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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2004 question papers

0470 HISTORY

0470/04 Paper 4 (Alternative to Coursework), maximum raw mark 40

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

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Grade thresholds taken for Syllabus 0470 (History) in the November 2004 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 4	40	31	22	18	15

The threshold (minimum mark) for B is set halfway between those for Grades A and C.
The threshold (minimum mark) for D is set halfway between those for Grades C and E.
The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.
Grade A* does not exist at the level of an individual component.

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November 2004

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 40

SYLLABUS/COMPONENT: 0470/04

HISTORY
Paper 4 (Alternative to Coursework)

UNIVERSITY of CAMBRIDGE
International Examinations

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This paper is marked out of a maximum of 40 marks. Candidates must choose ONE Depth Study to attempt. Questions and Marking Schemes for each Depth Study have been developed to follow a pattern. In every case, part (a) questions concentrate on source material provided in the Paper and are worth a total of 20 marks. Part (b) questions deal with subject matter closely related to the source material and also have a total value of 20 marks. Whilst marking schemes are based on the same model, they have been printed separately to allow exemplars of skill and information levels which candidates may use. These exemplars are not intended to be exclusive or exhaustive.

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Depth Study A: Germany, 1919 – 1945

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

Level 2 – Makes valid inferences, not supported from source e.g. Values of mark changed rapidly causing confusion etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. Rapid payment of bills to avoid rises, confused and frightened old people etc. (5 – 6)

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

Level 2 – Agrees OR disagrees, supported from source e.g. Yes, blamed the Weimar Government, linked reparations and hyperinflation. No, there were other complicated causes that the Germans ignored etc. (3 – 5)

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

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

Level 2 – Useful/not useful – One is from a 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)

(b)(i) One mark for each valid aspect to a maximum of two e.g. Massive fine of £6.6bn imposed on Germany by Treaty of Versailles to punish, compensate countries that had war damage, to keep Germany economically weak etc. (1 – 2)

(ii) Level 1 – Identifies methods. Currency, reparations, assistance etc. (1 – 2)

Level 2 – Describes methods. Award an extra mark for each method described in additional detail e.g. Rentenmark introduced, called off passive resistance and promised to pay reparations, negotiated Dawes Plan etc. (2 – 4)

(iii) 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. Staged at a time of public anger at the occupation of the Ruhr, hyperinflation. Aimed to take control of Bavarian state government, and lead a national revolution to overthrow the Weimar Government. (2 – 6)

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(iv) Level 1 – Simple assertions.
Yes, they helped pay reparations. (1)

Level 2 – Explanation of US loans OR Stresemann's polices, single factor given e.g.

Loans - Dawes and Young Plans, enabled Germany to pay reparations, increase confidence, expand industry jobs etc.

Policies – changed currency, encouraged international co-operation, League of Nations entry, Locarno, Kellogg-Briand; US loans finally undermined Germany etc. (2)

Level 3 – Explanation of US loans OR Stresemann's policies 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 US loans AND Stresemann's policies must be addressed. (6 – 8)

Depth Study B: Russia, 1905 – 1941

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

Level 2 – Makes valid inferences, supported from the source e.g. Heterogeneous, inexperienced etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. They got up early (6am) worked in very cold temperatures (35 below), mostly young and inexperienced etc. (5 – 6)

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

Level 2 – Agrees OR disagrees, supported from source e.g. Yes, production consistently rises. No, rise by different amounts, limited number of years and commodities etc. (3 – 5)

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

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

Level 2 – Useful/not useful – One is from an American, the other is Soviet statistics 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) One mark for each valid aspect to a maximum of two e.g. State planning Commission in Stalin's USSR, drew up the plans and target for 5 Year Plans for industry, power, transport etc. (1 – 2)

(ii) Level 1 – Identifies incentives. One for each example to a maximum of two. (1 – 2)

Level 2 – Describes incentives. Award an extra mark for each example described in additional detail e.g. Positive – Medals, Party praise, medical, holidays, pay etc. Negative – Not being arrested, gulags, staying alive etc. (2 – 4)

(iii) 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. a reaction to capitalist NEP; for protection of the state; to modernise; to increase his control. (2 – 6)

(iv) Level 1 – Simple assertions.
Yes, he made things much better. (1)

Level 2 – Explanation of improvement OR lack of improvement. Single factor given

e.g. Yes, considerable improvements in heavy goods production; much industry safe from invaders; cf. Ability to survive German invasion etc.

