UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2012 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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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 inferences, unsupported from the source e.g. Looks an enjoyable organisation but there is something odd about it; undermines traditional values; uses sinister force against any critics etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Likes to stop critics by denying free speech and using the Gestapo; undermines traditional values of education and the Church; destined to come to an end in disaster 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 Membership; equal standing with schools; Hitler as god; anti-establishment indoctrination; trained for army etc.

No Attendance declining; only paid lip service; resented by those in work; compulsion necessary by 1939 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 is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – A is from a German mother, B is from a British 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 valid aspect to a maximum of two e.g. Groups of working class youths; camping at weekends, changing words of Hitler Youth songs; mocked Hitler Youth; mixed sex membership; December 1942 broken up by Gestapo, 28 groups, 739 adolescents arrested. 1944 Cologne helped shelter army deserters, stole weapons and attacked Gestapo HQ, killing senior officer; 12 Pirates hanged. (1 – 2)

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

Level 1 – Identifies aspects e.g. Set up own Church; sent to concentration camps. (1 – 2)

Level 2 – Develops descriptions e.g. Bonhoffer/Niemoller's Emergency League of Pastors, anti-racism, loss of church autonomy; biblical fundamentalists; Confessional Church – over 700 pastors in concentration camps by 1937 – Niemoller throughout the war. Bonhoffer plans to overthrow Hitler – arrested 1943 and executed 1945. (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. Hard to avoid; censorship; radios, cinema; simple messages repeated; Hitler's speeches; Goebbels' talent; willing audience – appeals to grievances/prejudices. (2 – 6)

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

Level 1 – Simple assertions.
Yes, huge rallies. No, fear of Gestapo. (1)

Level 2 – Explanation of popular OR unpopular with single factor given e.g.

Yes Middle/upper class support – therefore finance; effective economic policies; pride in foreign and military successes; anti-Semitism etc.

No SS/Gestapo/concentration camps; ruthless punishment of opponents e.g. Communists, Socialists etc; efficient state censorship/propaganda etc. (2)

Level 3 – Explanation of popular OR unpopular 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 popular AND unpopular 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 inferences, unsupported from the source e.g. His behaviour is a cause for concern; some like him, some do not etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Tsar has not acted against Rasputin and does not understand that Rasputin's behaviour is undermining the Tsar's regime; Tsar reacts to criticism of Rasputin, but the Empress clearly likes him and wants him back 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 Claims are made by soldiers returning from leave; examples seem believable; soldiers would be anxious in any case but their being away from home makes it worse etc.

No Report says the rumours are exaggerated and 'soaring into the realms of imagination'; the stress of the war and being away from home will make any story seem worse 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 is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One source is from the President of the Duma, and the other is from a police report 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. Political party which split from Bolsheviks at London Party Congress of Social Democratic Party in 1903. Party should be open to anyone, not just professional revolutionaries; did not believe revolution would come until workers outnumbered peasants; stricter Marxists than the Bolsheviks etc. (1 – 2)

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

Level 1 – Identifies the group e.g. Tsar's secret police, enforcers etc. (1 – 2)

Level 2 – Develops aspects e.g. Kept an eye on possible trouble makers; wrote reports; intimidated, tortured, executes Tsar's opponents; stirred up the population against individuals/groups 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 explanation e.g. Although loyal in 1914, defeats broke morale; poorly trained and poorly equipped with weapons, food and medical support; officers and generals unconcerned at troops' conditions and huge losses; largely a conscript army worried by events and shortages at home.
NB Reference to Tsar, Tsarina and Rasputin only – maximum of two marks.
(2 – 6)

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

Level 1 – Simple assertions.
Yes, he was very unpopular. (1)

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

Yes Hugely unpopular because of military defeats; shortages; industrial and military unrest; unrest among peasants; Rasputin and Tsarina's behaviour and rumours; had dismissed Dumas and broken promises in 1905 October Manifesto; seen as unable to control events etc.

