

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2009 question paper**  
**for the guidance of teachers**

**0470 HISTORY**

**0470/04**

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

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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### Depth Study A: Germany, 1918–1945

- 1 (a) (i)** Level 1 Repeats material stated in source, no inference made. [1–2]
- Level 2 Makes inference(s), unsupported from source e.g. They were determined to oppose the Nazis etc. [3–4]
- Level 3 Makes valid inferences, supported from the source e.g. Sought to oppose the terror tactics of the Nazis by united action in strikes by the rest of the community, wanted action on the streets and to bring industry to a halt 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, the source states that they targeted farmers and youth etc.
- No, the SDP offered their members support by way of newspapers, libraries, evening classes and sports teams. Source does not comment on Nazi success – it only says ‘aimed’ ‘set out’ 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 communist leaflet 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 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 factor to a maximum of two e.g. Single law providing the constitutional basis for Hitler’s dictatorship, Only SDP voted against. Communists outlawed by this time. Act renewed in 1937, 1939 and 1943. [1–2]
- (ii)** Level 1 Identifies aspects e.g. Fire dominated the election campaign. [1–2]
- Level 2 Develops aspects. Award an extra mark for each aspect described in additional detail e.g. Was it the work of Van der Lubbe or of the Nazis? Nazis banned Communists and Hindenburg signed ‘Decree for protection of the people and state’. Freedom of speech and assembly etc suspended. Thousands of communists. arrested. Election of March 5 1933 etc. [2–4]

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- (iii) Level 1 Single reason. One for the reason, one for the explanation e.g. To get rid of opposition in the Party etc. [1–2]
- Level 2 Multiple reasons. One for each reason, one for each reason explained e.g. The SA had become a threat to Hitler and SA leaders wanted pay and position for previous services. SA wanted to merge with the Army with Rohm at its head. SA anti-capitalist and left wing. Removal of SA would gain Hitler the loyalty of the army etc. [2–6]
- (iv) Level 1 Simple assertions.  
No, Hitler was just a thug. [1]
- Level 2 Explanation of weakness of Weimar OR other factors, single factor given e.g.
- Weimar – Constitutional problems created coalitions, thus weak government; had signed the Versailles Treaty; November criminals; death of Stresemann and Great Depression exacerbated weaknesses etc.
- Other – Hitler determined to achieve power, whatever system was in place; SA and terror tactics; targeting groups; opportunism in any crisis; Manoeuvrings amongst politicians; no one else left to ask in January 1933; polarisation after Wall Street Crash; Germany and Nazis overtaken by economic events etc. [2]
- Level 3 Explanation of weakness of Weimar OR other 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 the weakness of the Weimar Government 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 inference(s), unsupported from source e.g. There were shortages and people grumbled etc. [3–4]
- Level 3 Supports valid inferences with reference to the source e.g. Shortages and queuing in bitter weather was creating complaints despite the normal good nature of the Russians; clearly, queuing implies shortages etc. [5–6]
- (ii)** Level 1 Agrees OR disagrees with no support from the source. [1–2]
- Level 2 Agrees OR disagrees, supported from the source e.g.
- Yes, two hour speech, an epic performance, audience cheered itself hoarse, determined to inspire despite physical state etc.
- No, performance as leader must be impaired by state of collapse, should have made way for a fitter person, impact lasted two days 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 source is by an American, the other is British so they could both be biased/unreliable. [2]
- Level 3 Choice made on the nature or amount of information given. Must specify what information. [3–5]
- Level 4 Choice made on the grounds of reliability.  
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.  
6 marks for one source, 7 marks for both. [6–7]
- (b) (i)** One mark for each valid aspect to a maximum of two e.g. Lenin returned from exile in a closed train. He urged that the Bolsheviks should cease support for the Provisional Government, all power should be given to the soviets and that Russia should withdraw from the war. Peace, bread, land' etc. [1–2]
- (ii)** Level 1 Identifies affair. Attempt by Kornilov, army C-in-C, to overthrow the Provisional Government. [1–2]
- Level 2 Describes the affair. Award an extra mark for each valid factor that is described in additional detail e.g. Kornilov thought that the Bolsheviks were traitors as well as the Provisional Government. His soldiers mutinied, discipline broke down. Provisional Government armed the Bolsheviks. The coup failed; brief success for Kerensky but the Bolsheviks gained more popularity and were now armed. [2–4]