No, industrial achievement variable; false accounting; poor consumer goods; had purged many able managers, engineers etc. (2)

Level 3 – Explanation of improvement OR lack of improvement, with multiple factors. Accept 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 deal with the issue of "How far?"

BOTH sides of improvement AND lack of improvement must be addressed. (6 – 8)

Depth Study C: The USA, 1919 – 1941

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

Level 2 – Makes valid inferences, not supported from source e.g. It thought that alcohol was the cause of all social ills etc. (3 – 4)

Level 3 –Supports valid inference(s) with reference to the source e.g. thought that alcohol was the cause of poverty and crime, that the trade was like the German army etc. (5 – 6)

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

Level 2 – Agrees OR disagrees, supported from source e.g. Yes, has support of Churches, language, images, important enough to require a Senate Committee. No, Churches only, admits inadequate enforcement etc. (3 – 5)

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

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

Level 2 – Useful/not useful – One is from the Anti-Saloon League, the other is from the Federal Council of Churches 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) One mark for each valid aspect to a maximum of two e.g. Prohibited manufacture, sale transport, import/export 'for beverage purposes'; had to be ratified by individual states. (1 – 2)

(ii) Level 1 – Identifies methods. One for each example to a maximum of two. (1 – 2)

Level 2 – Describes methods. Award an extra mark for each method described in additional detail e.g. Prohibition laws, introduced Bureau/agents; Coast guard; extended 3 mile limit to 12. Customs; prosecution/imprisonment, destroyed stills etc. (2 – 4)

(iii) 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. Inadequate enforcement methods and Government finance; organised crime; corruption; sheer scale of avoidance; moonshine; 'near-beer'. (2 – 6)

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(iv) Level 1 – Simple assertions.

Yes, because the 21st Amendment was passed. (1)

Level 2 – Explanation of growth of crime as cause OR other causes, single factor given e.g.

Yes, gangs/bootleggers; mass evasion of law; more alcohol being produced than before Prohibition etc.

No, Government wanted tax revenue/stimulate economy/popularity. No proof that it had failed; Dry vote still strong etc. (2)

Level 3 – Explanation of growth of crime as cause OR other causes with multiple factors. Allow single factors with multiple reasons.

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

Level 4 – Answers that address the issue of "How far?"

BOTH sides of the growth of crime as cause AND other causes must be addressed. (6 – 8)

Depth Study D: China, 1945 – c.1990

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

Level 2 – Makes valid inferences, not supported from source e.g. The peasants wanted revenge on them etc. (3 – 4)

Level 3 – Makes valid inference(s) with reference to the source e.g. Some confessed in the hope of leniency etc. (5 – 6)

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

Level 2 – Agrees OR disagrees, supported from source e.g. Yes, he wanted to stop revenge punishments, policy of leniency, wanted proof of guilt etc. No, counter revolutionaries and tyrants specified. Was he trying to stop social disintegration? Date of speech – War not won yet. (3 – 5)

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

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

Level 2 – Useful/not useful – One is from a Western journalist, the other is from Mao 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) One for each valid aspect to a maximum of two e.g. Early 1950s, peasants persuaded to join collectives to increase food production. Shared equipment and land. By 1956 95% of peasants had joined. Each consisted of between 100 – 300 families. (1 – 2)

(ii) Level 1 – Identifies elements. Size, industry and/or agriculture, government. (1 – 2)

Level 2 – Describes elements. Award an extra mark for elements described in extra detail e.g. Much larger units (up to 75 000), divided into brigades, work teams with elected council; special projects; crèches, hospitals etc. (2 – 4)

(iii) 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. different treatment, landlords, promises, GMD (KMT) corruption, comparisons between CCP and GMD; hope etc. (2 – 6)

(iv) Level 1 – Simple assertions.
Yes, they all improved life. (1)

Level 2 – Explanation of success OR lack of success. Single factor given e.g.

Yes, increased production in agriculture, industry; social reforms in health, work, education and position of women etc.

