CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

Depth Study A: Germany, 1918 – 1945

(a) (i) Level 0 – No evidence submitted or response does not addre

Level 1 – Repeats material stated in the source, no inference

Level 2 – Makes valid inferences, unsupported from the sou
aspects of democracy; anti–Semitic; authoritarian; terrorists e

Level 3 – Supports valid inferences with reference to the sou
unconditionally'; assassinations 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 – Freikorps used against Communism; Army did not openly oppose the government; Hindenburg did not openly support Kapp Putsch etc.

No – Army refused to interfere in Kapp Putsch, workers' strike defeated the rebels in four days; Hindenburg sent best wishes to Kapp leaders – was he, therefore totally loyal to the new government?; Freikorps refused to disband (old soldiers and sailors) 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 from Organisation Consul and the other is from a German 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]

(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. One of the Versailles terms; amount fixed in 1921 at 132 billion marks (£6.6 billion); compensation for Allies; to be paid in equal instalments in goods and money; important factor in German resentment etc.[1 – 2]

(ii) Level 0 – No evidence submitted or response does not addre

Level 1 – Identifies aspects e.g. French occupied; strike etc.

Level 2 – Describes aspects. Award an extra mark for e additional detail e.g. January – French and Belgian troops le payment of reparations' instalment; passive resistance on go of heavy industry ceased; French troops killed over 130 w Stresemann called off resistance in September, etc.

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

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. Industrialists, landowners, speculators and anyone in debt profited from devaluation; in early period trade unions negotiated wage rises; true cost of reparations fell; brought in Stresemann and American loans etc. [2 – 6]

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

Level 1 – Simple assertions. Yes – Hyperinflation ended; No – Depended on USA [1]

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

Yes – New currency; economic revival; put down Munich Putsch; Ruhr regained; relative political stability
Golden Years etc.

No – US loans critical; unemployment rising – 8.5% in 1929; uneven economic recovery; right–wing resentment continued; coalition governments etc. [2]

Level 3 – Explanation of recovery OR lack of recovery 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 recovery AND lack of recovery must be addressed. [6 – 8]

Depth Study B: Russia, 1905 – 1941

(a) (i) Level 0 – No evidence submitted or response does not addre

Level 1 – Repeats material stated in the source, no inference

Level 2 – Makes valid inferences, unsupported from the seems to be oppressive and based on fear; the system of gov

Level 3 – Supports valid inferences with reference to the source e.g. The system is oppressive with huge numbers of regular and secret police and the arming of soldiers; outdated as it would suit a central African tribe but not Russians 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 – The owners are waited upon by many servants and eat continuously; the servants have jobs and some security in the big house etc.

No – Servants are running up and down stairs; washing up never ends; strenuous efforts by the servants to service the owners of the big house 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 – Both sources are from Russians 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. Hangman's rope, used after a brief court martial type proceeding to stop violence and opposition to Stolypin's reforms etc. [1 – 2]

(ii) Level 0 – No evidence submitted or response does not addre

Level 1 – Identifies reforms e.g. Attempts to reform agricultu enterprise etc.

Level 2 – Describes reforms. Award an extra mark for e additional detail e.g. Sought to eliminate the Mir (commune scale individual farms (Kulaks); introduction of agricultural agricultural education; new methods of land improvement; af etc.

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

Level 1 – Single reasons. One for the reason, one for the explanation. [1 – 2]

Level 2 – Multiple reasons. One for each reason one for each explanation e.g. Build up of social and industrial discontent, exacerbated by the treatment of protesters on Bloody Sunday; disappointment at results of war against Japan; army away; general middle class discontent at no political power; autocracy; oppressive and repressive measures against any criticism of the Tsar; Okhrana etc. [2 – 6]

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

Level 1 – General assertions. Yes – everyone believed in God and the Tsar. No – Many revolutionary groups. [1]

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

Yes – Genuine belief in the Tsar; use of Okhrana; supported by the army, Church and the ruling classes; war against a foreign power; supporting fellow Slavs; alliance with France and Britain; Duma was ineffective; lack of momentum for change etc.

No – Many potential causes of resentment – land, Duma, lack of political development; revolutionary groups at home and in exile; court scandals and the Royal family; Rasputin; Tsar's broken promises from 1905 etc. [2]

Level 3 – Explanation of security OR lack of security 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 Security AND lack of security must be addressed. [6 – 8]

Depth Study C: The USA, 1919 – 1941

(a) (i) Level 0 – No evidence submitted or response does not addre

Level 1 – Repeats material stated in the source, no inference

Level 2 – Makes valid inferences, unsupported from the sour
labour–saving devices; new inventions; mobile etc.

