

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

International General Certificate of Secondary Education

**MARK SCHEME for the June 2005 question paper**

**0470 HISTORY**

**0470/04**

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

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

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

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

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

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

**Grade thresholds** taken for Syllabus 0470 (History) in the June 2005 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 4	40	30	22	17	13

The threshold (minimum mark) for B is set halfway between those for Grades A and C.  
The threshold (minimum mark) for D is set halfway between those for Grades C and E.  
The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A\* does not exist at the level of an individual component.

June 2005

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 40

SYLLABUS/COMPONENT: 0470/04

HISTORY

Paper 4 (Alternative to Coursework)

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

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### **Depth Study A: Germany, 1919 – 1945**

- (a)(i)** Level 1 – Repeats material stated in source, no inference made. (1 – 2)
- Level 2 – Makes valid inferences, not supported from source e.g. The Nazi Party is accused of being uncooperative etc. (3 – 4)
- Level 3 – Supports valid inference(s) with reference to the source e.g. Hitler wants to make Nazis the sole party by sweeping others away etc. (5 – 6)
- (ii)** Level 1 – Agrees OR disagrees, unsupported from source. (1 – 2)
- Level 2 – Agrees OR disagrees, supported from source e.g. Yes, strongest because of lack of interest and cooperation; No, had not received a majority vote from Germans, Communists and Socialists could have blocked them etc. (3 – 5)
- Level 3 – Agrees AND disagrees, supported from source. Addresses the issue of “How far?” (6 – 7)
- (iii)** Level 1 – Useful/not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 – Useful/not useful – One is Hitler speaking, 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. Ebert, Hindenburg. (1 – 2)
- (ii)** Level 1 – Identifies features. (1 – 2)
- Level 2 – Describes features – Federal system, directly elected president who can rule by decree in emergency, PR creating coalition governments, elections every four years etc. (2 – 4)
- (iii)** Level 1 – Single reason. One for the reason, one for development. (1 – 2)
- Level 2 – Multiple reasons. One for the reason and one for development e.g. Great Depression and effects on Germany; appeared organised and promised what people wanted to hear; marching, banners speeches etc; high point of support in 1932 elections. (2 – 6)

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(iv) Level 1 – Simple assertions.  
Yes, he blamed the communists. (1)

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

Yes, gave Nazis an immediate edge through propaganda and banning of Communists etc.

No, only the start of the development of dictatorship; Enabling Law, Death of Hindenburg, Night of the Long Knives etc. (2)

Level 3 – Explanation of importance OR lack of importance 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 develop both sides of the argument.  
BOTH sides of importance AND lack of importance must be addressed. (6 – 8)

**Depth Study B: Russia, 1905 – 1941**

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

Level 2 – Makes valid inferences, not supported from source e.g. It brought great fear etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. The Soviet government had used force and famine to coerce the peasants etc. (5 – 6)

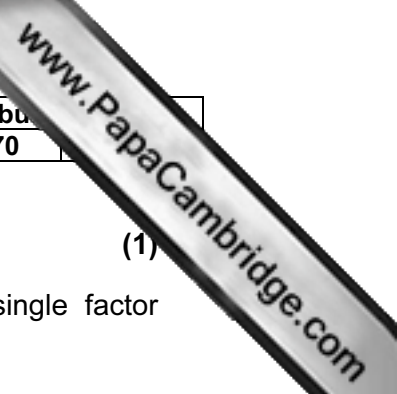
(ii) Level 1 – Agrees OR disagrees unsupported from source. (1 – 2)

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

Yes, they have assembled to demonstrate with a banner that attacks the Kulaks;

No, Seems an unnatural assembly, coerced to protest? How many could read and write? Other issues linked in? (3 – 5)

Level 3 – Agrees AND disagrees, supported from source, addresses the issue of “How far?” (6 – 7)