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- (iii) Level 1 Single reason. One for the reason, one for the reason explained. [1–2]
- Level 2 Multiple reasons. One for each reason, one for each reason explained e.g. Provisional Government had not dealt with the issues of war, land, elections. Life was getting worse, and the workers and deserting soldiers continued the unrest. Constant propaganda by Bolsheviks. Bolsheviks seemed to offer a way out of the war. Organisation. [2–6]
- (iv) Level 1 Simple assertions  
Lenin, he was in charge. [1]
- Level 2 Explanation of Lenin OR Trotsky, single factor given e.g.
- Lenin – Leader, driving force, set political agenda, writing, everyone respected him, speeches, War Communism, early days of NEP. BUT not in real control after strokes in 1922 etc.
- Trotsky – Admired by Lenin, organised coup in November 1917, negotiations for Brest-Litovsk, inspirational leadership in Civil War. But, never really trusted by colleagues as arrogant and an old Menshevik etc. [2]
- Level 3 Explanation of Lenin OR Trotsky, 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 Lenin AND Trotsky 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 source, no inference made. [1–2]
- Level 2 Makes valid inference(s), unsupported from the source e.g. Feels largely impotent, all bound up in the culture and constitutional issues etc. [3–4]
- Level 3 Makes valid inferences with reference to the source e.g. North/South divide incapacitates the President, can only be solved by education and cooperation at a local level 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, has made almost nothing for 10 to 15 years; landlord takes a substantial proportion of produce; has to supply seed, fertilizer and horses etc.
- No, Still alive; hints of surplus of flour and rice; retains a goodly proportion of produce; Landlord provides his house, land and does the paperwork 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 source is from the President's wife, the other is from an unnamed interviewer 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 example to a maximum of two e.g. Property qualification/poll tax needed to vote; literacy tests needed; Jim Crow laws; intimidation etc. [1–2]
- (ii)** Level 1 Identifies aspects. To stabilise costs of manufacture and improve conditions of labour. [1–2]
- Level 2 Develops aspects. Award an extra mark for each aspect described in additional detail e.g. Industrial codes drawn up by employers and workers; by 1941 2.5m firms and 22m workers covered by Blue Eagle; wiped out child labour; only voluntary, many firms violated agreements 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. Government aid insufficient; Supreme Court weakened some agencies; lack of demand/confidence limited private investment; cut in Government funding in 1937 budget; chronic problems of agriculture and discrimination etc. [2–6]
- (iv) Level 1 Simple assertions.  
Yes, a lot of people got jobs. [1]
- Level 2 Explanation of economic OR social effects, single factor given e.g.
- Econ. Agencies provided work; aid to industry created jobs; restoring confidence created demand BUT unemployment rose after 1938; still 9m unemployed in 1939; measure did not solve farm unemployment; economic problems of the South unresolved.
- Soc. No single Agency dealt with racial discrimination or women's rights; social improvements from new amenities, education, workers' rights, TVA etc. [2]
- Level 3 Explanation of economic OR social effects, with multiple factors. Allow single factors with multiple reasons.
- OR** Undeveloped assertions on BOTH sides of the argument (annotate BBB – Balanced but Brief) [3–5]
- Level 4 Answers that offer a balanced argument.  
BOTH sides of economic AND social effects 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 source, no inference made. [1–2]
- Level 2 Makes valid inference(s), unsupported from the source e.g. Destroyed family life and family loyalties etc. [3–4]
- Level 3 Supports valid inferences with reference to the source e.g. Destroyed family unity and loyalties with the young disowning and denouncing their parents etc. [5–6]
- (ii)** Level 1 Agrees OR disagrees with no support from the source. [1–2]
- Level 2 Agrees OR disagrees, supported from the source e.g.
- Yes, Mao was appointed head of army and state, army running the country, enemies arrested etc.
- No, Red Guards disbanded, sent to countryside, schools re-opened 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 Chinese woman, the other is from America 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 for each valid example to a maximum of two e.g. Teachers, intellectuals, managers, scientists, local party officials etc. [1–2]
- (ii)** Level 1 Identifies book. Collection of Mao's philosophical and political thoughts. [1–2]
- Level 2 Describes book. Award an extra mark for each valid aspect described in additional detail e.g. Carried by Red Guards, acted as a passport and authority to commit humiliation, denunciation and punishment on intelligentsia 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. To re-establish his control and power base in the Party, to re-energise the Marxist-Leninist revolution, to attack the 'rightists' and the 'capitalist roaders', to renew revolutionary fervour etc. [2–6]