No Loyalty of the army and upper classes showed he could survive as per 1905; fewer strikes and loss of working hours in the period following the appointment of Stolypin 1906–1911 and his agricultural and industrial reforms; most Russians loyal to the Tsar at the outbreak of war etc. (2)

Level 3 – Explanation of responsibility 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 responsibility AND other factors 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 source, no inference made. (1 – 2)

Level 2 – Makes valid inferences unsupported from the source e.g. Abject poverty; resented; lacked any facilities; government agencies began to act etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Huddled together in mutual support but desperate nevertheless; abused by jokes about being shot, or by language ' hobo brats'; FSA taking action and trying to provide minimum facilities e.g. tents 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 Private businesses were still functioning; Roosevelt aimed at eliminating unemployment by creating jobs in government agencies; jobs, not hand outs etc.

No Business needed low taxes and free enterprise but taxes were higher and government interfered; New Deal destroyed jobs in AAA as cuts in production caused higher prices to the consumer, and the TVA caused loss of land and flooding; sharecroppers 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 is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One source is from a government agency and the other is a critic in the twenty first century 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. Result of over-farming; droughts esp.1934 and 1936; c. 100 million acres affected; mainly Oklahoma and Texas panhandles; also Kansas, Colorado and New Mexico; wind carried dust to the East; small tenant farmers evicted; destitute migrants went West etc. (1 – 2)

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

Level 1 – Identifies aspects e.g. aimed at unemployed young men; environment projects etc. (1 – 2)

Level 2 – Develop aspects e.g. Voluntary 6 months, renewable; about 3 million jobs; specific jobs/projects such as National Parks; forestry; flood control 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. Republican opposition; critics such as Huey Long, Father Coughlin; election looming; unemployment still high; to provide social security and union recognition; set up WPA etc. (2 – 6)

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

Level 1 – Simple assertions.
Yes, more jobs. No, farmers did better. (1)

Level 2 – Explanation of workers benefit OR lack of/others benefit, with single factor given e.g.

Yes Union rights under Wagner Act; government pressure on employers to negotiate; work of NRA for working conditions, outlaws child labour; Social Security Act brought unemployment insurance; jobs/wages began to increase; comparison to another group etc.

No Employer resistance; savage treatment of strikes especially by car giants; only war brought demand and full employment etc.

Other Could compare workers to farming, older citizens etc. (2)

Level 3 – Explanation of workers benefit OR lack of/others 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 explanation of workers benefit AND workers lack of/others benefit 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 inferences unsupported from the source e.g. He was self-centred and did not care about others; he had a life of luxury etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Lived a life of luxury with fifty estates and had fish transported 600 miles; lived the life of a robber baron with all his luxuries; hypocritical as the 'hero' of the Long March was carried 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 His personality cult still being promoted; no open criticism possible; they felt they could not stop him; Mao had too much power etc.

No Members did not want more persecutions; engaged in passive resistance; preferred the policies of President Liu and Deng; Party newspapers refused to publish an article Mao had authorised 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 is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One has a British author, the other comes from a Chinese person so they could both be biased/unreliable. (2)

Level 3 – Choice made on the nature or amount of information given. Must state 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)

(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. Name given by Mao to people who wanted to follow policies that were capitalist, established a management elite etc. Accept USSR/Khrushchev if offered – Mao used that term for both. (1 – 2)

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

Level 1 – Identifies group e.g. Young Chinese devoted to Mao; Little Red Book etc. (1 – 2)

Level 2 – Develops aspects e.g. Armed with the authority of Mao's Little Red Book, they humiliated, hurt and killed those in authority like teachers, scientists; humiliation and punishment courts; smashed and destroyed anything that was old 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 re-energise the on-going revolution; to restore his position in the Party; to eradicate his enemies in the Party; to prevent revisionism; to stop the 'capitalist roaders'; to prevent the emergence of a managerial elite etc. (2 – 6)

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

Level 1 – Simple assertions.
No, life carried on as normal for most Chinese. (1)

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

Cha Improvements in education, public health, the position of women; restrictions, especially during the Cultural Revolution, on artists, writers etc as all artistic works and performances had to be propaganda for the Party; millions dying of famine and/or punishments/intimidation; some lessening of family loyalties (esp. in the Party cadres and elite) for the sake of the Party; working together in communes etc.