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- (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 a British reporter and the other is a photograph so they could both be biased/staged/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. It was not communism, was not working fast enough, was not under state control, needed to defend against foreign threat, wanted to stamp his own authority on system etc. (1 – 2)
- (ii) Level 1 – Identifies aspects. (1 – 2)
- Level 2 – Describes aspects – Peasants taken from their own small inefficient farms; the land was merged to form large collective farms (kolkhoz) under state direction; mechanisation, tractors, combine harvesters 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 developed e.g. NEP was partly capitalist and not working quickly enough for Stalin, to mechanise on larger scale farms, to create surplus to feed industry and get foreign currency for defence and development. To have state control. To get rid of Kulak class etc. (2 – 6)
- (iv) Level 1 – Simple assertions. Yes, a lot more was produced. (1)
- Level 2 – Explanation of success OR lack of success, single factor given e.g. Yes, Agricultural output in 1939 greater than 1913, allowed mechanisation, by 1937 90% farmland had been collectivised. Good harvests 1930 and 1937. (2)
- No, food still not plentiful, at best adequate but often famine. Cost in lives and lack of freedom. 1928 figures for livestock not achieved until 1953. (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)

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Level 4 – Answers that deal with “To what extent?”  
 BOTH sides of success AND lack of success must be addressed.  
 (6 – 8)

**Depth Study C: The USA, 1919 – 1941**

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

Level 2 – Makes valid inferences, not supported from source e.g. The President thought it was very important etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. It was as serious as dealing with a war etc. (5 – 6)

(ii) Level 1 – Agrees OR disagrees unsupported from source. (1 – 2)

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

Yes, jobs created, families benefited, infrastructure improved, conservation.

No, jobs only short-term, only the unemployed considered, not all the Agencies. (3 – 5)

Level 3 – Agrees AND disagrees, supported from source, addresses the issue of “How far?” (6 – 7)

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

Level 2 – Useful/not useful – One is from Roosevelt and the other is an American book so they could both be biased/unreliable. (2)

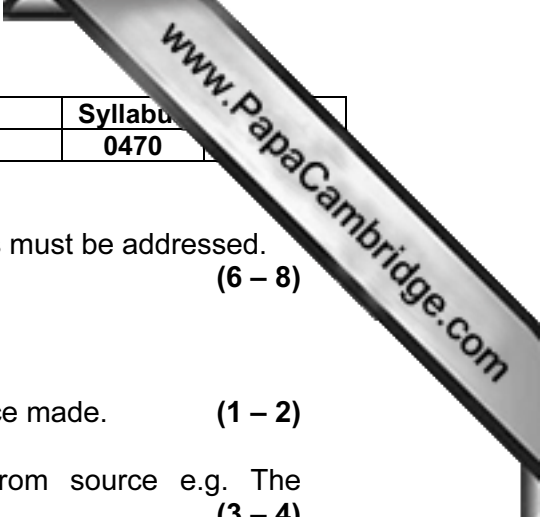
Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)

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)

(b)(i) One mark for each named Agency to a maximum of two e.g. Works Progress Administration; Civil Works Administration; National Recovery Administration; Public Works Administration; Agricultural Adjustment Administration; Tennessee Valley Authority; Reward Civilian Conservation Corps (not strictly an AA). (1 – 2)

(ii) Level 1 – Identifies ways – system of unemployment insurance; pensions for old and widows. (1 – 2)

Level 2 – Develops ways – OAP was a federal system; unemployment was partly federal, partly state, hence variable implementation. (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 the reason, one for the reason explained e.g. Claimed that measures like NRA and AAA were unconstitutional; FDR was dictatorial, ignoring separation of powers; Republican sympathies etc. (2 – 6)
- (iv) Level 1 – Simple assertions.
- Yes, fewer people were unemployed. (1)
- Level 2 – Explanation of success OR lack of success, single factor given e.g.
- Yes, the agencies provided work; aid to industry created jobs; restored confidence which stimulated demand; Keynesian effects; lend-lease.
- No, Government aid cut back sharply after 1938, unemployment rose; 9 million unemployed in 1939; agricultural measures insufficient to solve farm unemployment; chronic problems of South and blacks. (2)
- Level 3 – Explanation of success OR lack of success with multiple factors given. Allow single factors with multiple reason.
- OR Undeveloped suggestions on BOTH sides of the question (annotate BBB – Balanced but Brief). (3 – 5)
- Level 4 – Answers that deal with “To what extent?”
- BOTH sides of success AND lack of success must be addressed. (6 – 8)