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- (iv) Level 1 Simple assertions.  
Yes, they are all wealthy now. [1]
- Level 2 Explanation of benefit OR lack of improvement, single factors given e.g.
- Benefit – Deng’s reforms and more economic, financial and commercial contact with all parts of the world have made China richer. Political contacts have made China a major force. Increased unemployment and fewer restrictive practices have made many Chinese wealthy.
- Lack – Mao’s regime settled the land issue and improved measures for women, health and education. Many Chinese still in poverty and fear of victimisation – fewer purges except directly after Tiananmen Square, CCP still very much in control etc. [2]
- Level 3 Explanation of benefit OR lack of improvement with multiple factors given. Allow single factors with multiple reasons.
- OR** Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). [3–5]
- Level 4 Answers that offer a balanced argument.  
BOTH sides of benefit 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 inference(s) unsupported from the source e.g. Important person in GB and in South Africa, has firm views, racist etc. [3–4]
- Level 3 Makes valid inferences with reference to the source e.g. Important because he has many Ministries under him, lecturing in Britain, racist as seen 'natives' as second class and wants no mixing of blood lines 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, less discriminated against than other non-whites; formed protest group; strikes; government willing to negotiate and concede demands; reform of voting rights still only a proposal.
- No, still do not have the same rights as whites; no power in Orange Free State; further restricted in Transvaal; have to ask the government to improve their rights 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 source is from General Smuts 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 aspect to a maximum of two e.g. Founded in 1912 to protest against the Natives Land Act. Seme, treasurer; Sol Plaatje, secretary; Dube, president; Rubusana, vice-president. Renamed ANC in 1923. [1–2]
- (ii)** Level 1 Identifies aspects. Legislation to maintain the superiority of whites. [1–2]
- Level 2 Describes aspects. Award an extra mark for each aspect described in additional detail e.g. Only menial jobs for non-white; pay fixed at a small percentage of whites' wages; legalised what was effectively a colour bar in Transvaal and Orange Free State; meant loss of jobs for skilled blacks etc. [2–4]

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- (iii) Level 1 Single reason. One for the reason, one for the reason explained. [1–2]
- Level 2 Multiple reasons. One for each reason, one for each reason explained e.g. To stop Africans purchasing or leasing land from the whites; to end farming 'on the halves'; to restrict black farming to the reserves (c. 7% of the Union); to ensure cheap labour on white farms and in the mines; to keep Afrikaner farmers loyal to the government etc. [2–6]
- (iv) Level 1 Simple assertions.  
Yes, they appear to control everything. [1]
- Level 2 Explanation of success OR lack of success, single factor given e.g.  
  
Yes, Government restriction effective; land and labour policies kept blacks in reserves in poorly paid jobs; limited education and withdrawal of any voting rights from non-whites; improving economy limited support for any protest; any opposition was too divided or moderate.  
  
