

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 60

SYLLABUS/COMPONENT: 0470/01

HISTORY
Paper 1



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SECTION A

1 (a) What was the Zollverein?

Level 1 General answer **1-2**
e.g. 'A free trade area.'

'A group of German states.'

Level 2 Describes the Zollverein **2-5**
e.g. 'The combination of Prussians and neighbouring German states in 1818 to form a customs union.'

'The German Customs Union launched in 1834.'

'A tariff-free zone among members to encourage trade.'

'Increased from 18 to 25 states by 1836 and almost all by 1852.'

'Improved trade flow by removing customs points and regulations.'

(b) Why did the revolutions of 1848-9 in Germany fail?

Level 1 General answer **1**
e.g. 'It lacked strength/unity.'

Level 2 Identifies why **2-4**
e.g. 'Because of the Frankfurt Parliament.'

'Germany was to be unified.'

'Rulers gave into demands easily.'

'Because of strong military power.'

Level 3 Explains why **4-7**
e.g. 'Following rioting and bloodshed on the streets of Berlin the King made a personal appeal as well as riding among the people and in the days following granted a series of reforms.'

'The demand for reform was met by the introduction of a constituent assembly, the Frankfurt Parliament.'

'Following uprisings in other countries, Prussia supported the idea of a unified Germany (King Frederick William IV).'

'Active revolution was comparatively slight and limited to Berlin, the Rhineland and Silesia.'

'In Baden a people's republic was proclaimed. It had little support and was quickly suppressed.'

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'Where concessions were granted rulers maintained control of their armed forces, as in Berlin.'

'Demands showed wide differences in aims. Workers were concerned with practical aspects; radical leaders were concerned with political ideologies.'

'Popular enthusiasm was short-lived and active support for a national parliament soon disappeared.'

(c) How important was German nationalism in bringing about a united Germany? Explain your answer.

Level 1 Unsupported assertions **1**
e.g. 'It was important because unification took place.'

Level 2 Identifies reasons/describes events of unification **2-3**
e.g. 'There was a strong sense of nationalism and this united the people against threats.'

'Trade relations helped improve relationships.'

'The gap with Austria was widening.'

'Prussia was becoming stronger.'

Level 3 Explains agreement OR disagreement **3-5**

Level 4 Explains agreement AND disagreement **5-7**

e.g. Nationalism

By the 1850s many of the middle-classes were rediscovering an appetite for national politics such as the National Society and these emphasised their common German identity.

In Italy nationalism was not as strong and there were no national institutions and yet unification was achieved. This gave heart to German nationalists.

Napoleon III was claiming to be leader of Europe. And many Germans feared he would move against them. This fear made them more willing to consider uniting against the danger.

The Zollverein

Provided a form of economic union bringing benefits to member states. It provided a model of closer co-operation.

Government policies

Prussia had a constitution and elected assembly and these appealed to the liberal-national middle classes.

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Prussia developed free trade with France to strengthen the economy and the Zollverein and widen the gap with Austria. To balance this growing power some looked to Austria.

Bismarck

He became an unlikely advocate of nationalist scheme for a united Germany which would exclude Austria. He was not a nationalist but a Prussian patriot.

Prussian Economy

The development of an integrated economy was important. This was aided by the Zollverein. In Prussia there was rapid industrial growth using the natural resources of coal and iron ore and this fuelled economic growth. This industry also enabled the development of a railway system giving rapid mobilisation of troops and equipment. This financial strength and physical resources were of great value on the battlefield against Austria.

Unification by Force

The wars with Denmark, 1864, the Austro-Prussian War, 1866 and the Franco-Prussian War and through these the map of Europe was redrawn.

Level 5 Explains with evaluation of 'how important'

8

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2 (a) What were (i) the ‘Missouri Compromise’, and (ii) ‘Bleeding Kansas’?

Level 1 General answer **1-2**
 e.g. 'Disputes over slavery.'

'About who should decide on slavery.'

Level 2 Describes what they were **2-5**
 e.g. 'Missouri applied to be admitted as a state to the Union (1820) and it raised the issue if it was to be a free or slave state. At the time the balance was equal with eleven of each.'

'A compromise was agreed in Congress. It was admitted as a slave state to balance the recently admitted free state of Maine.'

'In future slavery would be excluded from any state north of a state line of latitude.'

'A principal of self-determination was applied to Kansas and Nebraska. Both states were north of the Missouri Compromise line.'

'This caused a minor civil war in Kansas between the two sets of supporters. A number of people were killed.'