Lack Despite attempts to industrialise, China's life remained largely agricultural – eventually the state became the landlord; the further people were from the centres of power, the less change they noticed; most Chinese remained poor etc. (2)

Level 3 – Explanation of change OR lack of change 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 change AND lack of change 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 inferences, unsupported from the source. e.g. Easy to lose livestock through illness; farmer unable to support family; poverty; black labour farm; conservative etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Disease killed the cattle; could not support family so compelled to work in mines; hard time as children without shoes; harsh discipline – whipping; respected as a leader in the community 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 Government involved in a range of policies to modernise; more land available for whites; commercialism to meet black needs etc.

No Black farming increasingly restricted; inadequate land; no choice but to become migrant labourers; women and children left to farm; self-sufficiency impossible 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 is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One is recollection and the other is from a history website 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. White gold miners' strike; against the Charter of mines trying to reduce wages and white in favour of black labour; miners demanded colour bar be retained; failed; government backed mine owners, sent in army; by end of strike 200 miners dead, 500 wounded, 5000 arrested; 4 leaders hung for treason. (1 – 2)

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

Level 1 – Identifies aspects e.g. End of independent black farming except in Reserves; created cheap labour for whites. (1 – 2)

Level 2 – Develops aspects e.g. Blacks no longer able to buy land from whites; share-cropping forbidden; could only live on farms as full-time labourers or servants; Reserves only 7% of land for 70% of population; more land/profit for whites 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. Power of employers; weaknesses of trade unions – both white and black; disintegration of the black ICU in late 1920s; government action – Riotous Assemblies Act 1930; availability of migrant/immigrant labour; no political voice etc. (2 – 6)

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

Level 1 – Simple assertions.
Yes, increased exports. No, government aid. (1)

Level 2 – Explanation of successful gold Boom OR other reasons, single factor given e.g.

Gold Worldwide demand for Gold increased the price; mining expanded rapidly; value increased from £47 million in 1932 to £118 million in 1940; foreign capital poured in; stimulated subsidiary industries; taxing gold profits – provided about 25% of government income; by far the richest country in Africa etc.

Other Gold did badly in early 1930s because of worldwide Depression; government action – 1932 dropped gold standard; tariffs; financed railway development; ESCOM; ISCOR; farming subsidies; 1940 IDC to promote basic industries to end imports; armaments. Cheap labour; population increase/demand; other industries – copper, manganese, iron ore, coal etc. (2)

Level 3 – Explanation of successful Gold Boom OR other reasons, 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 successful Gold Boom AND other reasons 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 inferences, unsupported from the source e.g. Ordinary Jews and Arabs can work together; the situation has thrown up strange anomalies etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Jews and Arabs are protesting together and understanding their anomalous statuses; the messages on the protest boards are co-ordinated, showing that they disapprove of individual countries stances; some see that there are winners and losers 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 Campaign of terror by Zionist groups; violence between Arabs and Jews; Zionists and Arabs refuse to attend talks etc.

No British troops are fighting to re-establish order; attempting to arrange peace talks in an effort to maintain order and the British mandate in Palestine 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 is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One source is a photo, and the other is from a British 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 for both. (6 – 7)

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

Level 1 – One mark for each valid country to a maximum of two e.g. Egypt, Lebanon, Iraq, Transjordan (accept Jordan), and Syria. (1 – 2)

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

Level 1 – Identifies activities e.g. Both were Zionist terror groups. (1 – 2)

Level 2 – Develops activities e.g. Terrorist groups that fought both the British army and Arab fighters; determined to protect the interests of the Jews in Palestine; Irgun blew up British military HQ in the King David hotel killing 88 people on 22 July 1946 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. Absolute determination of the Jews to establish their homeland; disunity among Arab states; all had different agendas; worldwide sympathy for the Jews after revelations of the holocaust; Jews were better led; immediate recognition of the state of Israel by President Truman; financial aid from abroad etc. (2 – 6)

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

Level 1 – Simple assertions.
Yes, the Jews fought to stay. (1)

Level 2 – Explanation of events in Palestine OR events elsewhere, single factor given e.g.

Pal Immigration over years had established a Jewish population which was now determined to establish and fight for a homeland after 2000 years of displacement; the Palestinian Arabs and Arab armies not united in focus, aims or strategy; leadership of the Israeli forces superior etc.