#### **Depth Study D: China, 1945 – c.1990**

- (a)(i) Level 1 – Repeats material stated in source, no inference made. (1 – 2)
- Level 2 – Makes valid inferences, not supported from source e.g. They were confident, happy etc. (3 – 4)
- Level 3 – Makes valid inference(s), supported from source e.g. Their happiness and certainty of victory showed overconfidence and naivety etc. (5 – 6)
- (ii) Level 1 – Agrees OR disagrees with no support from source. (1 – 2)
- Level 2 – Agrees OR disagrees, supported from source e.g.
- Yes, Western fashions and technology are common place.
- No. only higher heels, discreet use of cosmetics, still 70% off the peg garment purchases, only one city mentioned etc. (3 – 5)
- Level 3 – Agrees AND disagrees, supported from source, addresses the issue of “How far?” (6 – 7)

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- (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 – Both are British reports 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 leader to a maximum of two e.g. Hua Guofeng, Deng Xiaoping. (1 – 2)
- (ii) Level 1 – Identifies the Gang e.g. Strong pro-Cultural Revolution group that had influence during Mao's lifetime. (1 – 2)
- Level 2 – Develops detail – Led by Mao's wife Jiang Qing – also Wang Hogwen, Yao Wenyuan, Zahng Chungquiao. They disliked Deng. Quickly overthrown by Hua after Mao's death. Trial, death sentence later commuted. (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. Increasing criticism by students at the pace of change and slow movement towards democracy, example of Gorbachev and his expected visit to Beijing in May 1989, students demanded political reform, democracy, end to CCP corruption etc. (2 – 6)
- (iv) Level 1 – Simple assertions. Yes, they are better dressed. (1)
- Level 2 – Explanation of change OR lack of change, single factor given e.g.
- Yes, the willingness to join global financial systems and increasing trade has opened up China to western ideas, fashions etc.
- No, the process of change is patchy with some westernised areas of industry fashion, and behaviour. Other areas untouched. CCP is still very much in control. (2)
- Level 3 – Explanation of success OR lack of success with multiple factors. Allow single factors with multiple reasons.
- OR** Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3 – 5)
- Level 4 – Answers that address the issue of "How far?" BOTH sides of change AND lack of change must be addressed. (6 – 8)

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### **Depth Study E: Southern Africa in the Twentieth Century**

