UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2010 question paper

for the guidance of teachers

0470 HISTORY

0470/41 Paper 41 (Alternative to Coursework), maximum raw mark 40

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UNIVERSITY of CAMBRIDGE
International Examinations

Depth Study A: Germany, 1918–1941

1 (a) (i) Level 1 – Repeats material stated in source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, not supported from the source e.g. They were frightened, they were victims, no one would help them etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. Very frightened by the damage to the synagogue, the invasion of their accommodation and the lack of help from the police etc. (5 – 6)

(ii) Level 1 – Agrees OR disagrees, with no support from the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from the source e.g.

Yes Property may be destroyed; German distinguished from Jew in cases of danger to life; police not to interfere; concentration camps already in place; only foreign Jews not to be attacked etc.

No Possessions not to be stolen; arrest only useful Jews; foreign Jews to be protected. Date suggests the government was trying to play catch up or regain control of the situation etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 1 – Useful/not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One is from a Jewish person, the other is an order from the Gestapo so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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(b) (i) Level 1 – One mark for each valid aspect to a maximum of two e.g. Schutzstaffel; personal oath of loyalty/bodyguard of Hitler; black uniform; ran concentration camps; Waffen SS etc. (1 – 2)

(ii) Level 1 – Identifies treatment e.g. 'Mercy killings'; sterilised; medical experiments; guinea pigs for gassing etc. (1 – 2)

Level 2 – Develops treatments. Award an extra mark for each aspect described in additional detail e.g. Law of Progeny with Hereditary diseases 1933; about 3-400 000 legally forced sterilisations for mentally ill; congenital feeble-mindedness; physical deformity, epilepsy; blindness; deafness; severe alcoholism; secretly operated T4 – euthanasia from 1939 etc. (2 – 4)

(iii) Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Aryan supremacy; social prejudices against gypsies gave public support; anti-communism; women? Slavs; scant opposition; overwhelming government power etc. **NB. The question is about racial groups, not about 'deviant' practices.** (2 – 6)

(iv) Level 1 – Simple assertions.
Yes, he always hated the Jews. (1)

Level 2 – Explanation of main aim OR other aims, single factor given e.g.

Main Extermination of Jews evident aim from earliest Party membership – detail in 25 points and Mein Kampf; persecution from 1930s etc.

Other Only decided in 1942; Hitler was not at Wannsee; overturning Versailles; pursuit of power in Germany and then Europe and the world; economic recovery; Slavs as despised as the Jews etc. (2)

Level 3 – Explanation of main aim OR other aims, with multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped assertions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of main aim AND other aims must be addressed. (6 – 8)

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Depth Study B: Russia, 1905–1941

2 (a) (i) Level 1 – Repeats material stated in source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, unsupported from the source e.g. Russian workers did not like work; did not take orders well etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. Work shy and needed firm rules, discipline and a repressive regime; only way to improve industrial production and become a world power etc. (5 – 6)

(ii) Level 1 – Agrees OR disagrees with no support from the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from the source e.g.

Yes The period saw losses; rigid centralisation lessened initiative; excesses against the kulaks etc.

No People believed in rigid centralisation and obeyed; author speaks of 'correct policy' etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 1 – Useful/not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One is from a British historian and the other is from Mikhail Gorbachev so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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(b) (i) Level 1 – One mark for each valid factor to a maximum of two e.g. Slaughtered livestock, damaged machinery, burnt crops etc. (1 – 2)

(ii) Level 1 – Identifies elements e.g. Torture, threats, promises, confessions etc. (1 – 2)

Level 2 – Describes elements. Award an extra mark for each valid element described in additional detail e.g. Confession required to justify court hearing and punishment; threats and promises about families, humiliation and confession in court. For consumption by home and overseas audiences. (2 – 4)

(iii) Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. To increase food production; reform old farm practices; use machinery in larger holdings; earn foreign currency and technology; to put his stamp on agricultural policy and get rid of Lenin's 'less communist' NEP etc. (2 – 6)

(iv) Level 1 – Simple assertions.
Yes, everyone was better off. (1)

Level 2 – Explanation of benefit OR lack of benefit, single factor given e.g.

