3 marks. 3-5

(b) Why did the National Party achieve such a sweeping election victory in 1948?

- Level 1 Simplistic reason lacking explanation e.g. appeal of their policies. 1
- Level 2 Developed mono-causal as an explanation e.g. the unpopularity of other parties
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted.
Descriptions of the campaign and election may score up to 3 marks. 2-5
- Level 3 Developed multi-causal which can look beyond the campaign reasons and fit the shift in white attitudes into the context of the post-war period. 6-7

(c) How important for South Africans, in the period to 1959, was the result of the 1948 election? Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes the coming of apartheid. 2-3
- Level 3 Most will describe the changes brought to South Africa in that period by the National Party – inevitably concentrating on apartheid. This should be linked to ‘importance’. 4-6
- Level 4 Answers should focus on ‘how important’ and illustrate their assessment by reference to laws, actions and policies of the period. Although the emphasis will be on apartheid other aspects should be considered. 7-8

Q.18 (a) Describe the events at Sharpeville on 21 March 1960.

- Level 1 Gives a vague, fragmentary or only partially correct description. 1-2
- Level 2 Gives a reasonably accurate and full description. The immediate causes are part of the answer –background reasons can score 2 marks. Results are dealt with in (b) and can only score 1 mark here. 3-5

(b) Why was the Sharpeville massacre an important event in the struggle against apartheid?

- Level 1 Simplistic reason lacking explanation e.g. it showed brutality of apartheid. 1
- Level 2 Developed mono-causal as an explanation e.g. it gave publicity to the cause of black Africans
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted.
No credit for describing the massacre. 2-5
- Level 3 Developed multi-causal which links the internal and external effects into a coherent and balanced whole . Answers should focus on the struggle against apartheid and not be over-general. 6-7

(c) To what extent had apartheid been weakened by the end of the 1970s? Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes protests against apartheid without relation to question. 2-3
- Level 3 Most will show something of the progress of apartheid in the period with description of its oppression, the protests and the outcome of those.
Conclusions may be vague. 4-6
- Level 4 Criterion here is a focus on 'to what extent'. Answers must show the strengths and weaknesses of apartheid in this period and form a judgement as to whether it was weaker or not as a result. 7-8

Q. 19 (a) Describe the way of life in Namibia before the European colonisation.

- Level 1 Gives a vague, fragmentary or only partially correct description. 1-2
- Level 2 Gives a reasonably accurate and full description. Answers may well be rather general and lacking in hard facts but should not be marked down because of that if accurate. 3-5

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

- Level 1 Simplistic reason lacking explanation e.g. the Herero rebelled 1
- Level 2 Developed mono-causal as an explanation e.g. the clash of attitudes to land usage
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted.
Descriptions of the conflict may score up to 3 marks. 2-5
- Level 3 Developed multi-causal which brings together the immediate and background reasons in a balanced and ordered answer. 6-7

(c) How important was the First World War (1914-1918) for the people of Namibia? Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes the progress of the war in Southern Africa. 2-3
- Level 3 Most answers will simply deal with the change in 'ownership' as a result of the war and what the mandate was. These will probably lead on quickly to accounts of exploitation and misrule by South Africa. 4-6
- Level 4 These will show the difference between German rule and that of South Africa and assess the importance of the changes both in the short and long term to arrive at a general conclusion. Reward answers which make a good attempt at an overview. 7-8

ISRAELIS AND PALESTINIANS 1945-c.1994.

Q. 20 (a) What territorial conquests were made by Israel from 1948 to 1967?

- Level 1 Gives a vague, fragmentary or only partially correct description. In a simple list allow 1 mark for each correct territory. 1-2
- Level 2 Gives a reasonably accurate and full description. Reasons are not required but may score up to 2 overall. Some description of the territory/campaigns is OK. 3-5

(b) Why did the Yom Kippur War occur?

- Level 1 Simplistic reason lacking explanation e.g. Arab revenge on Israel 1
- Level 2 Developed mono-causal as an explanation e.g. unfinished business!
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted.
Descriptions of the war should be limited to 2 marks. 2-5
- Level 3 Developed multi-causal which demonstrates understanding of the issues and situation in the Middle East whilst bringing together the immediate and background reasons. 6-7

(c) 'Israel has only survived because of the support of other countries.' Do you agree? Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes support for Israel. 2-3
- Level 3 Answers may lack organisation but point out some of the support Israel has received – especially from the USA – and how effective that has been. Some may adopt the route of showing how strong Israel was but neglect real assessment. 4-6
- Level 4 These will look at the contributions countries have made to Israel and make an assessment as to how important these were to Israel's successes. There must be consideration of 'only survived' at this level. 7-8

Q. 21 (a) What problems faced settlers in the new Jewish settlements?

Level 1 Gives a vague, fragmentary or only partially correct description. 1-2

Level 2 Gives a reasonably accurate and full description. Reasons for the settlements may be given for 1 mark only as (b) covers that. Descriptions of life in the settlements is ok if related to problems. 3-5

(b) Why were many new Jewish settlements built in the 1970s and 1980s?

Level 1 Simplistic reason lacking explanation e.g. population increases. 1

Level 2 Developed mono-causal as an explanation e.g. the need to secure territory by occupation
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5

Level 3 Developed multi-causal which brings together the immediate and obvious reasons and the hidden agenda. The answers should be wide-ranging and show a good sense of context. 6-7

(c) 'The establishment of new Jewish settlements has caused more problems for Israel than for the Palestinians.' Do you agree? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or lists problems. 2-3

Level 3 These should be able to show some of the problems for both sides resulting from the settlements but will be unable to make a proper assessment of the premise of the question. 4-6

Level 4 Here there will be a comparison of problems, making sure that they are linked directly to the settlements, and some attempt to assess which side was affected more by them. The answer should be fitted into context. 7-8

THE CREATION OF MODERN INDUSTRIAL SOCIETY.

