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International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0470 HISTORY

0470/43 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. to win working-class support; nationalistic; anti-democracy; 'communist'. [3–4]

Level 3 – Supports valid inferences, with reference to the source, e.g. 'right of work/homes'; 'Germany for the Germans'; 'tolerate it no longer'; 'demand end of exploitation'. [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 Middle-class/business/rural support; finance improving; organisation.

No Still had finance problems; 'attempted' catch-all message; failure with urban workers; no Reichstag match for left-wing parties. [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 state what information. [1]

Level 2 – Useful/not useful – A propaganda B British so they 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 the 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 sources. [6–7]

(b) (i) Level 1 – One mark for each aspect to a maximum of two e.g. Parties to have seats in Reichstag and in local governments in direct proportion to electorate vote; part of Weimar Constitution.

(ii) Level 1 – Identifies aspects e.g. disapproved; decadent; foreign. [1–2]

Level 2 – Develops aspects e.g. anti-Semitism/modernism/black American influence /women's freedom; saw and exploited potential in radio, cinema, newspaper developments. [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. Aryan superiority; long-established; Church attitude; Jews blamed for all German problems; constant Nazi propaganda etc. [2–6]

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(iv) Level 1 – Simple assertions.
Yes, anti-capitalist. No, the Depression [1]

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

Fear Communist vote had held up throughout; increase in seats; middle-class/industrialist/Army fears; communism linked to Russian/Jewish influence; Reichstag Fire.

Other Economic problems; weaknesses of other parties; Emergency government; Nazi organisation; propaganda/promises; role of SA; banning of KPD etc. before 1933 election, 12% still voted for KPD. [2]

Level 3 – Explanation of fear of communism OR other factors, 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 fear AND other factors must be addressed. [6–8]

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Depth Study B: Russia, 1905–1941

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

Level 2 – Makes valid inferences, unsupported from the source e.g. workers are being treated and living very badly. [3–4]

Level 3 – Supports valid inferences with reference to the source e.g.
Workers intimidated by fines, beatings; money in short supply because wages and rent allowances are taken away. [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 Nobility cheered the Tsar, all had turned up; Tsar said deputies were the 'best people' of his Empire etc.

No Nobility cheering orchestrated; deputies silent; mutual hostility; Insult to deputies to continue autocracy with unwavering firmness; Insincerity in comments, 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 source is more detailed/gives more information but does not state what information. [1]

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

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

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

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(b) (i) Level 1 – One mark for each aspect to a maximum of two e.g. leader of the peaceful march of protest and Petition presenter on Bloody Sunday, 1905, etc. [1–2]

(ii) Level 1 – Identifies impact, e.g. loss of two fleets and national shame etc. [1–2]

Level 2 – Deveopls aspects e.g. loss of fleets and army defeat at Mukden brought shame and discontent; economy damaged as railways used to keep the army supplied so shortages of food for people and lack of raw materials for industry; undermined the population 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. Concessions in October Manifesto of slightly more freedom and promise of a representative Duma ended middle class opposition; retained the support of the nobility, Okhrana and army; peace with Japan; waited until troops returned from Far East to put down rebels and begin to break his promises, etc. [2–6]

(iv) Level 1 – Simple assertions - e.g. Yes, people ready to fight for him when the war started; no, still some opposition. [1]

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

Rest Stolypin's reforms appeased the peasants and industrial workers; Actions to weaken Duma; 'Stolypin's necktie' and Okhrana control; belief in Divine Right continued; no revolutions in 1905-14 period, critics exiled, etc.

Fail Reforms insufficient; underlying discontent awaiting lighting of the touch paper; occasional disturbances in the regions; beginning of Rasputin's antics; Stolypin assassinated in 1911 – Tsar implicated?; toleration of status quo rather than enthusiasm, etc. [2]

Level 3 – Explanation of restoration OR failure with multiple factors. Allow single factors with multiple reasons.

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

Level 4 – Answers that offer a balanced argument.
BOTH sides of restoration AND failure 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. in crisis; bankers were to blame; they had no solution to the problems; could lead to disaster; important to government. [3–4]

Level 3 – Supports valid inferences with reference to the source. e.g. 'failure of credit'; 'unscrupulous'; 'stand accused'; 'false leadership'; 'no vision, the people perish'; FDR choice of words. [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 Federal government taking over from states; control of banking; range of social welfare; powers of the President.

