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International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0470 HISTORY

0470/42 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.

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Depth Study A: Germany, 1918-1945

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

Level 2 – Makes valid inferences, unsupported from the source e.g. Members were regulated and controlled; indoctrinated; military training aspects etc. [3–4]

Level 3 – Supports valid inferences with reference to the source e.g. All very planned with Handbook, Motto of the Day, Community Hour; military aspect with 'fighters'; indoctrination re Versailles and the dead of 1914-1918 etc. [5–6]

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

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

Yes Police, newspapers; dismissal; secret courts; Gestapo; treatment of customers of Jewish shops etc.

No Hitler youth not compulsory; freedom of thought; escape was possible; Gestapo inefficient etc. [3–5]

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

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

Level 2 – Useful/not useful – One is an official Nazi document, the other is a refugee 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]

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(b) (i) Level 1 – One mark for each valid aspect to a maximum of two e.g. Introduced by Schacht to overcome balance of payment crisis of 1934; importers to seek clearance from ministry; priority given to re-armament materials; to create autarky etc. [1–2]

(ii) Level 1 – Identifies projects e.g. autobahns, land improvements. [1–2]

Level 2 – Develops projects e.g. Housing; public buildings project; land improvement, canals, railways, autobahns; secret re-armament; Reich Food Estate – central boards to buy produce and distribute; guaranteed farmers markets and prices etc. [2–4]

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

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Goering Four-Year Plan 'guns and butter' overrode Schacht's caution; re-armament too slow for Hitler; self-sufficiency; confidence after Rhineland; to secure control over workers; cooperation of industrialists; war economy etc. [2–6]

(iv) Level 1 – Simple assertions.
It made little difference at first. [1]

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

Chan Conscription age lowered; women to work; early victories increased confidence; conquered territories and labour improved economy; rationing from 1939; amounts diminished later; more difficult after 1942; shortages; even tighter security/censorship; allied bombing and invasion; Final Solution etc.

Lack Economic/social/political controls well-established before 1939; very little opposition; dictatorship/police state endured as before the war etc. [2]

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

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Depth Study B: Russia, 1905-1941

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

Level 2 – Makes valid inferences, unsupported from the source e.g. Dangerous; cold; illness a constant hazard; waste etc. [3–4]

Level 3 – Supports valid inferences with reference to the source e.g. Everything is grinding to a halt because of the Whites' defeat; cold, snow, illness like typhus, and robbers make life dangerous; not enough people to look after the grain etc. [5–6]

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

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

Yes Join the army of the enemy and you commit a serious crime; those who do not lay down their arms will be shot; property to be confiscated; word of Soviet power is firm; punishment is severe etc.

No Full pardon for those who defect to Soviet side; confiscated property will be distributed to Red Army or dependants of fallen soldiers; understands duress etc. [3–5]

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

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

Level 2 – Useful/not useful – One is from a Russian novel, the other is from a Bolshevik proclamation so they could both be biased/unreliable. [2]

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

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

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(b) (i) Level 1 – One mark for each valid aspect to a maximum of two e.g. Activities of Lenin's Cheka; enforcers and torturers, executioners; to defend Bolshevik revolution during the Civil War; accept detail of grain requisitioning etc [1–2]

(ii) Level 1 – Identifies War Communism e.g. Harsh regime to acquire grain to feed army and workers. [1–2]

Level 2 – Develops War Communism e.g. Industry and workers under government control; production must meet government needs; workers to be directed to work; food rationing; soldiers and Cheka to force peasants to hand over grain to feed army and workers; peasants and workers not enthusiastic; famine etc. [2–4]

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

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Leading figure in the revolution and strategic skills gave him authority; endless work; travelled backwards and forwards to raise morale and determination of the troops; ruthless discipline; use of old Tsarist officers; close friend of Lenin; inspirational character and speeches etc. [2–6]

(iv) Level 1 – Simple assertions.
Yes, it made some people happy. [1]

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

Succ Encouraged peasants to sell surplus grain so had reason to work; kulaks rented more land; harvest of 1922 was 22m tonnes and 1923 was 73m tonnes of grain; threat of more famine disappearing; small factories opened; more food and goods available; Nepmen etc.

Fail Seemed to be a return to capitalism; system based on self-interest where the rich made money out if the poor; gave more consumer goods but did nothing to increase production at steel works, power stations or engineering factories etc. [2]

Level 3 – Explanation of failure OR 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 offer a balanced argument.
BOTH sides of failure AND success must be addressed. [6–8]

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Depth Study C: The USA, 1919-1941

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

Level 2 – Makes valid inferences, unsupported from the source e.g. Segregation legal; long-standing hostility of whites towards other racial groups; white supremacist feel to laws; anti-intermarriage etc. [3–4]

Level 3 – Supports valid inferences with reference to the source e.g. Separate entrances and restaurants show segregation entrenched; no sharing of educational facilities further defines the society as racist; one-eighth 'negro blood' enough to debar marriage etc. [5–6]

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

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

Yes Set up UNIA to promote pride in African ancestry; wanted to establish a country and government of their own; sufficient confidence in Garvey for a million members and a shipping line to repatriate African-Americans; encouraged to set up own businesses etc.