No, production could have been better – Why introduce Great Leap Forward (58-60) to increase production? Criticism of Hundred Flowers Campaign etc. (2)

Level 3 – Explanation of success OR lack of success 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 address the issue of "How successful?"
BOTH sides of success AND lack of success must be addressed. (6 – 8)

Depth Study E: Southern Africa in the Twentieth Century

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

Level 2 – Makes valid inferences, not supported from source e.g. He was nervous and did not wish any person harm etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. He wanted to keep MK separate, charged with the task of setting up a military force etc. (5 – 6)

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

Level 2 – Agrees OR disagrees, supported from source e.g. Yes, powers of detention, used force at Sharpeville and the law at Rivonia, destroyed movement etc. No, Had to keep extending powers, ANC not destroyed but in exile etc. (3 – 5)

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

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

Level 2 – Useful/not useful – One is from Mandela, 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 based 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) One mark for each valid example to a maximum of two e.g. Mandela, Sisulu, Mbeke, Kathrada, Bernstein, Mhlaba, Mlangeni, Cantor, Goldberg. (1 – 2)

(ii) Level 1 – Identifies methods. Publicity, International support, diplomacy. (1 – 2)

Level 2 – Describes methods. Award an extra mark for each method described in additional detail e.g. encouraged international boycotts; publicity; co-operated with other guerrilla fighters in Zimbabwe, Angola, Zambia; Tambo and Slovo used diplomacy in UNO with USSR; some co-operation with PAC (when not arguing). (2 – 4)

(iii) 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. 1961 SA left Commonwealth; SA refused to co-operate with UNO over Rhodesia and SW Africa; OAU 1963; USSR using SA in Cold War; international shock at Sharpeville; Rivonia trials/sentences. Policies of Verwoerd and Vorster. (2 – 6)

(iv) Level 1 – Simple assertions.
Yes, because it kept the blacks away. (1)

Level 2 – Explanation of effective OR not effective, single factor given e.g. Yes, 'independent rulers' co-operated; divided tribes; separate development; blacks in white areas only visitors with no rights; popular with majority of white voters.

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No, caused shortage of permanent labour; employers fund ways round apartheid laws to keep employees, led to illegal TUs and strikes; recruiting ground for PAC/ANC; forced removals internationally condemned. (2)

Level 3 – Explanation of effective OR not effective, 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 deal with "How far?"
BOTH sides of effective AND not effective must be addressed.
(6 – 8)

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

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

Level 2 – Makes valid inferences, not supported from source e.g. The Palestinians felt oppressed etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. They would have to break laws and act secretly to get justice etc. (5 – 6)

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

Level 2 – Agrees OR disagrees, supported from source e.g. Yes, Israel regarded them as terrorists; no victory gained; Israel had ignored their demands. No, seen by Arabs as freedom fighters, spread terror, gained publicity. (3 – 5)

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

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

Level 2 – Useful/not useful – One is from a Palestinian, 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 for both. (6 – 7)

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(b)(i) One mark for each valid aim to a maximum of two e.g. Restore homeland for Palestinians, especially the refugees; act as a resistance group to protect Palestinian interests and to raise awareness of Palestinian issues; create a Palestinian state. (1 – 2)

(ii) Level 1 – Identifies recognition. Local. International. (1 – 2)

Level 2 – Describes recognition. Award an extra mark for any recognition described in greater detail e.g. 1974 recognised by all Arab states; Arafat spoke at UNO Nov 1974; expelled from Lebanon by Israel 1982, went to Tunisia before drifting back to Lebanon. Any country that harbours or attacks PLO is offering some kind of recognition. Seen by UNO as representative of Palestinian refugees. Note: Question ends in 1989. Be sympathetic. (2 – 4)

(iii) 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. Past experience, Arab respect and personal popularity; involved in guerrilla fighting 1948/9; founded political movement at university, as well as Al Fatah in 1958, served in Egyptian army 1956, co-operated with Arab governments e.g. Egypt, Syria, Iraq, Algeria. Contacts with USSR; popular with resistance fighters who made him President of PLO's executive council 1969. (2 – 6)

(iv) Level 1 – Simple assertions.
PLO prefers acts of terror. (1)

Level 2 – Explanation of acts of terror OR UNO, single factors given e.g.