Else Huge sympathy in the world after Holocaust revelations; world embarrassment on this issue; support for the state from USA; President Truman and the US Jewish lobby; financial and military exhaustion of Britain to maintain its mandate etc. (2)

Level 3 – Explanation of events in Palestine OR events elsewhere with multiple factors. 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 events in Palestine AND events elsewhere 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 inferences, unsupported from the source e.g. The Society takes care about supporting new groups hoping to form an association until such time as it can see that the association is properly organised; has a poor view of most workers; finds that often associations break up in bitterness etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. The Society withholds financial support from new associations until it see that the workers have put some of their own money in; low opinion of workers' ability to form associations; many associations break up in bitterness 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 Had 'original purposes'; still there so must have some influence; Karl Marx is advising on further developments etc.

No Have not yet taken care of the downtrodden agricultural workers; yet to convince that they are not merely selfish and narrow; must help the millions 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 is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One is a society report and the other is from a well-known socialist 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 maximum of two e.g. Trade Union Congress formed in 1868 to act as a medium to obtain publicity for trade union issues and to act as a forum for the whole movement. (1 – 2)

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

Level 1 – Identifies case e.g. Case about dishonest union officials. (1 – 2)

Level 2 – Develops aspects of the case e.g. A case brought by the boilermakers Union to recover funds which a local official had embezzled. The judge declared that trade union funds were not covered by law and so the unions could not secure themselves against the actions of dishonest officials. One of the reasons for the Royal Commission was appointed in 1867. (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. Partly to clarify the existing legislation e.g. in the case of 'peaceful picketing'; events such as the Sheffield Outrages and the Hornby vs Close case had shown that emerging union strength required clarity in the law to protect unions and public alike; Recommendations of the Royal Commission established some areas that required attention etc. (2 – 6)

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

Level 1 – Simple assertions.
Yes, they were better skilled and better paid. (1)

Level 2 – Explanation of the impact of skilled workers OR other factors, single factor given e.g.

Skill They paved the way with the 'new model' unions, which gave respectability to unions and showed that many of their aims were for the educational and welfare benefit of workers.

Other Mainly in the second half of the century, the rise of the non-skilled workers unions e.g. the Match Girls' Strike and the Dockers' Strike – their success increased membership; also Parliament more interested; need to progress after the destruction of non-skilled unions in the first half of the century. (2)

Level 3 – Explanation of impact of skilled workers OR other factors, 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 impact of skilled workers AND other factors 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 inferences, unsupported from the source e.g. The new law is open to abuse from all sorts of people; could be abused by individuals because of ignorance; India is different to all other possessions etc. (3 – 4)

Level 3 – Supports valid inferences with reference to the source e.g. Because India is not capable of administering its own affairs the new act gives too much power to the relevant Cabinet minister, and there is no automatic right of Parliament to intervene, even if it understood India 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 We could decide to help them socially, politically, and in the field of material prosperity etc.

No To maintain Britain's power over a subject race that hates us. Decision not fully taken as the viceroy is posing the question 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 is more detailed/gives more information, but does not specify what information. (1)

Level 2 – Useful/not useful – One is an Englishman's comment, the other is from a speech by the viceroy of India 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)

(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. By the East India Company with the help of local rulers. (1 – 2)

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

Level 1 – Identifies provisions e.g. Changed the way India was governed from company to Government. (1 – 2)

Level 2 – Develops provisions e.g. East India Company abolished. Crown takes over government of India. Cabinet minister appointed Secretary of State for India advised by an Indian council of 15 members. Governor Generals to become Viceroys. (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 the reason, one for the reason explained e.g. Ignorance about India and its people. Too often viewed from an 'English' perspective; colonies were supposed to provide markets for British goods and raw materials for British industry. Cost. Many Indians regarded as inferior – racism. (2 – 6)

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

Level 1 – Simple assertions.
Yes, things did not get any better. (1)

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

Better A formal system of government; more opportunities for Indians; improvements in infrastructure and trade etc.

Worse Now formally taken over by British Crown; after effects of Mutiny in distrust by both sides of each other led to persecution and resentment; lingering resentment a very long term thing 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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