Q.22 (a) What were the 'New Model Unions' of the 1850s and 1860s?

Level 1 Gives a vague, fragmentary or only partially correct description. No credit for descriptions of the 'new unionism' at the end of the century. 1-2

Level 2 Gives a reasonably accurate and full description. Reasons for them and/or effects may score up to 3 marks. 3-5

(b) Why were working conditions and wages still very poor for many workers in the 1880s?

Level 1 Simplistic reason lacking explanation e.g. trade unions were weak 1

Level 2 Developed mono-causal as an explanation e.g. lack of legislation to protect
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted.
Descriptions of working conditions etc should be limited to 2 marks. 2-5

Level 3 Developed multi-causal which sees that this is not a question just about trade unions but about attitudes of society, of government and of workers. Look for answers which go beyond listing reasons. 6-7

(c) How important were the strikes of the match girls in 1888 and the London dockers in 1889? Explain your answer.

Level 1 Simplistic opinion supported by little valid or accurate evidence. 1

Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes either strike. 2-3

Level 3 Answers will show what the strikes achieved for their workers and will also be able to show some broader results but will not really consider 'how important'. 4-6

Level 4 The emphasis will be on assessing 'how important' the strikes were both for the workers concerned and for the working class movement as whole. There should be a clear link with the development of unskilled workers' unions and the awakening of public consciousness. 7-8

Q.23 (a) What dangers were faced by coalminers in the nineteenth century ?

- Level 1 Gives a vague, fragmentary or only partially correct description. If just a list e.g. gas, explosion, cave-ins, flooding, allow 1 for 2 correct. 1-2
- Level 2 Gives a reasonably accurate and full description. 3-5

(b) Why was coal in great demand in the nineteenth century ?

- Level 1 Simplistic reason lacking explanation e.g. for steam power, for factories 1
- Level 2 Developed mono-causal as an explanation e.g. industrial development
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5
- Level 3 Developed multi-causal which not only deals with the industrial and domestic demands but also the fact that coal became more accessible through developments in mining and in transport. 6-7

(c) To what extent did working conditions in industry improve between 1815 and 1860? Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes working conditions. 2-3
- Level 3 Answers should deal with some of the improvements brought about by new technological developments and legislation and draw some conclusion about conditions by mid-century. Some may try to show that conditions were still bad/dangerous for many. 4-6
- Level 4 The focus should be on 'to what extent' and evidence should be used to that end. 7-8

THE IMPACT OF WESTERN IMPERIALISM IN THE 19th CENTURY.

Q.24 (a) What sort of trade did Europeans carry on with Africans in the nineteenth century ?

- Level 1 Gives a vague, fragmentary or only partially correct description. If a list of goods is given e.g. slaves, ivory, beads, spices allow 1 mark for each correct 2.
1-2
- Level 2 Gives a reasonably accurate and full description. Reasons for trade may score up to 2 marks. 3-5

(b) Why did Europeans regard people in some parts of the world as barbarians?

- Level 1 Simplistic reason lacking explanation e.g. savage customs 1
- Level 2 Developed mono-causal as an explanation e.g. 'uncivilised' culture
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5
- Level 3 Developed multi-causal which shows a good understanding of the western outlook and attitudes at that time. The effect of Christianity/the Church should be brought out as well as the superiority feeling stemming from the advanced technology of the West. 6-7

(c) How significant was the impact of European civilisation on Africans in the nineteenth century ? Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes changes the Europeans brought to Africa. 2-3
- Level 3 Answers should describe some of the changes that Europeans made to the ways of life in Africa –to the social, moral, economic and military scene. There will be little if any valid assessment of 'how significant'. 4-6
- Level 4 These should show the more or less extent of the Europeanisation of Africa and make some judgement as to the importance and hence significance of the changes to ways of life – in various aspects. A broad subject, reward sensible attempts. 7-8

Q.25 (a) Describe the system of British government in India after 1858.

- Level 1 Gives a vague, fragmentary or only partially correct description. 1-2
- Level 2 Gives a reasonably accurate and full description. The details of the Govt. of India Act of 1858 accurately given will suffice. Allow 1 for the queen becoming Empress of India in 1878 if included. 3-5

(b) Why was the system of British government in India changed after 1858?

- Level 1 Simplistic reason lacking explanation e.g. because of the mutiny. 1
- Level 2 Developed mono-causal as an explanation e.g. weaknesses exposed by the Mutiny
Or multi-causal at superficial level
Or Level 3 concept answer but which contains inaccuracies or vagueness in the evidence submitted. 2-5
- Level 3 Developed multi-causal which sees that it was not just the mutiny which meant changes were necessary but the way that Britain was developing her Empire and the spread of British influence in the sub-continent. 6-7

(c) 'British rule in the second half of the nineteenth century made little difference to the Indian way of life.' Do you agree? Explain your answer.

- Level 1 Simplistic opinion supported by little valid or accurate evidence. 1
- Level 2 Simplistic answer but supported by some valid evidence even if the answer is not well organised or contains inaccuracies
Or describes British rule. 2-3
- Level 3 Most will describe the effects of the raj on Indian ways of life and show that there were significant effects for some. 4-6
- Level 4 Answers should show what change there was and what did not change. The Indian ways of life were already changing before the mutiny and there is therefore an argument that says there was little difference for many. Look for answers which show some understanding of India, its size and diversity. 7-8.