UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2011 question paper

for the guidance of teachers

0470 HISTORY

0470/41 Paper 4 (Alternative to Coursework), maximum raw mark 40

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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UNIVERSITY of CAMBRIDGE
International Examinations

Depth Study A: Germany 1918-1945

1 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

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

Level 2 – Makes valid inference(s), unsupported from the source e.g. Arrogant; unwilling to make concessions; unrepentant for the attack on Belgium etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Russian peace is inviolable even if western neighbours do not like it; even in September 1918 Germany thinks it can dictate peace terms re colonies and Belgium – must not fully understand the dire military position etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

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 USA, Britain and France united in their demands; Clemenceau's attitude; territories lost; Germans saw Versailles as severe etc.

No Could have been a great deal worse for Germany; Russia more a victim than Germany; USA and Britain restrained France etc. (3 – 5)

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

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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 – One source is from a German, 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 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Award one mark for each valid aspect to a maximum of two e.g. Germany and her allies accepted responsibility for causing all the losses and damage to Allied governments and peoples by consequence of the war imposed on them by German aggression. (1 – 2)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Identifies aspects e.g. Fled; called on the army; appealed to the workers etc. (1 – 2)

Level 2 – Describes aspects. Award an extra mark for each valid aspect described in additional detail e.g. Noske's attempt to gain army support to regain Berlin met by von Seeckt's refusal; government moved to Stuttgart; proclamation urging a general strike was effective; Kapp and Luttwitz fled; return to Berlin; disbanded Freikorps etc. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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. Post war German finance and economy in a parlous state; inflation already high; Germany paid 1921 reparations but asked for permission to suspend further payments; 1923 French and Belgians occupied Ruhr to secure goods for payment; confidence in the currency already low, but the passive resistance of workers in the Ruhr and the printing of paper money to pay them destroyed any confidence left in the currency or economy etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions. Yes, strengthened international standing; No, solved hyperinflation. (1)

Level 2 – Explanation of foreign OR explanation of domestic achievements, single factor given e.g.

For 'Fulfilment' policy; negotiated American loans; renegotiated reparation payments; Locarno Treaties; League of Nations; Young Plan led to early removal of foreign troops from Rhineland etc.

Dom Ended passive resistance; forestalled Communist rising in Saxony; new currency; basis for employment; economic recovery; right wing resented foreign policy; extremist parties largely sidelined etc. (2)

Level 3 – Explanation of foreign OR domestic achievements with multiple factors. 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 foreign AND domestic achievement must be addressed. (6 – 8)

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Depth Study B: Russia 1905-1941

2 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

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

Level 2 – Makes valid inference(s) unsupported from the source e.g. The Whites showed no pity; they took villagers' possessions etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Took the most valuable animals from the peasants; callous as they shot the Bolsheviks out of hand etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

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

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

Yes He was a hero for winning the Civil War; the Red Army was available to him – or at least others thought so etc.

No While he was away others, like Stalin, manoeuvred themselves into important jobs; spiteful gossip about using the Red Army undermined him etc. (3 – 5)

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

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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 – One is from a White commander and the other is from a British historian 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 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each valid element to a maximum of two e.g. Secret police instituted by Lenin in December 1917; run by Pole, Dzerzhinsky; to protect the Bolshevik revolution through terror; HQ at Lubyanka prison in Moscow; facilities to interrogate, torture and execute etc. (1 – 2)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Identifies elements e.g. To control economic resources of the state etc. (1 – 2)

Level 2 – Describes elements. Award an extra mark for each element described in additional detail e.g. All factories of any size to be nationalised; private trade banned; food and grain seized from peasants to feed factory workers and Red Army; Cheka; requisition squads etc. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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. Whites disunited and separate armies did not cooperate; Whites lost the support of the peasants from fear of loss of newly acquired land and brutal treatment; Reds centrally controlled and had manufacturing and transport – trains; brilliant leadership of Trotsky; harsh discipline. Reds fighting a patriotic war against foreigners and White collaborators etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions.
Lenin as he was overall leader. (1)

Level 2 – Explanation of Lenin's OR Trotsky's contribution, single factor given e.g.

Lenin Had been overall leader for a long time. Speeches and slogans, the brains behind the Bolsheviks; took decisive action in ending Russian participation in World War, in dispersal of the Constituent Assembly; introduction of War Communism; NEP; BUT was ill after strokes of 1922-24 etc.