No His contact and comments with Ku Klux Klan ill-judged and would be bound to undermine support for him from African Americans; calls to the American government to have Garvey sent to prison etc. [3–5]

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

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

Level 2 – Useful/not useful – One is from state laws in the USA, and the other is from a black historian so they could both be biased/unreliable. [2]

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

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

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(b) (i) Level 1 – One mark for each valid aspect to maximum of two e.g. National Association for the Advancement of Coloured People, founded in 1909 by Dubois. By 1919 had 90 000 members; campaigned to end racial segregation laws and end lynching – not as radical as UNIA etc. [1–2]

(ii) Level 1 – Identifies aspects e.g. Set quotas, mainly against Asians, Europeans, undesirables etc. [1–2]

Level 2 – Develops aspects e.g. Four Acts, mainly to limit immigration from Southern and Eastern Europe; quotas set at: 1921 Act limit at 350 000; 1927 quota set at 2 per cent of existing numbers from each original country; 1929 down to 150 000; most Asians already excluded – made total by 1924 Act; 'undesirable' categories on social, medical and political grounds etc. [2–4]

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

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Seen as an inferior race; long-standing in Southern states; migration north meant they competed for jobs/housing with poor and immigrants there; had little voice or protection from law/politics/police etc. [2–6]

(iv) Level 1 – Simple assertions.
Yes, they were certainly better off than black Americans. [1]

Level 2 – Explanation of increases for white Americans OR lack of increase, single factor given e.g.

Incr Range of jobs; rising wages; women – vote and social freedoms; leisure – cinema/radio etc; travel; low taxation for wealthy; laissez-faire etc.

Lack Relative positions of poor and minorities did not change; anti-trade unionism/socialism; no welfare support; Prohibition; social and religious prejudices continued; rural opportunities decreased etc. [2]

Level 3 – Explanation of increases for white Americans OR lack of increase 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 increases for white Americans AND lack of increase must be addressed. [6–8]

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Depth Study D: China, 1945-c.1990

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

Level 2 – Makes valid inferences, unsupported from the source e.g. The Great Leap Forward was not only important to Mao; it was important to the whole Chinese nation etc. [3–4]

Level 3 – Supports valid inferences with reference to the source e.g. Because the Chinese people were so aggrieved at the treatment received from the West in the past, it was important for the economy and the pride of the people to catch up with Britain in 15 years etc. [5–6]

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

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

Yes Boosted enthusiasm; keen to show the world they could make it on their own; wanted to believe in miracles; Mao provided the inspiration, they would provide the labour etc.

No Fantastic goals; motivated as a kind of revenge for past insult and treatment; hope overrode caution, ignorance and enthusiasm for the task triumphed over reason etc. [3–5]

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

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

Level 2 – Useful/not useful – One is from a Briton and the other is 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 specify what information. [3–5]

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

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(b) (i) Level 1 – One mark for each valid aspect to a maximum of two e.g. In communes and work places, backyard furnaces were supposed to be maintained to produce metal; part of Mao's attempt to get away from the large-scale production, and create a Chinese 'way'; much good metal was melted down; poor quality metal produced etc. [1–2]

(ii) Level 1 – Identifies improvements e.g. Laws to achieve equal status for women. [1–2]

Level 2 – Develops improvements e.g. 1950, Marriage Law abolished child marriage, infanticide, bigamy, and other marital inequalities; maternity benefits and many women achieved equal pay; 'Women hold up half the sky'; inequalities still seen, especially in rural areas etc. [2–4]

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

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Badly planned; Mao's intransigence and unwillingness to listen to criticism; over enthusiasm of Party cadres and peasants who claimed impossible production figures; peasants taken from agriculture to build canals; 'Four Pests' campaign killed needed sparrows; terrible weather which all developed into famine with millions dying etc. [2–6]

(iv) Level 1 – Simple assertions.
Yes, life was much better in 1958 [1]

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

Sol The main problem of landlordism had been addressed, but by 1958 still experimenting with the format of agricultural life and organisation; some reconstruction of industry; currency more stable; inequalities addressed; education improved; medical care better; working conditions and welfare; still had aid from USSR etc.