No, Black opposition; SANNC founded in 1912, changed to ANC in 1923; Industrial and Commercial Workers' Union more popular (100 000 members before it collapsed in 1930); black women's Anti-Pass Law demonstrations successful –dropped for women in 1920; blacks setting up own Churches; Indian Congress continued; opposition to white domination even more successful after 1948. [2]
- Level 3 Explanation of success OR lack of success, 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 success AND lack of success 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 source, no inference made. [1–2]
- Level 2 Makes inference(s), unsupported from the source e.g. Contempt, hatred, wishing to destroy the state etc. [3–4]
- Level 3 Makes valid inferences with reference to the source e.g. Only ambition of the Arabs is to live to see the state of Israel destroyed for ever; sees Israelis as a criminal class by referring to 'gangs' 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, writer calls it a disaster; it was a weakness of Nasser's; did not always make ourselves clear; propaganda talked Nasser into a corner etc.
- No, it was strength and got Arab support behind him; some of what he said was what he meant; implies he would not have to fulfil all his promises 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 specify what information. [1]
- Level 2 Useful/not useful – One source is from an Arab 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 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 country to a maximum of two e.g. Syria, Jordan. [1–2]
- (ii)** Level 1 Identifies aspects. A reason for Israel to declare war. [1–2]
- Level 2 Describes aspects. Award an extra mark to each aspect described in additional detail e.g. May 22, Nasser declared the Straits closed to Israeli shipping, and ships of other nations trading with Israel. Israel said the declaration would be a declaration of war. The major powers tried to establish a naval force, but no force or action was taken to implement promises made to Israel in 1957. It was the last straw for the Israelis who were better prepared for action. [2–4]

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- (iii) Level 1 Single reasons. One for the reason, one for the explanation. [1–2]
- Level 2 Multiple reasons. One for each reason, one for each reason explained e.g. Had internal problems with huge population increase, heavy expenditure on defence, criticised for the way he had restricted individual Egyptian's freedoms. Hoped to unite Egypt behind the one issue that would unite – anti-Israel. Nasser had ambitions to become the leader of the Arab world. A successful war would ensure his Arab leadership and unite Egypt behind him. [2–6]
- (iv) Level 1 Simple assertions.  
No, they did not want to get involved. [1]
- Level 2 Explanation of agreement OR disagreement, single factors given e.g.
- Imp. Limited practical support for Israel from USA, GB and France; current practical help declining; got weapons from USA as did Arabs get weapons from USSR – US weapons better. Jordan supported the Arab states
- Other Powers did not want to get too involved as were worried about the impact of war, oil production and prices. Rise of the independent freedom fighters – al-Fatah and guerrilla warfare against Israel. Other factors like poor Arab planning and leadership, divisions in aims and policies were outside the control of other nations etc. [2]
- Level 3 Explanation of agreement OR disagreement with multiple factors given. Allow single factors with multiple reasons.
- OR** Undeveloped assertions on BOTH sides of the argument (annotate BBB – Balanced but Brief). [3–5]
- Level 4 Answers that offer a balanced argument.  
BOTH sides of agreement AND disagreement 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 source, no inference made. [1–2]
- Level 2 Makes valid inference(s), unsupported from source e.g. It was beginning to make an impact on unskilled workers who were joining in droves etc. [3–4]
- Level 3 Makes valid inferences, with reference to the source e.g. It offered unskilled workers support and a route out of their misery; Sharp rise in members all over the country; was shining example to all workers 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, author believes that trade unionism is in part Socialism in disguise; believes that Socialism is at the heart of the movement and will do irreparable harm; says trade unionism may have to 'go under' in the fight to rid the country of Socialism etc.
- No, only one person's thoughts; believes that British workers are honest and do not understand the danger; trusts that the British worker will see through Socialism and its dangers; hints throughout that Socialism is only one part of the trade union movement 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 specify what information. [1]
- Level 2 Useful/not useful – One is from an ex-union leader and the other is from a company official 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 aspect to a maximum of two e.g. The right for strikers to talk to other workers to try to persuade them to strike also; No intimidation allowed; granted by Disraeli in 1875. [1–2]
- (ii) Level 1 Identifies the Strike e.g. Probably the most important strike by unskilled workers in trade union history. [1–2]
- Level 2 Describes the Strike. Award an extra mark for any aspect described in additional detail e.g. Well supported by dockers and gained public and international support, both morally and financially; outcomes for unskilled workers generally; mainly peaceful despite large rallies in public places; dynamic leadership etc. [2–4]