Benefit Became a world power, second only to the USA in heavy goods; job creation; low unemployment; regular pay; improvements in housing, education, and health (not always uniform across the country) etc.

Lack Economically centrally directed, little incentive or initiative; punishments; few consumer goods; criticism discouraged; food often in short supply (famines); censorship, propaganda and terror. Huge loss of life in purges and gulags etc. (2)

Level 3 – Explanation of benefit OR lack of benefit, with multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument
(annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of benefit AND lack of benefit must be addressed. (6 – 8)

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Depth Study C: The USA, 1919–1941

3 (a) (i) Level 1 – Repeats material stated in source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, not supported from the source e.g. Optimistic, determined, protectionist, competitive, contradictory etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. Protectionist through meeting demand of home market and promoting self-reliance in production; optimistic with call for restoration of production but also a new era in production, transportation and trade etc. (5 – 6)

(ii) Level 1 – Agrees OR disagrees with no source support. (1 – 2)

Level 2 – Agrees OR disagrees, supported from the source e.g.

Yes Inequality of wealth; reliance on credit; power of large corporations; speculation not investment; limited overseas trading opportunities etc.

No Consumer spending; cheap credit; confidence; many rich and untaxed; Europe dependant etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 1 – Useful/not useful – choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – one is from the president himself, the other is British so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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(b) (i) Level 1 – One mark for each valid example to a maximum of two e.g. Wilson, Coolidge, Hoover. (1 – 2)

(ii) Level 1 – Identifies aspects. Affected work practices and where people lived etc. (1 – 2)

Level 2 – Develops aspects. Award an extra mark for each aspect described in additional detail e.g. More industrial jobs; wages did not rise at the same rate as productivity; fewer skilled workers; only some workers affected; hastened move to industrial north; urbanisation; cheaper goods to buy etc. (2 – 4)

(iii) Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason. One for each reason explained e.g. Mining and textile regions losing markets; chronic problems of the southern states. Tennessee Valley; agriculture weak; chronic underinvestment etc. (2 – 6)

(iv) Level 1 – Simple assertions.
Yes, they put up tariffs. (1)

Level 2 – Explanation of government policy OR other reasons, single factor given e.g.

Govt Fordney-McCumber Act 1922 increased tariffs to a record level to protect US market; Aliens Act; laissez faire; Mellon cutting taxes; repealed excess profits tax; support for large corporations; anti-union stance; loans to Europe; Hoover encouraged price-fixing etc.

Other Cheap credit; speculation; mass production; Ford and General Motors; electricity; demand for new goods; Europe still recovering from the war; USA had limited competition in international markets in early 1920s etc. (2)

Level 3 – Explanation of government policy OR other reasons with multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of government policy AND other reasons must be addressed. (6 – 8)

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Depth Study D: China, 1945–c.1990

4 (a) (i) Level 1 – Repeats material stated in source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, unsupported from the source e.g. There was no real cohesion or respect for anybody etc. (3 – 4)

Level 3 – Makes valid inference(s) with reference to the source e.g. Terrible discipline and morale with officers hating soldiers, and both hating the Chinese public, who returned the scorn etc. (5 – 6)

(ii) Level 1 – Agrees OR disagrees, unsupported from the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from the source e.g.

Yes There appeared to be some kind of plan to disrupt daily life so that the Chinese wanted peace at any price etc.

No The disruptive plan did not seem that organised. Mao said the arrival of the Japanese army handed the victory to the Communists etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 1 – Useful/not useful – Choice made on the basis that one source is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – A is from an American, B is from Jiang himself and C is from a British magazine so they could all be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context.
Include at this Level answers that cross-reference between A, B and C to show reliability.
6 marks for one source, 7 marks for more than one source. (6 – 7)

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(b) (i) Level 1 – One mark for each valid point to a maximum of two e.g. Courts established during the Civil War in Communist controlled areas, and after the war in all areas, so the peasants could mete out justice to former landlords etc. (1 – 2)

(ii) Level 1 – Identifies elements. (1 – 2)

Level 2 – Describes elements. Award an extra mark for each valid element described in additional detail e.g. Military and technological advice – in China and later Formosa (Taiwan) – war equipment from uniforms to weapons; advisers (Stillwell); money etc. (2 – 4)

(iii) Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Communists seen as fighting Japan and not needing a foreign power (USA) to support the cause; Peasants saw difference between competence and treatment of CCP and KMT; Weapons and troops went over to CCP etc.(2 – 6)

(iv) Level 1 – Simple assertions.
Yes, the landlords needed sorting out. (1)

Level 2 – Explanation of land OR other factors, single factor given e.g.