Terror – Kept Palestinian affairs on international agenda; forced USA and West to search for solutions; Israel had to admit it could not defeat Palestinians militarily.

UNO – UNO resolutions raise the issue but achieve little. Israel will not bend; But Oslo Accords? Also see MS **(b)(ii)**. (2)

Level 3 – Explanation of acts of terror OR UNO 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 acts of terror AND UNO must be addressed. (6 – 8)

Depth Study G: The Creation of Modern Industrial Society

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

Level 2 – Makes valid inferences, not supported from source e.g. There appears to be an improvement etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. Recent progress, workers satisfied that changes will benefit children etc. (5 – 6)

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

Level 2 – Agrees OR disagrees, supported from source e.g. Yes, complexion, school on Sunday, healthy, clothed clean etc. No, long hours of work, regimentation, a visitor's view etc. (3 – 5)

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

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

Level 2 – Useful/not useful – One is from a report, the other is from a visitor 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) Award one mark for each valid term to a maximum of two e.g. Applied to textile mills (not silk); no child under 9 to work; 9-13 working day reduced to 9 hours; 13-18 reduced to 12 hours. Break for meals of 90 mins a day; 2 hours schooling for children; 4 inspectors. (1 – 2)

(ii) Level 1 – Identifies work. Repetitive. Attending machines etc. (1 – 2)

Level 2 – Describes work. Award an extra mark for each valid example described in additional detail e.g. All aspects of machine work from carding, spinning, and weaving where size, nimbleness and cheapness were factors. Reward references to danger. (2 – 4)

(iii) 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. New industrial situation, strength of employers, employers as voters, cost (loss of profits); no strong unions; laws may risk jobs; natural law where the rich ruled and the poor worked etc. (2 – 6)

(iv) Level 1 – Simple assertions.
Disadvantage as they were poorly paid. (1)

Level 2 – Explanation of advantage OR disadvantage, single factor given e.g.

Advantage – Jobs, housing, regular pay, indoor work, philanthropic employers, model towns etc.

Disadvantage – Poor pay, crowded working and housing conditions, health, few protective laws, danger, brutality etc. (2)

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Level 3 – Explanation of advantage OR disadvantage, 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 advantage AND disadvantage must be addressed. (6 – 8)

Depth Study H: The Impact of Western Imperialism in the 19th Century

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

Level 2 – Makes valid inferences, not supported from source e.g. It is seen as a means of exploitation etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. Sees it as a market for textiles and iron goods; a source of humans for conversion to Christianity; Assumes superiority etc. (5 – 6)

(ii) Level 1 – Agrees OR disagrees with no reference to the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from source e.g. Yes, posed photo and westernised dress; pocket watch, hats. Victorian middle class?
No, no shoes, do not look happy; single example and they lived with missionaries etc. (3 – 5)

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

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

Level 2 – Useful/not useful – One is from H M Stanley, the other is a photograph 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) One mark for each valid country to a maximum of two e.g. South West Africa (Namibia), Cameroon, Togo, Tanganyika. NB - Uganda GB protectorate in 1894. (1 – 2)

(ii) Level 1 – Identifies aspects. An attempt by European countries to create an empire out of the lands of Africa which had not already been claimed. (1 – 2)

Level 2 – Describes aspects. Award an extra mark for each valid aspect described in additional detail e.g. New imperial powers like Germany, Belgium, enter the fray to develop colonies as status symbol, place in sun, market, source of raw material etc. Berlin Conference 1884/5. (2 – 4)

(iii) 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. Conquest; agreement (Berlin Conference); trade; Christianity; exploitation; destruction of culture; dispersion of tribes and peoples, bribery of chiefs, fear, superior technology and military force etc. (2 – 6)

(iv) Level 1 – Simple assertions.
Yes, they had made themselves rich. (1)

Level 2 – Explanation of satisfaction OR dissatisfaction, single factor given e.g.

Satisfaction – Place in sun, status, market, resources, wealth, Christian conversion, excess population destination etc.

Dissatisfaction – Not all areas under complete control, wars with locals, competition and rivalry with other European states, diplomatic incidents, cause of possible international war, cost etc. (2)

Level 3 – Explanation of satisfaction OR dissatisfaction, 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 satisfaction AND dissatisfaction must be addressed. (6 – 8)

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