'It caused a split in the main political parties and led to the formation of the Republican Party.'

Note: Up to four marks can be awarded for a good answer on one.

(b) Why did the issue of slavery become so important in the relations between the North and the South?

Level 1 General answer **1**
 e.g. 'Because they could not agree'

Level 2 Identifies why **2-4**
 e.g. 'Because they held opposing views over slavery.'

'The balance was being upset.'

'Each was looking after their own interests and could not agree.'

'The economies were different.'

Level 3 Explains why **4-7**
 e.g. 'There were two opposing views on slavery and this was splitting the country. The North wanted freedom, the South wanted slaves.'

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'When the northern states tried to prevent the extension of slavery into the new states opened up by the western settlers, the slavery issue became explosive.'

'The southern states were afraid the slave states would be outnumbered by free states.'

'The southern states wanted to preserve the traditional freedom and were opposed to a strong central Washington government.'

'Issues of slavery were settled by the unsatisfactory system of compromise.'

(c) How great a President was Abraham Lincoln? Explain your answer.

Level 1 Unsupported assertions **1**
e.g. 'He was because he is known as the greatest of Presidents.'

Level 2 Identifies positive AND/OR negative **2-3**
e.g. 'He set slaves free.'

'He wanted a united nation.'

'He was President during the Civil War.'

General career description to be credited in this level.

Level 3 Explains positive OR negative **3-5**

Level 4 Explains positive AND negative **5-7**
e.g. 'A number of southern states had left the union because of Lincoln's view on slavery. On his inauguration he warned the southern states that there should not be a split over one real issue.'

'He issued the Emancipation Proclamation on 1st January 1863 setting free the slaves in the Confederacy.'

'He was famous for his Gettysburg speech about giving lives so that a nation might live.'

'After the war he wanted to make the Union stronger than ever, treating the South with compassion to ensure there was no aftermath of bitterness.'

'He is quoted as saying he wanted a just and lasting peace.'
'The war caused 600,000 deaths.'

Conduct and impact of the War will be credited in these levels.

Level 5 Explains with evaluation/judgement **8**

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3 (a) Describe Perry's second mission to Japan.

Level 1 General answer **1-2**
 e.g. 'He signed a treaty.'

'He weakened the Shogun.'

Level 2 Describes mission **2-5**
 e.g. 'His second mission was in February 1854.'

'He returned with eight ships.'

'He signed the Treaty of Kanagawa on 31st March 1854.'

'The Treaty gave the US most favoured nation status and opened up areas to US ships.'

'The position of the Shogun (as military dictators) was weakened as the Shogun had given into the demands of a foreigner.'

(b) Why was Japan reluctant to open up to foreigners?

Level 1 General answer **1**
 e.g. 'Afraid of change.'

Level 2 Identifies why **2-4**
 e.g. 'Feared the impact of foreign influence.'

'Wanted to avoid conflict.'

'Protect way of life.'

'Seen as a threat to power.'

Level 3 Explains why **4-7**
 e.g. 'Fear of the power of outsiders threatening the position of the Shoguns.'

'The Shoguns had deliberately kept Japan isolated from the west to ensure rival lords did not acquire weapons or allies from overseas.'

'This fear was reflected in a Government order to drive off foreign ships. 'Because they saw the development of American power, and America needed to have a staging post in Japan. This could affect the balance of power in the Pacific.'

'The fear of the foreign influence on Japan's culture, heritage and language.'

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(c) To what extent did Perry's missions bring about change in Japan? Explain your answer.

- | | | |
|----------------|---|------------|
| Level 1 | Unsupported assertions
e.g. 'They had to change as foreign influence began.' | 1 |
| Level 2 | Identifies changes
e.g. 'The missions encouraged trade.'

'Foreigners could live in Japan.'

'The way of life changes.'

'The ruling power changed.' | 2-3 |
| Level 3 | Explains changes OR continuity/other influences | 3-5 |
| Level 4 | Explains changes AND continuity/other influences
e.g. 'He opened the door and following the Treaty of Kanagawa, Japan made similar treaties with Britain (1854), Russia (1855) and Holland (1855).'

'The Treaty of Kanagawa meant America had permission to base a consul in Japan. The first one was Hams who helped persuade the Japanese to negotiate a full commercial treaty that opened up Japan to the west. Others followed and became known as the Treaties with the Five Nations.'

'These Treaties allowed foreigners to live in Edo and Osaka and they were granted extra-territorial rights, that is they lived under their own laws not Japan's.'