Land Had been the most difficult problem to solve. Need for increases in production to overcome shortages; to allow peasants to take revenge on landlords. In the longer term, there was a need to transform the whole philosophy regarding land and food production etc.

Other Inflation; war damage; industry; stabilise population; reconciliation; establish Communist rule; reform etc. (2)

Level 3 – Explanation of land OR other factors, with multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument
BOTH sides of land AND other factors must be addressed. (6 – 8)

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Depth Study E: Southern Africa in the Twentieth Century

5 (a) (i) Level 1 – Repeats material stated in the source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, unsupported from the source e.g. Racist; determined; threatening; willing to defy world opinion etc. (3 – 4)

Level 3 – Makes valid inference(s) with reference to the source e.g. Racist as will not accept UN doctrine of equal citizenship; determined to fight to the death etc. (5 – 6)

(ii) Level 1 – Agrees OR disagrees with no support from the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from the source e.g.

Yes Formed a government; had 400 000 votes; still dominated rural Afrikaner areas; ignored English speakers; single aim etc.

No Half a million opposed; gold prices fall would affect economy; unlikely to get Jewish support; too divisive etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 1 –Useful/not useful – choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – one is from Malan himself and the other is from an American magazine so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context.
Include at this Level answers that cross-reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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(b) (i) Level 1 – One mark for each valid aspect to a maximum of two e.g. To designate the racial group of every citizen; to aid separate development; every South African to carry a racial classification document; basis of the enforcement of other apartheid legislation; to prevent Cape Coloureds being treated as whites etc. **(**1 – 2)

(ii) Level 1 – Identifies aspects e.g. Peaceful mass protest organised by ANC. (1 – 2)

Level 2 – Describes aspects. Award an extra mark for each valid aspect described in additional detail e.g. Lasted from June to the end of the year; ANC & Indian congress acted together; more than 8000 arrests; world wide publicity; riots and black and white deaths in October/November; government added whipping to fines and imprisonment; ANC membership rose from 7000 to c.100 000 etc. (2 – 4)

(iii) Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Lack of unity of opposition; government intransigence; use of police; scope of Suppression of Communism Act; banning orders; censorship; many had more immediate worries of jobs and homes. NB – banning of ANC was not until 1960. (2 – 6)

(iv) Level 1 – Simple assertions.
Yes, it gave strict government control. (1)

Level 2 – Explanation of the Education Act OR another Act or reasons, single factor given e.g.

BEA Focus on practical skills; 'know thy place and be grateful'; restricted opportunities – for generations; all to be achieved through different syllabuses to whites; strict government inspection; textbooks/exams/teachers controlled; missionary schools replaced; cost to families increased but government finance limited; Afrikaans compulsory; separate universities.

Failed BEA failed to stifle learning and criticism; led to Soweto in 1976, a recruiting ground BEA for Black Consciousness etc.

Other Candidates may nominate other acts as more important e.g. Mixed Marriages Law; Immorality Act; Native Laws Amendment Act; new Pass Law; Separate Amenities Act; Group Areas Act; Population Registration Act; Bantustans; abolition of Coloured voting rights in the Cape etc. (2)

Level 3 – Explanation of Education Act OR another act or reasons, with multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of the Education Act AND another act or reasons must be addressed. (6 – 8)

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Depth Study F: Israelis and Palestinians, 1945–c.1994

6 (a) (i) Level 1 – Repeats material stated in source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, not supported from the source e.g. They could be violent and had support etc. (3 – 4)

Level 3 – Makes valid inference(s) with reference to the source e.g. Jews of America support the bombing and destruction of British people and possessions; violence; terrorists etc. (5 – 6)

(ii) Level 1 – Agrees OR disagrees with no support from the source. (1 – 2)

Level 2 – Agrees OR disagrees supported from the source e.g.