Trotsky Menshevik; organised in 1917 when Lenin absent; brilliant speaker; negotiated Treaty of Brest-Litovsk; brilliant leader in Civil War; dealt with Kronstadt rising etc. (2)

Level 3 – Explanation of Lenin's OR Trotsky's contribution 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 Lenin's AND Trotsky's contributions must be addressed.
(6 – 8)

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Depth Study C: The USA, 1919-1941

3 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

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

Level 2 – Makes valid inference(s) unsupported from the source e.g. Limited; affected rich investors; agriculture but no major industry; banks unaffected; businesses and exports benefited etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Some people have lost because they will have to do without luxuries or be unemployed for a while; The Federal Reserve had foreseen the crisis and had taken appropriate measures etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

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

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

Yes Hoover saw the danger of speculation; issued warnings; Federal Reserve Bank took action; tried to avoid wage cuts; aided construction etc.

No Warnings were limited; did not act against those that resisted warnings; only thinking of regulation; voluntary measures etc. (3 – 5)

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

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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 – One source is Hoover himself and the other is an American source 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 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each valid aspect to a maximum of two e.g. Initiative; enterprise; self-reliance; liberty; Republican mantra etc. (1 – 2)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Identifies aspects e.g. Selling increased dramatically; worst on 29th. (1 – 2)

Level 2 – Describes aspects. Award an extra mark for each valid aspect described in additional detail e.g. Large scale selling on 21st; much by big investors; confidence falling; 24th – c.$9 billion fall in value; banks intervened, prices stabilised over weekend; 28th – banks began selling, c.$14 billion lost; 29th – complete panic selling, c.15 million shares with $32 billion lost. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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. Over-production and under-consumption; inequalities of wealth in the population; tariffs; under-investment; new competition for coal and textiles; agriculture facing loss of European markets and Canadian wheat etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions.
Yes, he lost the election as a result; No, He did try some measures. (1)

Level 2 – Explanation of failure OR non-failure, with single factor given e.g.

Fail Attempts to stimulate economy by lowering taxes failed; cutting government expenditure; 1930 Hawley-Smoot tariffs damaged trade; withdrew loans to Europe; unemployment continued to rise; confidence not restored; did not reform banks; blocked 1932 Garner-Wagner Relief Bill etc.

Non Worked an 18 hour day; laid many New Deal foundations; Federal Home Loans Bank; 1931 'Give a job' scheme; 1932 Reconstruction Finance corporation; public works; Hoover Dam; bought up agricultural surpluses; 1932 Revenue Act – tax on highest incomes raised from 25% to 63%; Republican resistance; Democrat opposition in Congress; scale of problems not understood etc. (2)

Level 3 – Explanation of failure OR non-failure with multiple factors. 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 failure AND non-failure must be addressed. (6 – 8)

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Depth Study D: China, 1945-c.1990

4 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

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

Level 2 – Makes valid inference(s) unsupported from the source e.g. Labour intensive; industry seems to take precedence over agriculture etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Labour intensive with tens of millions of peasants being diverted to industry; women and children left to make agriculture work etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

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

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

Yes Armies of peasants marching; slogans; critical of those who did not support the Great Leap Forward etc.

No Those who would not roll up their sleeves and join in are mentioned; people who would not join in will be pushed aside etc. (3 – 5)

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

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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 – One source is from a woman who lived through it all and 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 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each valid aspect to a maximum of two e.g. Units larger than collective farms – up to 75 000 people; divided into brigades and work teams with an elected council; schools and crèches; each family received a share out of profits and had a small plot of land etc. (1 – 2)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Identifies elements e.g. An attempt to get managers and academics to talk to Party cadres. (1 – 2)

Level 2 – Describes elements. Award an extra mark for each element described in additional detail e.g. An attempt to engage with managerial, scientific and educated groups who were not so clearly supportive of the communist programme; an attempt to engage in discussion by inviting criticism. Criticism so strong that the campaign was abandoned but Mao had 'outed' his main critics etc. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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. An attempt to meet Chinese conditions, not the Russian model; involved important developments in agriculture (communes) and industry (back yard furnaces); to develop a labour intensive economy rather than a high tech one; to use the abundance of people to achieve rapid developments in industry and infrastructure – dams, roads, canals, irrigation and reservoirs etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions.
Yes, people happier under the Communist regime. (1)

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

Imp Better education and medical provision; position and reforms for women; land issues addressed; improvements in agriculture and industry through the first Five Year Plans etc.