No Nothing changed for women and minorities; Banking Act a compromise; bankers still strong; only some co-operation with states. [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 source is more detailed/gives more information, but does not state what information. [1]

Level 2 – Useful/not useful – A from a politician's speech; B a later view, so they could both be biased/unreliable. [2]

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

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be based on valid evaluation of the sources 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) Level 1 – One for each aspect to a maximum of two e.g. Federal Emergency Relief Agency; $500 million to provide soup kitchens, blankets, nursery schools, short-term employment; add to states' relief organisations, etc. [1–2]

(ii) Level 1 – Identifies aspects – e.g. built schools, roads, airports, hospitals, dams; electrified railways; Golden Gate; provided work for millions. [1–2]

Level 2 – Develops aspects – e.g. set up 1933 as part of NIRA; spent over $6 billion 'priming the pump' in co-operative projects with private firms improving infrastructure; aided blacks & native Americans; headed by H. Ickes, who was strongly anti-corruption. [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 explained. e.g. Hoover legacy; FDR election promises; Congress support; urgency of banking crisis; 14 million unemployed - 25% of workers; relief desperately needed. [2–6]

(iv) Level 1 – Simple assertions. e.g. Yes, names one relevant agency; no, another area/group did better. [1]

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

Ben Effect of one relevant agency – AAA, 50% increase farm income by 1936; TVA; CCC; PWA; RA/FSA; modernisation.

Lack Shortcomings of one agency re. agriculture; labourer unemployment.

OR a greater benefit elsewhere – e.g. Wagner Act; Social Security Act. [2]

Level 3 – Explanation of benefit most OR lack of benefit most/benefit elsewhere with multiple factors. Allow single factors with multiple reasons.

OR Undeveloped suggestions of BOTH sides of the argument (annotate BBB – balanced but brief). [3–5]

Level 4 – Answers that offer a balanced argument.
BOTH sides of benefit most AND lack of benefit/benefit elsewhere 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. had re-organised the country and made it a safer and more organised place to live etc. [3–4]

Level 3 – Supports valid inferences with reference to the source e.g. rid the country of bandits; re-established infrastructure of railways and dykes; rid the country of corrupt officials; established financial and economic stability by stable currency and an acceptable and working tax system, 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 Happiness; second half of the year criticism diminished; good harvest and successful collectivisation; purge of counter- revolutionaries etc.

No First half was all black clouds and criticism; blamed for taking grain; limited range of happy events; early criticism general. [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 source is more detailed/gives more information, but does not specify what information. [1]

Level 2 – Useful/not useful – One is from an American and the other 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]

(b) (i) Level 1 – One mark for each valid detail to a maximum of two e.g. Chinese Nationalist Party set up by Sun Yat-sen in 1911, taken over in 1925 by Chiang Kai-shek; originally allied with CCP against northern warlords; broke friendship after Shanghai massacres 1927; fought Japanese invasion and CCP; Civil War 1945-49; lost and left for Taiwan; constant thorn in Mao' side etc. [1–2]

(ii) Level 1 – Identifies aspects, e.g. organised communities to work and live together. [1–2]

Level 2 – Develops aspects. Award an extra mark for each aspect described in additional detail, e.g. 1950s persuasion of peasants to live and work together to increase food production; joint ownership of farm and equipment; by 1956 95% of peasants were in co-operatives; between 100 and 300 families in each group, etc. [2–4]

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(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. Mao invited constructive criticism from experts and intellectuals in an attempt to improve relations between them and the party cadres – it back-fired; criticism of cadres for incompetence and over-enthusiasm; government over-centralised; Communist Party being undemocratic; some suggested other parties should be allowed. [2–6]

(iv) Level 1 – Simple assertions, e.g. Yes, more people could read. No, traditional attitudes unchanged. [1]

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

Imp 1949 – at least 80 per cent illiterate; emphasis changed from primary and literacy campaigns to 1950s merging of Mission, State and private schools into a national system; elimination of high infant mortality rate and campaign for hygiene; barefoot doctors; women protected by 1950 law against child marriage, infanticide and bigamy; maternity benefits, equal pay and status, etc.