Non All areas needed further development, especially industry; rivalry with USSR coming gently to the boil; Taiwan still a dangerous problem; state machinery was a monolith and slow to react; human rights not addressed; Party in control etc. [2]

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

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Depth Study E: Southern Africa in the Twentieth Century

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

Level 2 – Makes valid inferences, unsupported from the source e.g. Important issue; poor relations between British and Boers; blacks badly treated; some unity between whites against the blacks; Milner was worried etc. [3–4]

Level 3 – Supports valid inferences with reference to the source e.g. Milner was worried about the situation in South Africa and wanted to restore agreement; felt that to keep the promise to protect the Natives from wrong would result in the defection of the Dutch, and possibly some of the English etc. [5–6]

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

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

Yes Equality in the Cape; some blacks could vote in Natal.

No Variation between areas; whites only and becoming even more restrictive in the Transvaal; no chance for blacks in the Orange Free State; no women voters etc. [3–5]

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

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

Level 2 – Useful/not useful – One is from the British High Commissioner and the other is from a recent history book, so they could both be biased/unreliable. [2]

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

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

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(b) (i) Level 1 – One mark for each valid area to a maximum of two e.g. Eastern Cape; Basutoland (Lesotho); Zululand; Bechuanaland; China; allow India. [1–2]

(ii) Level 1 – Identifies treatment e.g. Paid less than whites; lived in compounds. [1–2]

Level 2 – Develops treatment e.g. No trade union; overcrowded compounds, surrounded by barbed wire, guard dogs; strip-searched at the end of shifts; fixed contracts – when ended 10 guarded nude days etc. [2–4]

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

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Suzerainty; Boer intransigence; British imperialism; control of wealth; Jameson Raid; influence of Kruger/Milner/Rhodes/ Chamberlain; Germany; railways etc. [2–6]

(iv) Level 1 – Simple assertions.
Yes, British won. No, Act of Union favoured Boers. [1]

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

Cha Britain had secured victory; Kruger exiled; Boer army leaders – Botha, Smuts – became major politicians after 1902; concentration camps increased Boer nationalism; weakened Britain internationally; English teaching compulsory; Milner policies e.g. Chinese workers increased etc.

Lack No economic change for blacks; some aspects worsened – despite British Vereeniging promises and black delegates trip to London in 1909, failed to extend or even save Cape voting rights in the Act of Union; Transvaal and Orange Free State had extensive local autonomy etc. [2]

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

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

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

Level 2 – Makes valid inferences, unsupported from the source e.g. They were overcrowded and the conditions of life were grim in so many ways etc. [3–4]

Level 3 – Supports valid inferences with reference to the source e.g. Although moved from rotting tents into buildings, life was not really improved, with little dignity or privacy; cooking and washing in public lowered self-esteem; overcrowded as parents could find nowhere to lie down etc. [5–6]

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

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

Yes Tried to explain that the main damage came about because of the 1948-9 war; willing to consider the idea of compensation etc.

No Determined to build houses for Israeli citizens; conditions of compensation to be affected by spurious deductions for the boycott of Israeli goods and heavy military budget etc. [3–5]

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

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

Level 2 – Useful/not useful – One is from a British writer and the other is from a British historian so they could both be biased/unreliable. [2]

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

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

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(b) (i) Level 1 – One mark for each valid aspect to a maximum of two e.g. 9 April 1948, a force of Irgun, Stern Gang and Haganah (embryonic Israeli army) attacked the Palestinian village of Deir Yassin; 154 men, women and children killed, bodies mutilated; the beginning of frightening Arabs out of Palestine etc. [1–2]

(ii) Level 1 – Identifies events e.g. Israeli athletes held hostage and later murdered. [1–2]

Level 2 – Develops events e.g. Members of Black September took Israeli athletes hostage in the Olympic village in Munich; demanded the release of 200 Palestinian prisoners in Israel; Israeli government refused to talk; German authorities played for time; agreement that all could fly to Cairo; no crew for flight so shoot out in which 9 hostages were blown up and some Palestinians died; 3 days later an air raid on Syria and Lebanon killed 500 etc. [2–4]

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

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Fear of fighting in 1948-9 war; fear after Deir Yassin; some saw it easier to sell some of their property to finance a move from Palestine (those agreements are now claimed by Israel to show Palestinians sold their property and it is now rightfully Israeli land); some did not want to share an area of mixed ethnic and religious practices; felt that upon the establishment of the state of Israel they would receive no justice, understanding or peace; they felt it was their land which the Jews had occupied etc. [2–6]

(iv) Level 1 – Simple assertions.
No, the UNO has not been helpful. [1]

Level 2 – Explanation of aid OR political action, single factor given e.g.

Aid Has managed to help refugees with food, water, education and supervision of the camps through UNWRA; constant revision and airing of opinions e.g. Arafat allowed to address UNO; provision of peace keeping forces to keep combatants apart etc.