Lack Life did not improve much for most Chinese; varied from area to area; CCP domination replaced old upper class domination; failures of the Great Leap Forward brought ruin and famine 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 E: Southern Africa in the Twentieth Century

5 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

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

Level 2 – Makes valid inference(s), unsupported from the source e.g. British and Dutch cooperative in Cape/Natal; had been earlier division; shared displeasure with Transvaal; economic difference etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Afrikaners from the Cape/Natal had previously supported the Transvaal Afrikaners but now they seemed to work well with British; Afrikaners supported Rhodes; both groups angry at Transvaal's discrimination against Dutch and British etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

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

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

Yes Suspicious of the British; saw outsiders as transients and self-seekers; no franchise; feared becoming a minority etc.

No Allowed them to buy gold-reefs; happy to take the Uitlanders taxes etc (3 – 5)

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

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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 – One source is from a British person, the other is from a Dutch person 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 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each correct city in the correct order e.g. Johannesburg, Kimberley. (1 – 2)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Identifies aspects e.g. To aid Uitlander rising; swiftly dealt with by Kruger. (1 – 2)

Level 2 – Describes aspects. Award an extra mark for each valid aspect described in additional detail e.g. Planned conspiracy; armed 600 brought by rail to frontier; dash for Johannesburg; Uitlander rising did not happen; Jameson arrested and deported; diplomatic humiliation for Britain; Rhodes had to resign etc. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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. Transvaal landlocked; profit – faster than ox wagons; to transport mining needs/output; tariff war for custom; strategic link Transvaal/OFS; Access to sea at Portuguese Delagoa Bay – cheaper for Transvaal; Cape and Natal were state enterprises, Transvaal Dutch with German capital; rivalry over northern expansion; Rhodes' Cape-Cairo ambitions etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions. Examples of a military victory on either side. British won the war but lost the peace. (1)

Level 2 – Explanation of Boer success OR British success, single factor given e.g.

Boer Early Boer victories and sieges; armies and commandos more used to terrain than British army; relative size of armies (Boer max 52 000 against British forces of 400 000); British reputation weakened internationally; Boers fighting for survival; SAR treasury initially strong, could buy weapons; Kruger, Steyn, Smuts, de Wet as generals and politicians; failure of Milner's plans; Act of Union; no change for blacks etc.

Brit British reinforcements; stronger finances; naval power; Roberts and Kitchener; Germans did not aid Boers; Cape Boers did not rise in sympathy; war of attrition; concentration camps; terms of Vereeniging etc. (2)

Level 3 – Explanation of Boer success OR British success 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 Boer success AND British success must be addressed. (6 – 8)

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

6 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

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

Level 2 – Makes valid inference(s), unsupported from the source e.g. Overcrowded, starving, miserable etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Overcrowded with 2000 in camp and 11 in a small tent; poor UNRWA rations and deaths from malnutrition etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

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

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

Yes Forbidden to speak openly; to mention the desire to return home brought severe reprisals; not allowed to assert Palestinian identity etc.

No They realised that they would have to organise independently; secret development of a resistance movement etc. (3 – 5)

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

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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 – One source is a Palestinian quoted by the PLO and the other is a Palestinian quoted by a Briton 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 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each valid element to a maximum of two e.g. Jewish immigration; the 1948/9 war; damage to housing and property; loss of land and food shortages; fear and intimidation; Jewish settlements etc. (1 – 2)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Identifies elements. UNO provided anything to sustain life and develop the people. (1 – 2)

Level 2 – Describes elements. Award an extra mark for each element described in additional detail e.g. Food; tents; water; education; health care; United Nations Relief and Works Agency; protection etc. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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 fight for the Palestinians; to regain land; to throw out the Israelis; to defend Palestinian interests against other Arab states; to try to get recognition and world support. Expect names such as Palestinian Freedom Fighters, Palestine National Liberation Front, Al-Fatah (Al-Assifa, its military wing), Popular Democratic Front for the Liberation of Palestine etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions.
Yes, killing people grabs attention. (1)

Level 2 – Explanation of terror OR UNO appeals, single factor given e.g.

Terror Attacks on Israeli outposts and towns; letter bombs; assassinations; Munich Olympics Black September; Rome airport; hijacking aircraft; Intifada etc.

UNO Resolutions, largely ignored by Israel; 242 withdrawal of Israel from Sinai, post 1967 war; Oct 1973, Resolution 338 followed by December Geneva conference – Arab and Israeli representatives talk for the first time together; Peacekeeping forces; UNRWA; mediation; humanitarian aid; Candidates could argue that USA and other nations/bodies have had more impact etc. (2)

Level 3 – Explanation of terror OR UNO appeals with multiple factors. 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 terror AND UNO appeals must be addressed. (6 – 8)

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Depth Study G: The Creation of Modern Industrial Society

7 (a) (i) Level 0 – No evidence submitted or response does not address the question. (0)

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

Level 2 – Makes valid inference(s), unsupported from the source e.g. The workers have a miserable existence with none of the comforts of life, nor even the bare necessities for survival etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. The workers, of both sexes, exist rather than live in a state akin to slavery; they have little to eat and little to cover their backs; they can expect physical abuse at their place of work etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

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

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

Yes Any investigations into factory conditions were biased and untrustworthy; some parts were admittedly worse than others; weight of evidence showed that life was 'black' for most workers; many investigations into the need for reform etc.