Fail Improvements were only at the very beginning; education at the secondary stage had not been organised fully for all Chinese youngsters but would soon arrive – see Red Guards; no organised system of doctors and hospitals or public hygiene authorities by 1958; in countryside old prejudices and traditional attitudes to women still prevailed [2]

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

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Depth Study E: Southern Africa in the Twentieth Century

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

Level 2 – Makes valid inferences not supported from the source. e.g. humble start; good orator; publicist; over-ambitious/unclear in aims; domineering; poor administrator. [3–4]

Level 3 – Supports valid inferences with reference to the source. e.g. 'dock worker'; 'speeches to huge meetings'; 'newspapers'; 'often disagreed over strikes'; communists expelled'; 'by 1931 broken up'. [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 70,000 miners won concessions on working conditions; women v. Pass Laws long-standing victory; need for restrictions on ICU and CP implies some success.

No Local, short-lived; leadership divided; miners' wages not increased; ICU failed on Rand; government did not feel threatened; political meetings banned. [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 state what information. [1]

Level 2 – Useful/not useful – A is partisan, B – British history, so they could be biased/unreliable. [2]

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

Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be based on valid evaluation of the sources 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) Level 1 – One mark for each to a maximum of two e.g. Louis Botha; Jan Smuts; James (Barry) Hertzog. [1–2]

(ii) Level 1 – Identifies aspects, e.g. Afrikaner superiority; agreement with God. [1–2]

Level 2 – Develops description of aspects, e.g. belief they were God's chosen people; promise to commemorate God's help in Boer victory at Blood River v Zulus in 1838 & Great Trek; from 1880 16th December public holiday for renewal of promise; 1938 Vooktrekker Monument; Dutch Reformed Church and Broederbond influence. [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. sense of inferiority to rich urban whites; shame of being forced to work for blacks; Transvaal & OFS conservatism; anti-GB; usually rural, suffered from drought etc. in 1920s and early 1930s Depression – by 1931 about one third of Afrikaners in poverty; undercut by blacks for jobs in towns; felt let down by United Party despite many favourable measures; turning to Malan's minority PNP. [2–6]

(iv) Level 1 – Simple assertions – e.g. Yes, no permanent homes; no, colour-bar in jobs. [1]

Level 2 – Explanation of restriction most important OR not most important, single factor given e.g.

Rest Land Acts (1912, 1913, 1936) forced rural blacks into dependence and Reserves; 1923 Natives (Urban Areas) Act –separate locations, slum clearance; benefited some with better homes, families able to join men. 1937 Native Laws Amendment Act – limited number of blacks allowed in urban areas to keep black labour on farms.

Not Rest Patchily implemented – need for black workers too important, and costs. Other measures explained as more important, e.g. 1911 Mines and Works Act introduced colour bar, strengthened in 1926; making many jobs 'whites only' all aided poor whites at expense of blacks; Pass Laws; 1936 Representation of Natives Act removed Cape black franchise. [2]

Level 3 – Explanation of impact of restrictions OR other measures, multiple factors explained. Allow single factors with multiple reasons.

OR Undeveloped suggestions of BOTH sides of the argument (annotate BBB – Balanced but Brief). [3–5]

Level 4 – Answers that offer a balanced argument
BOTH sides of restrictions AND not restrictions/other factors must be addressed. [6–8]

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Depth Study F: Israelis and Palestinians, 1945–c.1990

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. aggressive; ruthless; willing to inflict heavy casualties on innocent. [3–4]

Level 3 – Supports valid inferences with reference to the source e.g. Israeli government willing to use 'heavy bombardments' for own 'low number of casualties'; 'immoral'; attacked 'civilians not involved', 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 Welcomed by Shiites with gifts of rice and flowers; thought they might be better than Palestiniansm; help to regain villages.

No Opposed by Palestinians and, later, by Shiites; Israeli refusal to leave meant a resistance militia formed. [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 source is more detailed/gives more information, but does not specify what information. [1]

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

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

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

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(b) **(i)** Level 1 – One mark for each valid aspect to a maximum of two e.g. the democratic parliament of the newly established state of Israel etc. [1–2]

(ii) Level 1 – Identifies aspects, e.g. first official Arab leader to visit; met Prime Minister. [1–2]

Level 2 – Developes aspects. Award an extra mark for each aspect described in additional detail e.g. met PM Menachem Begin; spoke before the Knesset in Jerusalem on views on how to achieve comprehensive peace including UN Resolutions 242 and 338; led on to Camp David etc; upset Islamic fundamentalists in Egypt – led to his assassination. [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. Palestinian camps in southern Lebanon and PLO HQ in Lebanon as well; Syrian influence and support for PLO; Israel's northern settlements regularly attacked by PLO fighters based in Lebanon; PM Begin declared that Israel wanted a 40 kilometre zone free of PLO to ensure safety from attack for Israelis in Galilee etc. [2–6]

(iv) Level 1 – Simple assertions, e.g. Yes, they had to leave; no, PLO forced to leave. [1]

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

Fail Went beyond stated limit to surround PLO in Beirut; massive damage; used banned weapons like phosphorous bombs; news of massacres at Sabra and Chatila shocked the world, reports termed 'blood libel' by Begin (Kahan Commission found Begin, Sharon and Eitan indirectly responsible); Shiites joined in the terror; army morale sagged; criticism inside Israel; summer 1985 Israeli troops pulled out. Occasional rocket attacks on Galilee began again. Shiite Amal resistance group killed 200 in an attack on a US marine base, etc.