- (a)(i) Level 1 – Repeats material used in source, no inference made. (1 – 2)
- Level 2 – Makes valid inferences, not supported from source e.g. Kruger was stubborn; popular with Boers etc. (3 – 4)
- Level 3 – Supports valid inference(s) with reference to the source e.g. The Boers hold him in such esteem that they nickname him and defer to him 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, shows role in expanding British influence; in developing communications; peace loving frontiersman; Rhodesia.
- No, war clouds; suspicion of other European powers; stepping over interests of Boer states etc. (3 – 5)
- Level 3 – Agrees AND disagrees, supported from source, addresses the issue of “How far?” (6 – 7)
- (iii) Level 1 – Useful/not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 – Useful/not useful – One is from a Cape politician, the other is a cartoon so they could both be biased/unreliable. (2)
- Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)
- Level 4 – Choice made on the grounds of reliability.  
Discussion of utility must be based on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability.  
6 marks for one source, 7 marks for both. (6 – 7)
- (b)(i) One mark for each valid example to a maximum of two. Boer government defeated by the Pedi kingdom and bankruptcy; imperial ambitions of Disraeli government; to secure British trade/diamond fields; British fear of Zulu strength. (1 – 2)
- (ii) Level 1 – Identifies outcomes – Defeated British at Majuba Hill; strengthened Afrikaner pride; ‘independence’. (1 – 2)
- Level 2 – Develops outcomes – Pretoria Convention recognised Transvaal as SAR but under British suzerainty; Kruger elected President 1883. (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 the reason explained e.g. Opening of Witwatersrand goldfields; by 1895 producing 25% total world gold supply; immigration of native and European workers; Government profit from auctioning parcels of land; speculation and mining capitalism e.g. Rhodes, Beit, Robinson, Barnato; service industries. (2 – 6)
- (iv) Level 1 – Simple assertions.  
Yes, it annoyed the Boers. (1)
- Level 2 – Agrees OR disagrees, single factor given e.g.
- Yes, the raid convinced Kruger that the British wanted the Transvaal; the failure humiliated Britain internationally; Chamberlain more determined.
- No, Boer/ British antipathy much more longstanding; SAR treasury strong from gold, could buy weapons; importance of Randlords; individuals such as Rhodes, Chamberlain, Milner, Kruger, Steyn, Smuts; British needed to exclude German influence. (2)
- Level 3 – Agrees OR disagrees 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 deal with “How far?”  
BOTH sides of agrees AND disagrees must be addressed. (6 – 8)

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

- (a)(i) Level 1 – Repeats statistics seen in source, no inference made. (1 – 2)
- Level 2 – Makes valid inferences, not supported from source e.g. The population is getting bigger. (3 – 4)
- Level 3 – Makes valid inference(s), supported from the source e.g. While the whole population of the area increases, the Jewish share is getting larger more quickly etc. (5 – 6)
- (ii) Level 1 – Agrees OR disagrees with no support from source. (1 – 2)
- Level 2 – Agrees OR disagrees, supported from source e.g. Yes, source states that the Mandate was a reason. No, only one of several reasons; numbers put pressure on Arab social structure and made things worse. (3 – 5)
- Level 3 – Agrees AND disagrees, supported from source and 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)

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Level 2 – Useful/not useful – One is statistics, the other is from a British 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 for both. (6 – 7)

**(b)(i)** One mark for each valid aim to a maximum of two e.g. GB to rule Palestine until it could form its own government; required GB to work with Zionists to help set up a national home for the Jews in Palestine. Position confirmed by League of Nations in 1922. (1 – 2)

**(ii)** Level 1 – Identifies role. (1 – 2)

Level 2 – Develops role – GB handed problem to UN in 1947. UN delegates recommended partition – angered Arab population. Disagreements but full vote of General Assembly in Nov 1947. USA clearly exerting pressure. Both Arabs and some Jews hostile to UN interference. Violence. UN could not enforce the decision but the Israelis did. (2 – 4)

**(iii)** Level 1 – A single reason. One for the reason, one for the explanation. (1 – 2)

Level 2 – Multiple reasons. One for the reason, one for each reason explained e.g. to set up a Jewish homeland, pogroms, persecution, rights etc. Must develop these with some detail. (2 – 6)

**(iv)** Level 1 – Simple assertions.  
Yes, the USA always helps Israel. (1)

Level 2 – Agrees OR disagrees, single factor given e.g.

Yes, strong unofficial support for Israel from US, large Jewish lobby in US; USA pushes UNO to act.