No The conditions varied from factory to factory; variations depended on size; place and age of the factory; the need to falsify evidence means that there was exaggeration and bias in the evidence etc. (3 – 5)

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

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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 – One source is from a newspaper and the other is from a history 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 and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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(b) (i) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each area, in the right order, to a maximum of two e.g. (a) Yorkshire (b) Lancashire. (1 – 2)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Identifies system. Textiles were produced in the homes of the workers. (1 – 2)

Level 2 – Describes system. Award an extra mark for each element of the system described in additional detail e.g. The raw wool would be carded and spun in a cottage. Then the spun wool would be passed to a weaver who had a hand loom in his cottage; often whole process done by one family with carding and spinning done downstairs by women while males wove upstairs; money according to amount done and its quality etc. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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. Vested interests. Owners of mills – often MPs as well – saw any reform as causing a reduction in profits; some did not believe the evidence of bad conditions; some felt that if they gave way the workers would demand even more; some felt that any change to the status quo would endanger Britain's industrial supremacy etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions.
One industry needed the other. (1)

Level 2 – Explanation of textile importance OR coal importance, single factor given e.g.

Tex First industry to expand rapidly; took advantage of improvements in transport, power and machines; used the fast growing population; provided work for those driven from the land by enclosures and the collapse of the domestic system; fed the huge demands of the export market etc.

Coal Coal was vital as a power source for steam that made the textile industry function; mining improvements meant coal increasingly available to feed both industry and domestic markets; coal fed the railway industry; coal, textiles and railways hugely interdependent etc. (2)

Level 3 – Explanation of textile importance OR coal importance with multiple factors. 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 textile importance AND coal importance 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 0 – No evidence submitted or response does not address the question. (0)

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

Level 2 – Makes valid inference(s) unsupported from the source e.g. Saw it as a mission to enlighten the lives of lesser peoples; to make their subjects more contented with life etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Likened its imperialism to that of Rome in establishing the foundations of modern civilisation; to change Africa from barbarism to culture, progress and happiness etc. (5 – 6)

(ii) Level 0 – No evidence submitted or response does not address the question. (0)

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

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

Yes Accepts the concept that acquisitions are likely; Empire brings benefits by way of increases in power and wealth etc.

No Few statesmen want to extend the Empire; Empire brings extra responsibilities and is a strain on the finances and workload of our government etc. (3 – 5)

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

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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 – One source is from an imperialist and the other is from a 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 0 – No evidence submitted or response does not address the question. (0)

Level 1 – One mark for each country to a maximum of two e.g. Australia, New Zealand, China, Pacific Islands, India, Burma, Canada. (1 – 2)

(ii) Level 0 – No evidence submitted or response does not address the question (0)

Level 1 – Identifies impact e.g. It brought advantages and disadvantages. (1 – 2)

Level 2 – Describes impacts. Award an extra mark for each valid aspect described in additional detail e.g. Employment and/or exploitation; giving up natural resources; market for imperialists goods; break up of tribal customs and groupings; some became wealthy, most did not; adjustment to imperial powers' customs – religion, law, medicine, dress etc. (2 – 4)

(iii) Level 0 – No evidence submitted or response does not address the question. (0)

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. For wealth and influence – commerce, status, markets, minerals, exploitation of people and resources, prestige and power. Altruism – to bring civilisation, education, justice, Christianity etc. (2 – 6)

(iv) Level 0 – No evidence submitted or response does not address the question. (0)

Level 1 – Simple assertions
Yes, they did. They made fortunes. (1)

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

Ben Achieved status as imperialists, wealth, raw materials, ready market, compliant workforce, access to minerals, opportunity to spread culture, language and religion; to feel good about bringing savages into the modern world etc.

Lack Cost in terms of administration in the Empire and at home; to supply naval and military protection; governments often had to follow to protect business enterprises and Christian missionaries; involved in countless local wars and international incidents; deaths from local diseases and conflicts etc. (2)

Level 3 – Explanation of benefit OR lack of benefit with multiple factors. 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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