'These treaties encouraged some to gain weapons from the west and to learn more about western ways and technology to improve the lives of the Japanese people. Japanese students went to New York and London.'

'Some resented the moves as it would challenge the whole way of life and this led to the murder of foreigners. In response the British bombarded Kagoshima. This led to the training of young Samurai by the Royal Navy.'

'The continued dispute erupted into civil war and this resulted in the decline of the Shogun and the installation of a new Emperor (Meiji).'

'This change saw the rise of Japan as a world power with changes in constitution, social life, economic development and military power.'

Please ensure that responses that concentrate one aspect e.g. social change do not receive excessive credit. | 5-7 |
| Level 5 | Explains with evaluation of 'to what extent' | 8 |

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4 (a) Describe the Balkan Wars of 1912-13.

Level 1 General answer 1-2

e.g. 'Disputes between the Balkan countries.'

'Turkey was removed/defeated.'

Level 2 Describes the Wars 2-5

e.g. 'The Balkan League was formed by Bulgaria, Serbia and Greece in response to the treatment of Christian subjects by the Turks in Macedonia.'

'The Turks were defeated by the Balkan League in the first Balkan War. The main outcome of this War was the expulsion of Turkey from most of Europe.'

'This concerned the Great Powers. The Austrians were opposed to any move to give Serbia access to the Adriatic.'

'Under the Treaty of London, Macedonia was divided amongst the Balkan countries and Albania was created.'

'Four weeks later the second war began as Bulgaria was dissatisfied with her share. Bulgaria was defeated and a new peace treaty left Serbia as the leading Balkan power.'

(b) Why were the Balkans a source of international tension in the years before the First World War?

Level 1 General answer 1

e.g. 'There were disputes that affected others.'

'The wars threatened security.'

Level 2 Identifies why 2-4

e.g. 'There were many nationalities mixing together.'

'Turkey was in decline leaving a gap.'

'Russia and A-H wanted control of the area.'

Level 3 Explains why 4-7

e.g. 'There was intense rivalry between Russia and Austria-Hungary.'

'The area was once part of the Turkish Empire but they had been removed and nations such as Serbia, Bulgaria and Romania had become independent.'

'Serbia (the most powerful) was mainly people of the Slav race and wanted to bring all the Slavs in the area together.'

'Austria-Hungary was concerned that the large number of Slavs living in its lands would want to join Serbia.'

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'Russia supported Serbia as Serbia was a rival of A-H and they wanted to limit the influence of A-H in the Balkans. Russia's long term aim was to gain ports on the Mediterranean.'

'The Black Hand carried out acts of terrorism in A-H to show their disapproval and this resulted in the assassination of Archduke Ferdinand. A-H (with Germany as an ally) invaded Serbia. Russia promised support for Serbia and thus Germany declared war on Russia.'

(c) Why did the 1914 Balkan crisis cause European War, but earlier crises did not?

Level 1 Unsupported assertions **1**
e.g. 'Because countries thought they were being threatened'.

'It was not caused by one event.'

Level 2 Identifies reasons **2-3**
e.g. 'Because of the assassination of the Archduke.'

'Because of power of Serbia.'

'Because of the Alliances.'

'The Battle for military supremacy was not enough.'

Level 3 Explains why 1914 OR earlier crises **3-5**

Level 4 Explains why 1914 AND not earlier crises **5-7**
e.g. Why the Balkans in 1914?

'Serbia had emerged in 1914 as the most powerful country in the Balkans. It had a strong army and was supported by Russia.'

'This was serious for Austria as it stirred up Slavic people in Austria. Austria were then looking for any reason to crush Serbia.'

'Austria's change came with the murder of Archduke Ferdinand. Austria blamed Serbia and gave an ultimatum. Serbia did not accept and Austria declared war. They were supported by Germany.'

'When Russia promised support to Serbia, Germany declared war on Russia. France went to aid its ally, Russia. This just left Italy and Britain.'

'Under the Treaty of London, Britain declared war on Germany when they attacked Belgium.'

Other Crises (candidates need to explain why not)

'Britain and Germany were battling for naval supremacy as Germany threatened Britain's naval supremacy. This built up tension.'

'Germany wanted to build an empire and challenged French control of Morocco (1905 and 1911). Britain supported France. This was a crisis averted by Germany backing down.'

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'Germany had humiliated France and taken French territory and France wanted these territories back.'

'There were two main groups of allies. Britain, France and Russia (Triple Entente) and Germany, Austria-Hungary and Italy (Triple Alliance).'