Non - fail They had got rid of PLO in Lebanon – escorted out of Beirut by American-led peacekeeping force; had dealt with the Palestinians in camps – leadership dispersed but new HQ in Tunis; had shown military superiority again and no major Arab state intervened; stopped regular attacks on Galilee; had shown 'Iron fist' on suspected resistance fighters and villages etc. [2]

Level 3 – Explanation of failure OR non - failure 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 balance argument.
BOTH sides of failure and non-failure 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 stated in the source, no inference made. [1–2]

Level 2 – Makes valid inferences unsupported from the source e.g. all for money-making; locked workers into misery at home and in work; manufacturing innovations. [3–4]

Level 3 – Supports valid inferences with reference to the source e.g. 'Everything turned to profit'; 'dirt, slums, ignorance'; 'enslavement'; 'new factories and furnaces'. [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 Wealthy, middle class and manufacturers benefited.

No Even more of population lived a life of drudgery despite innovations. [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 source is more detailed/gives more information, but does not specify what information. [1]

Level 2 – Useful/not useful – One source is from socialists and the other is from a philosopher 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 process to a maximum of two, e.g. Siemens' open hearth; Gilchrist-Thomas 'basic process'; Bessemer's Converter. [1–2]

(ii) Level 1 – Identifies benefits, e.g. driving machinery; railways, etc. [1–2]

Level 2 – Develops benefits. Award an extra mark for each valid aspect described in additional detail, e.g. faster production methods; enabled deeper mining by ventilation, drainage and transport; transport for people and goods – rail and steamships, 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. campaigners/public awareness; poor and unhealthy working conditions; child labour became unacceptable; most owners concerned only with profit – compulsion by legislation only means to improvement. [2–6]

(iv) Level 1 – Simple assertions, e.g. Yes, they had more jobs; no, dangerous conditions. [1]

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

Ben More work, increased wages; greater opportunities for mobility, education; trade unionism; housing, etc.

Lack Long hours, poor conditions; agricultural workers saw little change; growth of towns meant public health problems, etc. [2]

Level 3 – Explanation of benefits OR lack of benefit with multiple factors. Allow single factors with multiple reasons.

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

Level 4 – Answers that offer a balanced argument.
BOTH sides of benefits AND lack of benefit 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. disappointment; resentment; government anti-colonial. [3–4]

Level 3 – Supports valid inferences with reference to the source e.g. 'we were promised'; 'have died'; PM 'unwilling'. [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 Prestige/pride; trade benefits; religious and humanitarian motives.

No 'Temptation' and exploitation of cheap resources; conquered people; implies no recognition of local cultures. [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 source is more detailed/gives more information, but does not state what information. [1]

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

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

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

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(b) (i) Level 1 – One mark for each aspect to a maximum of two, e.g. a religious person going overseas to preach and gain converts to own religion, some humanitarianism, usually sponsored by own church. [1–2]

(ii) Level 1 – Identifies aspects of trade e.g. slaves; market goods; gain resources; imperial rivalry. [1–2]

Level 2 – Develops aspects. Award an extra mark for each valid aspect described in additional detail e.g. slave triangle – though died out in the nineteenth century; East India Company route; Belgian Congo resources; minerals – gold, diamonds. [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. costs; difficulties of controlling indigenous populations; extremes of climate; disease; limited useful resources in some areas; limited European interest in migration. [2–6]

(iv) Level 1 – Simple assertions, e.g. Yes, gained colonies; no, too expensive. [1]

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

Ach British control of India; French and German colonies; prestige; trading benefits; infrastructures created; wealth, mainly for individuals; some ending of barbaric practices; spreading of Christianity; education.

Lack Costs outweighed benefits, usually for governments; exploited labour and resources; local customs and religions still predominant in many areas; inhumane; not peaceable; fuelled European conflict. [2]

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

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