Yes Palestinians wanted to keep Jews out and were prepared to fight. British were stopping immigrant shipping and turning it back etc.

No Jews determined to get into Palestine and fight for the right to stay; ships still coming (implied); prepared to attack British authorities etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 1 – Useful/not useful – choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – one is from an American Zionist and the other is from a British newspaper so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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(b) (i) Level 1 – One mark for each valid aspect to a maximum of two e.g. Ship hired by Jews to migrate to Palestine. Boarded and damaged in a clash with Royal Navy; became a symbol of Jewish determination to get to Palestine; film etc. (1 – 2)

(ii) Level 1 – Identifies aspects e.g. Jewish terrorist attack against the British. (1 – 2)

Level 2 – Develops aspects. Award an extra mark for each aspect described in additional detail e.g. Hotel was the British military headquarters. Blown up by the Stern Gang as part of the terrorist campaign to persuade the British to leave Palestine; 91 killed. Britain retaliated with arrests and the turning back of boats carrying Jewish migrants etc. (2 – 4)

(iii) Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. UN plan was to set aside about half of Palestine for an independent Jewish state. Arabs voted against the UN resolution. Biggest supporter was President Truman with a strong Jewish lobby in USA. Truman offered US troops to keep peace and refused entry to USA of any more Jews. Seemed hypocritical. When Ben Gurion announced the new state of Israel, it was attacked by Egypt, Syria, Jordan, Iraq and Lebanon. The Arabs felt that the Jews had no right to the land; it was Arab land; Jews had been dispersed two thousand years before. It was an artificial arrangement and state. Jewish migration was robbing the Palestinians of their land, their birthright, their culture; a different religion too – holy places issue etc. (2 – 6)

(iv) Level 1 – Simple assertions.
Yes, they were determined fighters. (1)

Level 2 – Explanation Jewish efforts OR other factors, single factor given e.g.

Jews The constant immigration to the area in the 20s, 30s and 40s. The determination of the Jews to get to Palestine after World War II; political and terrorist pressures caused the UK to abandon its mandate to the UNO etc.

Other UNO heavily influenced by Truman and US Jewish lobby; international sympathy and pressure after the Holocaust; weariness and economic depression of western European countries etc. (2)

Level 3 – Explanation of Jewish efforts OR other factors, with multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of Jewish efforts AND other factors must be addressed. (6 – 8)

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Depth Study G: The Creation of Modern Industrial Society

7 (a) (i) Level 1 – Repeats material stated in the source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, unsupported from the source e.g. The population in all areas goes up but sometimes at different rates etc. (3 – 4)

Level 3 – Makes valid inference(s) with reference to the source e.g. Quotes the different rises in population and shows how named cities statistics differ – Norwich has a slower growth than the others. **NB** – it would be good if the candidates could explain how the main industries for each town have a bearing on the rate of growth BUT it is not compulsory that they should do so. (5 – 6)

(ii) Level 1 – Agrees OR disagrees with no support from the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from the source e.g.

Yes Description of the home and loom areas in a domestic house, with all the family, nuclear and extended seemingly involved etc.

No The fact that there was a 'loom shop' capable of containing four looms begins the move towards a factory like system. Last sentence shows that spinning is already at the factory level etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 1 – Useful/not useful – choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – one is statistics and the other is from an unnamed book so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A, B and C to shoe reliability.
6 marks for one source, 7 marks for more than one source. (6 – 7)

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(b) (i) Level 1 – One mark for each valid aspect to a maximum of two e.g. Father of the factory system; his water frame powered by horse power at Nottingham and then used water power at Cromford (1771); might mention use of children (apprentices) etc. (1 – 2)

(ii) Level 1 – Identifies factors e.g. Cheap housing in new industrial cities. (1 – 2)

Level 2 – Develops factors. Award an extra mark for each factor described in additional detail e.g. Small house built in terraces with one street backing directly on to another. Little or no backyard or space between houses. Houses were generally 'one up and one down' or two rooms at each level. Built cheaply and often of poor quality. (2 – 4)

(iii) Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Lure of better wages in new industries. Promise of regular work as opposed to seasonal work in the countryside. Demise of the domestic industry in the countryside and the development of factory system and new sources of power – water, coal and steam. Enclosures caused poverty in countryside. Invention of railways made it easier to travel distances etc. (2 – 6)

(iv) Level 1 – Simple assertions.
No, people crowded together and died of diseases. (1)

Level 2 – Explanation of improvement OR lack of improvement with single factor given e.g.