No, Weakness of Arab states, both in armament and cooperation.  
No strong superpower sponsor yet. (2)

Level 3 – Agrees OR disagrees, 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 agreement and disagreement must be addressed. (6 – 8)

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### **Depth Study G: The Creation of Modern Industrial Society**

- (a)(i)** Level 1 – Repeats material stated in source, no inference made. (1 – 2)
- Level 2 – Makes valid inferences, not supported from source e.g. It is being increasingly developed etc. (3 – 4)
- Level 3 – Makes valid inference(s) supported from the source e.g. Roads important and have caused changes in construction, an extra 1 000 miles etc. (5 – 6)
- (ii)** Level 1 – Agrees OR disagrees with no support from source. (1 – 2)
- Level 2 – Agrees OR disagrees, supported from source e.g.
- Yes, limitations shown re. Roads; canals described as ‘perfect means’.
- No, local circumstances like lack of water, frost, hills, steep banks etc. (3 – 5)
- Level 3 – Agrees AND disagrees, supported from source, addresses the issue of “How far?” (6 – 7)
- (iii)** Level 1 – Useful/not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 – Useful/not useful – Source A is a book of the time, B is from a canal builder, C is a comment on statistics, 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 and B to show reliability.  
6 marks for one source, 7 marks for both. (6 – 7)
- (b)(i)** One mark for each valid element to a maximum of two e.g. A toll road, developed by Turnpike Trusts, covered only a selected distance etc. (1 – 2)
- (ii)** Level 1 – Identifies aspects – Developed by Macadam in response to heavier traffic, more scientific construction etc. (1 – 2)
- Level 2 – Develops aspects – Describes in extra detail the foundations, camber, embedded stones on surface etc. Accept and reward accurate diagrams. (2 – 4)
- (iii)** Level 1 – A single reason. One for the reason, one for explanation. (1 – 2)
- Level 2 – Multiple reasons. One for the reason, one for each reason explained e.g. Need to transport bulk materials, beginnings of industrial development, improved building methods, for profit – canal mania etc. (2 – 6)

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(iv) Level 1 – Simple assertions.  
Yes, railways were fast. (1)

Level 2 – Agrees OR disagrees, single factor given e.g.

Yes, speed, could carry more, workers transported, railways increased demand for steel, coal etc

No, canals were still used where speed was not essential for bulk goods. Local deliveries were by horse drawn carts. Both used widely until present. (2)

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

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

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

Level 2 – Makes valid inferences, not supported from source e.g. They are not seen as important to Britain etc. (3 – 4)

Level 3 – Makes valid inference(s), supported from the source e.g. Disraeli saw them as a costly burden, coming a poor second to the needs of the national budget etc. (5 – 6)

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

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

Yes, ‘Duty to maintain Empire’, pride, wealth, success etc.

No, ‘If they can’, implicit recognition that Britain will have to work at it etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from source, addresses the issue of “How far?” (6 – 7)

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

Level 2 – Useful/not useful – All the quotations are from Disraeli 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)

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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 aim to a maximum of two e.g. Christianise, westernise, educate, civilise, save from barbarism etc. (1 – 2)

(ii) Level 1 – Identifies elements. (1 – 2)

Level 2 – Develops elements e.g. On the back of Stanley's exploration, King Leopold's personal interest. 1879 Stanley returned to Congo Basin and persuaded a number of chiefs to put themselves under the protection of Leopold. (2 – 4)

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

Level 2 – Multiple reasons. One for the reason, one for the reason explained e.g. Offshoot of European nationalism – Germany, Italy. Jingoism and need for status and prestige. Markets for manufactured goods, sources of raw materials. To be ahead of other states. Safeguarding existing colonies. Missionary zeal. Age of the explorer to the 'dark' continent. (2 – 6)

(iv) Level 1 – Simple assertions.  
Yes, there were lots of explorers at the time. (1)

Level 2 – Agrees OR disagrees, single factor given e.g.

Yes, Brazza, Rhodes, Livingstone, Stanley etc.

No, governments decided – e.g. Transvaal annexed by Britain, Berlin Conference, Belgium and Congo, France and North Africa. Missionary societies etc. (2)

Level 3 – Agrees OR disagrees, 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 agreement AND disagreement must be addressed. (6 – 8)