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- (iii) Level 1 Single reasons. One mark for the reason, one mark for explanation. [1–2]
- Level 2 Multiple reasons. One for each reason, one for each reason explained e.g. It was thought that these workers were incapable of running a coherent union; effective deterrents by employers; existing trade unions did not meet the demands of unskilled workers; finance – problems of calling strikes would put poor workers' families in a dire position; lack of public awareness of how bad work and conditions were for unskilled workers etc. [2–6]
- (iv) Level 1 Simple assertions.  
No, the bosses were still largely in control. [1]
- Level 2 Explanation of achievement OR lack of achievement, single factors given e.g.
- Yes Legislation had secured their funds and given the right to strike and picket. Political strength beginning to show. TUC founded in 1868. Increasing membership of skilled and unskilled unions etc.
- No Aims of unions changed over time and with changing conditions; not all workers in unions; legislation and actions in period 1900-1914 showed there was still a long way to go; a patchy picture but definite progress in second half of the nineteenth century etc. [2]
- Level 3 Explanation of achievement OR lack of achievement, 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 achievement AND lack of achievement 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 Repeat material stated in source, no inference made. [1–2]
- Level 2 Makes valid inference(s), unsupported from source e.g. Britain dominated all aspects of trade and administration etc. [3–4]
- Level 3 Makes valid inferences, with reference to the source e.g. Britain controlled the opium market, used sales from Lancashire's mills to make profit, and was largely in charge of the administration of the Chinese customs service etc. [5–6]
- (ii)** Level 1 Agrees OR disagrees, unsupported from source. [1–2]
- Level 2 Agrees OR disagrees, supported from the source e.g.
- Yes, C shows that the competition in production and in industrialisation in Britain has left the workers in Persia, India and China at a disadvantage so that the populations are unsettled.
- No, B almost revels in the fact that the trade has opened limitless markets to British industry which will have to expand to meet demand 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 specify what information. [1]
- Level 2 Useful/not useful – A is from a British book, B is from a diplomat and C is from a German so they could all 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, B and C to show reliability.  
6 marks for one source, 7 marks for more than one source. [6–7]
- (b) (i)** Award one mark for each relevant aspect to a maximum of two e.g. These were treaties forced on the Chinese at the conclusion of the two Opium Wars (1839-42 and 1858) which secured the opening of Chinese ports to British trade, and these were forced on a reluctant China. Candidates may give specific details. [1–2]
- (ii)** Level 1 Identifies wars. Wars between GB and China which left GB in control of much of Chinese commerce. [1–2]
- Level 2 Describes wars. Award an extra mark for each aspect described in additional detail e.g. Unequal struggle between Royal Navy and Chinese junks. Both wars seem to be developed as a means to an end by GB; trumped up charges re confiscation of a boat and crew for second war; left GB with Hong Kong, unequal treaties and GB law for GB citizens in China. Left the way open for other western nations to try for a toe hold etc. [2–4]

<b>Page 17</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
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- (iii) Level 1 Single reasons. One for the reason, one for the explanation. [1–2]
- Level 2 Multiple reasons. One for each reason and one for each reason explained e.g. Continuing decline in Chinese military strength, aided and abetted by European domination over China; weak and isolated government and administration; divisions over Chinese policy making. Growing strength of Japan which had used western expertise and technology to improve armed forces. [2–6]
- (iv) Level 1 Simple assertions.  
Yes, the Western nations dominated China. [1]
- Level 2 Explanation of harm OR lack of harm, single factors given e.g.
- Yes Europe kept the Chinese subjugated as far as possible; encouraged divisions in society and government; exploited natural resources and dominated trade profits; offered no help against the Japanese; impact of missionaries?
- No Much of the poor Chinese situation was of its own making; the imperial system had been declining and riven for a long time; antiquated systems and refusals to reform; China difficult to rule effectively.
- Other Europeans did influence a less hurtful treaty between China and Japan; Europeans accelerated decline in imperial dynasty. [2]
- Level 3 Explanation of harm OR lack of harm, 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 harm AND lack of harm must be addressed. [6–8]