Yes Brick house with slate roofs in towns were probably better than the thatched cottages in the countryside. Later legislation for housing – Artisan's Dwellings Act 1875. Attention to health and disease – Chadwick Report 1842, Disraeli's Public Heath Act 1875 etc. Sewers and drainage. Better understanding of disease. Large population so more amenities etc.

No Epidemics of cholera in early days to mid nineteenth century; poor drainage and no sewers; use of waterways as dumping ground for sewage and much else also had to be used as a source of water; poor quality housing, dampness and over crowding; the rich and the owners of factories often gave little thought to workers and their lives and it was the rich who passed the laws. Slow development of unions? etc. (2)

Level 3 – Explanation of improvement OR lack of improvement, with multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of improvement AND lack of improvement must be addressed.
(6 – 8)

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Depth Study H: The Impact of Western Imperialism in the Nineteenth Century

8 (a) (i) Level 1 – Repeats material stated in source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, not supported from the source e.g. The revolt is still happening and British rule has benefited the Indians etc. (3 – 4)

Level 3 – Makes valid inference(s) with reference to the source e.g. Any misrule by the British is very small in comparison to its humane and well-meaning government; it feels that the revolt will be beaten and all India can look forward to more peaceful and beneficial British rule etc. (5 – 6)

(ii) Level 1 – Agrees OR disagrees with no support from the source. (1 – 2)

Level 2 – Agrees OR disagrees with support from the source e.g.

Yes Officers have committed gross injustices, imprisonment and torture. Not mild and spotless benefactors etc.

No The Mutiny was not the fault of the British officers as it was bound to come about because of the inevitable result of the systems of capitalism and imperialism etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6 – 7)

(iii) Level 1 – Useful/not useful – choice made on the basis that one is more detailed/gives more information but does not specify what information. (1)

Level 2 – Useful/not useful – A is from an Englishman, B is from an American newspaper and C is a British Commissioner's letter so they could all be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A, B and C to show reliability.
6 marks for one source, 7 marks for more than one source. (6 – 7)

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(b) (i) Level 1 – One mark for each valid aspect to a maximum of two e.g. Indian soldiers serving in British officered regiments etc. (1 – 2)

(ii) Level 1 – Identifies importance e.g. The cartridges upset Hindus and Muslims alike. (1 – 2)

Level 2 – Develops importance. Award an extra mark for each aspect which is described in additional detail e.g. Cartridges to be used in the new Lee Enfield rifle, and had to be bitten off first. Cartridges were supposedly protected by a film of grease made from cow and pig fat. The cow is sacred to Hindus and the pig unclean to Muslims. Both religions were disaffected by this. Refusal to use the cartridges (despite the fact that they were not cased in the alleged grease) led to the arrest of sepoys and the start of the Mutiny. (2 – 4)

(iii) Level 1 – Single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Geographical reasons – it was localised. Speed of news among Indians – British forces used telegraph. Many did not share the disaffection. Many sepoy regiments put loyalty to their superiors first. Fear of retribution. Loyalty of many Indian rulers etc. (2 – 6)

(iv) Level 1 – Simple assertions.
Yes, the British carried on as before. (1)

Level 2 – Explanation of little difference OR much difference, single factor given e.g.

Little The day to day running of India changed little; the relationship between British and Indians remained the same for the vast majority of the Indian nation etc.

Much The Government of India Act 1858 took control away from the East India Company and gave it to the Crown. Viceroy and Empress. Changes in the army and civil service gave more opportunities to Indians etc. (2)

Level 3 – Explanation of little difference AND much difference with multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of little difference AND much difference must be addressed.(6 – 8)

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