Level 3 – Supports valid inferences with reference to th
manufactured; new products/utilities; number of cars 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 – Poorer facilities; old–fashioned; no luxuries; poverty; unemployment for labourers etc.

No – Access to cinemas; growing number of cars and tractors as the decade progressed; lower labour costs with mechanisation for wealthier employers 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 British, the other is American 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 which 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. Tin Lizzie, the most famous Ford car– c. 50% of all cars in the mid–20s; production from 1908 – 1927 when replaced by Model A; assembly line production lowered price from $575 in 1920 to $290 by 1925 etc. [1 – 2]

(ii) Level 0 – No evidence submitted or response does not addre

Level 1 – Identifies attitudes e.g. Laissez faire; rugged individ

Level 2 – Develops attitudes. Award an extra mark for e additional detail e.g. Rapid post–war deregulation and low tariffs; inaction on poverty; anti–unions; pro–trusts; massive r

(iii) Level 0 – No evidence submitted or response does not addre

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. confidence; more wealth to invest; banks keen to lend; lack of regulation; buying on the margin etc. [2 – 6]

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

Level 1 – Simple assertions. Yes, focused on luxuries. No, agricultural problems worse. [1]

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

Yes – Major speculators; conspicuous consumption; bankers; influence in government; Trusts restricted growth; wages of the 95% not keeping pace with profits; 42% of the population lived below the poverty line; role in Wall Street Crash, etc.

No – Wealthy drove demand for new consumer goods; 'captains of industry' created work and higher wages for skilled; problems were concentrated in agriculture and older industries, especially coal, textiles as demand fell; tariffs restricted overseas trade; long standing problems with immigrants/South; no social security; living on credit etc. [2]

Level 3 – Explanation of agreement OR lack of agreement 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 agreement AND lack of agreement must be addressed. [6 – 8]

Depth Study D: China, 1945 – c.1990

(a) (i) Level 0 – No evidence submitted or response does not addre

Level 1 – Repeats material stated in the source, no inference

Level 2 – Makes valid inferences, unsupported from the sour to be treated equally with men; women were keen to show th men etc.

Level 3 – Supports valid inferences with reference to the source e.g. Asserted that they must do everything that others did to prove equality; they shared work of carrying at the furnaces; they were as brave as men e.g. crossing the rapids 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 – Production did increase; output of small makeshift factories was greater than large factories; tree planting and irrigation etc.

No – Production figures were exaggerated; inexperienced cadres had made mistakes; serious food shortage; improvements in the countryside would bring improved yields at a later date but not now 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 American, 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]

(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. Part of Great Leap Forward's attempt to involve everyone the production of metals; makeshift furnaces that consumed many good tools etc. in the enthusiasm to create metal for other uses; poor quality etc. [1 – 2]

(ii) Level 0 – No evidence submitted or response does not addre

Level 1 – Identifies changes e.g. Attempts to bring healthc diseases.

Level 2 – Describes changes. Award an extra mark for each detail e.g. Widespread public health campaigns which g problems like high infant mortality rate and widespread ende China; barefoot doctors etc.

(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. Rivalry between Russia and China for leadership of the Communist world; personal issues between Mao and both Stalin and Khrushchev; growing disillusionment by Soviets at Mao's plans and behaviour; most Russian aid went to industry but most of China was agricultural – need to create food before it could develop intensive industry; China had too few trained workers to be able to implement Soviet–style centralised planning; results and frustrations at Mao's plans and outcomes during the Great Leap Forward; a gradual build up of many factors etc. [2 – 6]

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

Level 1 – Simple assertions. No, many died from famine. [1]

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

Yes – Destruction of the landlord class; improvements in health, education and laws to protect women; increase in confidence and self–reliance among Chinese; after the recovery from the Great Leap Forward, industrial and agricultural production increased etc.

No – For most Chinese the daily grind carried on much as before; industry and commerce in coastal regions detached from agriculture in the hinterland; death from famine and disease during the Great Leap Forward; three bad harvests in succession; departure of Soviet personnel and aid – 75% drop in industrial output in 1959–1960 etc. [2]

Level 3 – Explanation of benefit OR lack of benefit 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 benefit AND lack of benefit must be addressed. [6 – 8]

Depth Study E: Southern Africa in the Twentieth Century

(a) (i) Level 0 – No evidence submitted or response does not addre

Level 1 – Repeats material stated in the source, no inference

Level 2 – Makes valid inferences, unsupported from th government got greater power; strictly enforced; range o successful appeal etc.

Level 3 – Supports valid inferences with reference to the source e.g. Communism equated with any reforming view; absolute power; Liquidator; fines up to 5 years in prison; nobody unnamed 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 – Arrested leading figures; using the Suppression of Communism Act; able to keep leaders for up to five years; effect on opposition by making examples etc.