Pol UNO has passed many resolutions between 1945 and 1994 trying to resolve the problems; Palestinian problem not resolved by 1994, and UNO, Arab states and Israel must accept some responsibility for this; camps and injustice sparked Arab nationalist groups, terrorism and deaths; UNO finds it difficult to demand fairness in the face of terrorist atrocities; passing resolutions but states only abide by them if it suits their agendas; UNO largely ineffective to 1980s because of superpower interests in the region etc. [2]

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Level 3 – Explanation of aid OR political action 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 aid AND political action must be addressed. [6–8]

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Depth Study G: The Creation of Modern Industrial Society

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

Level 2 – Makes valid inferences, unsupported from the source e.g. It seems to involve many people; it needs transport for surface movement of coal and also for miners to go down the mines etc. [3–4]

Level 3 – Supports valid inferences with reference to the source e.g. The chimney and the winding gear indicate that steam power is used to lower and lift miners, and lift coal to the surface; people intensive but this is at a disaster; surface transport of coal in open trucks on rail etc. [5–6]

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

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

Yes There were purpose built houses for the miners; three types of housing available; current mine owners are trying to improve the housing stock etc.

No Insanitary; built before sanitation was thought appropriate for the working class; built with economies of space, labour and materials in mind etc. [3–5]

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

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

Level 2 – Useful/not useful – One is an artist's impression, the other is from a history book so they could both be biased/unreliable. [2]

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

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

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(b) (i) Level 1 – One mark for each valid aspect of description to a maximum of two
e.g. Davy Lamp – change of flame to warn of gas, made mining safer for those below ground; ventilation; pumping equipment to get rid of water etc. [1–2]

(ii) Level 1 – Identifies types of work e.g. Underground; above ground. [1–2]

Level 2 – Develops types of work e.g. Coal face digging; pit proppers; trappers; transporters to the surface; sorters at the surface; transporters from pit head to wherever etc. [2–4]

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

Level 2 – Multiple reasons e.g. Demand rose greatly for both steam power used in factories but also for railways; transport by rail encouraged the use of coal in domestic heating; Steamships, iron and steel made technological improvement to make the use of coal appropriate for those industries; development in mining made coal cheaper and available in large amount which made it attractive etc. [2–6]

(iv) Level 1 – Simple assertions.
Yes, it gave people jobs. [1]

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

Imp More work available as the 'revolution' progressed; regular work and wages; development of communities with factory/industry housing; cheaper goods; fresh food available by railway; mobility etc.

Lack No welfare if out of work; dangerous working conditions; poor housing conditions meant diseases spread through poor sanitation, overcrowding, poor water supply; lack of legislation in early nineteenth century to protect workers and protect public health etc. [2]

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

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

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

Level 2 – Makes valid inferences, unsupported from the source e.g. Some imperialists go into it with good intentions, while others, with bad intentions, wreck its true intentions etc. [3–4]

Level 3 – Supports valid inferences with reference to the source e.g. Some true imperialists with philanthropic and altruistic motives promise much to the conquered by way of hope and achievement; other self-centred exploiters of imperialism hurt the conquered by their greed and exploitation etc. [5–6]

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

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

Yes British imperialism was a strange mix of heroism, religious zeal and dedication, used as motivating factors; need to serve and bring benefit to the oppressed and the hungry etc.

No Racist; believed imperialists were superior to the conquered; an eye to make a quick profit by exploiting other human beings etc. [3–5]

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

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

Level 2 – Useful/not useful – One is from a British journalist 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 marks for both. [6–7]

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(b) (i) Level 1 – One mark for each valid country to a maximum of two e.g. France, Germany, Belgium, Italy. [1–2]

(ii) Level 1 – Identifies aims e.g. To convert; to improve. [1–2]

Level 2 – Develops aims e.g. To convert to Christianity to save their souls from hell; to enlighten by teaching and using Western conventions and practices; to improve the delivery of justice; to improve health prospects; to change 'savage' customs etc. [2–4]

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

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. Industrial and economic strength; military strength based on a huge navy; already had convenient and strategic footholds throughout the world; enthusiasm, zeal, determination; tradition of colonising; absence of opposition from Europe or locally for most of the time etc. [2–6]

(iv) Level 1 – Simple assertions.
Yes, some served. No, some exploited. [1]

Level 2 – Explanation of good OR other motives, single factor given e.g.

Good Wanted to save; bring education; justice; stamp out barbaric customs; end slavery and the slave trade; to civilise and develop; save them for the Christian God; 'White Man's Burden' etc.

Other Always had an agenda of increasing the Mother Country's wealth, increasing trade, acquiring cheap resources of raw materials and cheap labour; selfish motives of fame for discovery, prestige for acquisitions, get into God's 'good books' for converting heathens; interference in local systems and practices; brought European diseases etc. [2]

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

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