Level 5 Explains with evaluation

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5 (a) In what ways did the Treaty of Versailles weaken the German economy?

Level 1 General answer 1-2

e.g. 'The financial impact was high.'

'They lost important land.'

'Unemployment rose.'

'They could not meet repayments.'

Level 2 Describes ways 2-5

e.g. 'Germany had to accept full blame for starting the wars and had to pay reparations of £6600 million.'

'A reduction in the numbers in the armed forces increased unemployment.'

'The Saar and Upper Silesia were lost. These were important industrial areas.'

(b) Why did Germany dislike the Treaty of Versailles?

Level 1 General answer/describes terms of Treaty 1

e.g. 'It was unfair/harsh.'

Level 2 Identifies why 2-4

e.g. 'It was a diktat.'

'It ignored the 14 points.'

'It reduced the armed forces.'

'It would stop them recovering.'

'They were humiliated.'

Level 3 Explains why 4-7

e.g. 'They were not allowed to attend the Paris peace conference. The terms were presented to Germany without negotiation.'

'They had been forced to accept the responsibility for the war and the damage caused and therefore had to pay reparations.'

'The amount of reparations was extremely high and this led to hyperinflation.'

'It reduced the armed forces whilst others did not, thus reducing its symbol of pride.'

'It lost territory. Its colonies and the Saar and Upper Silesia were important to the German economy. This was humiliating.'

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'Under the 14 points other countries were granted self-determination but Anschluss with Austria was forbidden and in Czechoslovakia Germans were ruled by non-Germans.'

(c) To what extent was the Treaty of Versailles a sensible treaty in the circumstances of the time? Explain your answer.

Level 1 Unsupported assertions **1**
 e.g. 'It was because it ensured fighting ended.'

Level 2 Identifies why **2-3**
 e.g. 'It was dealing with complex problems.'

'There was demand for revenge.'

'A less harsh treaty would not have satisfied public opinion.'

'It did not meet the thoughts of the Big three leaders.'

'Germany had to pay 6600m.' (Identifies clauses)

Level 3 Explains why it was sensible OR not **3-5**
 e.g. 'Germany had to pay reparations for all the damage caused.'

'It returned land (Alsace-Lorraine) that Germany had captured in earlier times.'

'It could not have been sensible as it was imposed - a diktat.'

'Germany had already agreed to many of the terms in the armistice.'

'With hindsight the Treaty helped to create the Nazi regime in Germany.'

Level 4 Explains why it might AND might not be sensible at the time **5-7**

e.g. 'The war had been very severe. The victors were determined that the terms were so severe that there was no chance of hostilities breaking out again.'

'The agreed armistice terms impacted on the peace treaty. Germany had accepted the principle of reparations, the loss of Alsace-Lorraine and the army leave the left bank of the Rhine. It should therefore not have been a surprise when they appeared in the final peace treaty.'

'All the politicians at the peace conference were under pressure to meet the expectations of public opinion not make the peace treaty they wanted and there had to be compromise.'

'It was a view that if Germany had won they would have enforced a more severe treaty as they had done against Russia in March 1918.'

'It set up a body, the League of Nations to deal with any unresolved issues.'

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'Each of the big three thought that it might have been different. There was a fear that the harshness might result in further war (Britain) whilst France thought it should have been more severe to punish Germany for earlier events.'

Level 5 Explains with evaluation of 'to what extent - at that time' 8

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6 (a) What was the Hoare-Laval Pact?

Level 1 General answer 1-2

e.g. 'It was a plan to end the invasion of Abyssinia.'

'It was drawn up by Britain and France.'

'Abyssinia would be split up.'

Level 2 Describes pact 2-6

e.g. 'Under the plan Italy would gain much of the fertile lands in the north and south of the country.'

'A huge area in the south was to be reserved for future Italian economic expansion and settlement.'

'Abyssinia would be reduced to half its original size (two thirds).'

'There would be a narrow access to the Red Sea.'

Reasons for pact max of L2/3

(b) Why was the conquest of Abyssinia by Italy not prevented by the League of Nations?

Level 1 General answer 1

e.g. 'The League were not strong enough.'

Level 2 Identifies why 2-4

e.g. 'Most powerful members not prepared to act.'

'Sanctions did not work.'

'They wanted Mussolini on their side.'

Level 3 Explains why 4-7

e.g. 'Britain and France, the most important members of the League, were not prepared to take effective action.'

'Britain and France needed Mussolini's friendship because they saw him as a potential ally against Germany.'

'Britain, France and Italy had signed the Stresa Front agreement to stop German expansion in Austria.'