No – Could not prove charges; had to release in stages; had some respect for the rule of law 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 from an outside view of an American, the other is from a British textbook 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. Peaceful mass protest against apartheid laws, expecting arrests; began in Eastern Cape in June and spread; led by ANC and Indian Congress; c. 8000 arrests; rioting in October led to harsher arrests; no real change etc. [1 – 2]

(ii) Level 0 – No evidence submitted or response does not addre

Level 1 – Identifies aspects e.g. Forced removals; world publi

Level 2 – Describes aspects. Award an extra mark for e additional detail e.g. Under Group Areas Act/Western Areas c. 60 000, many property owners, forcibly shipped to new r Soweto, 12 miles from Johannesburg; government claimed it dozed; widespread publicity led by local priest, Trevor Huddle

(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. Sobukwe saw Luthuli as passive; disagreed with ANC multi–racial objective; saw Indians and whites as having too much influence in ANC; wanted to politicise the rural areas; appeal to young in townships; link with other African independence movement e.g. Ghana etc. [2 – 6]

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

Level 1 – Simple assertions. Yes, popular white vote. No, resistance. [1]

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

Yes – Support increased, especially from Afrikaner/poor whites; election results – 1948 National Party 70 seats, 1953 – 94, 1958 – 103, 1961 – 105 out of total 156; United Party, mainly supported in the Cape, declined from 65 to 49; predominance in Transvaal; benefits to whites of 'separate development' and repression policies from 1948; Indian/Coloured voting removed; leaving Commonwealth in 1961 was popular etc.

No – Opposition from Trades Unions, Liberals, Black Sash, Communists, Indians, Coloureds, ANC/PAC; Freedom Charter etc. increased black membership; international criticism – Anti–Apartheid movement founded in UK in 1959; publicity of Sharpeville; Umkhonto we Sizwe 1961, etc. [2]

Level 3 – Explanation of support OR lack of support 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 support AND lack of support must be addressed. [6 – 8]

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

(a) (i) Level 0 – No evidence submitted or response does not addre

Level 1 – Repeats material stated in the source, no inference

Level 2 – Makes valid inferences, unsupported from the so range of objectives; Israel thought him fine at the beginning him; later weakened Egypt, etc.

Level 3 – Supports valid inferences with reference to the source e.g."to achieve leadership of the Arab world"; Israel's "hope for the future" became worried by "bitter, blind hatred"; "lead Egypt to tragedy" 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 – Eden and Britain lost because of the crisis – Eden in health and status, Britain in Middle East role; the Arab backlash diminished Western influence; Nasser defeated; Israel's fedayeen problem was not completely destroyed etc.

No – Russia had increasing influence in the area; Nasser more popular than ever; Israel had halted fedayeen raids in the short term 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 from an Israeli and the other is British so they both could 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. First President of Israel; Prime Minister at the time of the Suez Crisis etc. [1 – 2]

(ii) Level 0 – No evidence submitted or response does not addre

Level 1 – Identifies part played by UNO e.g. Attempts to main

Level 2 – Describes part played by UNO. Award an ext described in additional detail e.g. Centre for diplomatic effort pressure on GB. France and Israel to withdraw; sent in U (UNEF) to Sinai, along the Egypt/Israeli border etc.

(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. February 1955 Israeli attack of Fedayeen in Gaza killed Egyptian soldiers; Nasser asked West for weapons – refused – turned to USSR; 1955 – Soviet made weapons and aircraft began to arrive; Nasser wanted money to build the Aswan Dam. USA, GB and World Bank originally agreed but then refused; May '56 Nasser recognised Communist China – upset USA; Eden thought Nasser an Arab Hitler; Nasser nationalised the Suez Canal – largely owned by British and French shareholders; threatened oil supplies as well; Secret Treaty of Sevres to plan combined action to occupy the Canal Zone etc. [2 – 6]

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

Level 1 – Simple assertions. No, Israel was confident of beating any Arab enemies. [1]

Level 2 – Explanation of weakening OR strengthening, single factor given e.g.

Yes – Condemned by international community; lost supporters in the Middle East as GB and France had lost influence there; increasing influence of pro–Arab USSR; 1957 handed back gains made in Sinai – so no buffer for defence; criticised by USA; increasing popularity of Nasser and increasing Arab fervour to destroy Israel etc.

No – Israel had shown military superiority; still in existence; had not lost support of USA and its financial and arms support; had not lost any determination to remain; Arab states had different agendas; Palestinian problems just as great for Arab states as for Israel etc. [2]

Level 3 – Explanation of weakening OR strengthening 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 weakening AND strengthening must be addressed. [6 – 8]

Depth Study G: The Creation of Modern Industrial Society

(a) (i) Level 0 – No evidence submitted or response does not addre

Level 1 – Repeats material stated in the source, no inference

Level 2 – Makes valid inferences, unsupported from the so
objectives to improve the status and life prospects of agricultu

Level 3 – Supports valid inferences with reference to the source e.g. The Union wanted to improve the life prospects of the members in terms of pay, working hours with special mention of Saturdays, allotments to allow food producing recreation and even support emigration 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 – Determination and loyalty of the member to maintain his membership; the promise of butter on his bread appears to be very attractive – symbolises increases in pay and strength in solidarity etc.

No – The master still feels his threats will work – 'Union or me'; union reputation of being 'disturbers of the peace' may undermine some agricultural workers 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 – Both sources are from the Unions, one from the rules, the other from a union song, 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. Joseph Arch, 1872. [1 – 2]

(ii) Level 0 – No evidence submitted or response does not addre

Level 1 – Identifies problems e.g. vested interests; reluctance

Level 2 – Describes problems. Award an extra mark fo additional detail e.g. Opposition from employers; wide disper arranging anything else but small meetings; communicatio cottages if joined a union; example of Tolpuddle Martyrs etc.

(iii) Level 0 – No evidence submitted or response does not addre

Level 1 – Single reasons. 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. It was thought that unskilled workers could not combine; example of old GNCTU; emphasis was on 'model' unions with their skilled workers; lack of leadership and communication; difficult to find a common cause; many were casual labourers; finance; fear of reprisal etc. [2 – 6]

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

Level 1 – Simple assertions. No, most would not understand the concept of 'socialism'. [1]

Level 2 – Explanation of main force OR not main force with single factor given e.g.

Yes – No doubt that there was a surge in socialism in the last part of the nineteenth century; helped to show workers what to aim for; produced leaders; pamphlets and meetings got public interest; increasing awareness of class differences and questioning current social order; must it always be like this etc.?

No – Workers advance by their own efforts – Match Girls played a big part; public sympathy and donations during the Dockers' Strike played a part; leaders like Ben Tillett; more aware of working and living conditions; wages; better education and newspapers meant more was known and understood etc. [2]

Level 3 – Explanation of main force OR not main force 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 main force AND not main force must be addressed. [6 – 8]

Depth Study H: The Impact of Western Imperialism in the Ninetee

(a) (i) Level 0 – No evidence submitted or response does not addre

Level 1 – Repeats material stated in the source, no inference

Level 2 – Makes valid inferences unsupported from the sour of the power of the foreign countries but believe if all of overcome any threat etc.

Level 3 – Supports valid inferences with reference to the source e.g. Sees the threat increasing daily; understands that foreigners want to go further into China to the innermost territories; believes they are beatable if hundreds of millions rally to their Emperor's call 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 – They were no threat to the dynasty; they declared 'Support the Emperor'; no attempt to stop them entering Beijing; their attacks on foreigners went unpunished etc.

No – The Boxers recognise government supporters are many; link supporters with foreign forces; calculate that they can get rid of supporters and invaders at one and the same time 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 Chinese Imperial Decree and the other is from a British textbook, 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 war to a maximum of two e.g. (a) First Opium War 1839 – 1842 between Britain and China (b) War between China and Japan 1894 – 5. [1 – 2]

(ii) Level 0 – No evidence submitted or response does not addre

Level 1 – Identifies wars. e.g. Attempts by Britain to monopoli

Level 2 – Describes wars e.g. award an extra mark for additional detail e.g. attempts to force China to import opi about whether Europeans could establish valuable trading r whether China would be strong enough to resist and maintain

(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. All saw China as a valuable potential market in itself but also as a centre for Far East trade generally; Missionaries saw it as a challenge and countries supplied Christian missionaries to establish Western culture etc.; prestige; if one country gained a new concession, others became jealous and demanded more; hence, a cumulative effect etc. [2 – 6]

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

Level 1 – Simple assertions. Yes, a lot of converted Chinese were killed. [1]

Level 2 – Explanation of Christian focus OR other focus, single factor given e.g.

Yes – Had a very strong religious focus and much of its violence was against Christianity, either by attacks on Chinese converts, the missionaries or missions; Christianity was seen as a threat to traditional Chinese culture etc.

No – It was hostile to all foreign influence; leaders and supporters were all Chinese; saw foreigners and their customs and culture, behaviour and separate laws as a threat to their own way of life; widely supported by Chinese with implicit backing from the Qing dynasty; however, it was not a 'national rising'; many areas unaffected; Boxers were a secret society and was partly a martial arts movement etc. [2]

Level 3 – Explanation of Christian focus OR other focus 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 Christian focus AND other focus must be addressed. [6 – 8]