'Britain and France did not want to provoke Mussolini more than necessary and thus kept the Suez Canal open.'

'Action was made more difficult as Italy was a founder member of the League.'

'Britain and France had colonies in Africa. To many it did not seem unreasonable that Italy should also have the same.'

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'France had made secret agreements with Mussolini giving economic concessions. Mussolini may have thought that France would not object.'

'Britain and France were not willing to risk war. No other League member had the strength to take on Mussolini.'

'The League imposed sanctions but these did not include oil restrictions and were ineffective.'

(c) To what extent can the outbreak of war in 1939 be blamed upon the failure of the League of Nations? Explain your answer.

Level 1 Unsupported assertions **1**
e.g. 'The League was weak/self interested.'

Level 2 Identifies reasons **2-3**
e.g. 'The League of Nations failed to prevent war as it would not take action against countries.'

'Germany hated the Treaty of Versailles.'

'The policy of appeasement just delayed the inevitable.'

'Hitler followed an aggressive foreign policy.'

Level 3 Explains failure of League of Nations OR other reasons **3-5**

Level 4 Explains failure of League of Nations AND other reasons **5-7**

e.g. League of Nations

'The Great Depression affected the League. Britain did not want to get involved sorting out international disputes while its economy was suffering. Japan wanted to improve its economy and invaded Manchuria. Italy invaded Abyssinia.'

'Unemployment in Germany led to the growth of power of the Nazi party who made no secret of the desire to overthrow the Treaty of Versailles.'

'The League's main weapon was sanctions. They were unwilling to impose meaningful ones against powerful countries such as Italy.'

'The failure of the League to act against Japan and Italy led to its demise.'

Long-term consequences of peace treaties

'Germany were resentful and were determined to reverse its terms.'

'The impact of the treaties and the Great Depression brought military extremists to power.'

Hitler's policies

'His rise to power was assisted by his promise to destroy Versailles Treaty.'

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'His desire for "lebensraum" for German people threatened European peace.'

'Hitler left the League and immediately began to re-arm.'

'In 1936 he re-militarised the Rhineland against the terms of the Treaty.'

'Treaties with other extremists such as Rome-Berlin Axis, 1936.'

'The Anschluss with Austria took place in 1938.'

'There then followed the agreement to Hitler's demand for the Sudetenland and despite the promise of no war Hitler took over the rest of Czechoslovakia.'

'Hitler wanted the Polish corridor back and invaded Poland.'

Britain and France

'The Anglo-German Naval Treaty Of 1935 allowed Germany to increase its navy, failing to uphold the terms of the Treaty.'

'Britain and France followed a policy of appeasement but this failed as it allowed Hitler to take what he wanted. It did, however, gain time.'

Nazi-Soviet Pact

'The pact left Britain and France to fight Germany alone. Hitler did not believe they would go to war over Poland.'

Level 5 Explains with evaluation of 'to what extent'

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7 (a) What was the Ho Chi Minh Trail?

Level 1 General answer **1-2**

e.g. 'A route named after the leader of North Vietnam.'

'A link route.'

Level 2 Describes what it was **2-5**

e.g. 'A network of tracks for bicycles, trucks and tanks.'

'It was the supply route from north to South Vietnam.'

'It passed through Laos and Cambodia.'

'It was used to move troops from North Vietnam after 1964.'

'They were jungle tracks.'

'A route between North and South Vietnam.'

(b) Why did the USA find it impossible to defeat the Vietcong?

Level 1 General answer **1**

e.g. 'Because they were fighting in their own country.'

Level 2 Identifies why **2-4**

e.g. 'Because of the difficulty of the terrain.'

'Because of guerrilla warfare.'

'It was difficult to find the enemy.'

Level 3 Explains why **4-7**

e.g. 'The Vietcong continued to receive supplies from North Vietnam and China down the Ho Chi Minh Trail.'

'The Vietcong fought a guerrilla war. They came out of the jungle and carried out acts of sabotage or sudden ambushes or booby traps. The American soldiers lived in constant fear of surprise attack and this affected morale.'

'They had the support of most locals and were easily absorbed back into village life.'

'The Americans were unable to distinguish between villagers and Vietcong members.'

'In the jungle the Vietcong built extensive networks of tunnels where they had storehouses, workshops, kitchens and hospitals. These were very difficult to find and destroy.'

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(c) How far was the US public opinion the most important reason for America's withdrawal from Vietnam? Explain your answer.

Level 1	Unsupported assertions e.g. 'It was because people saw what was happening.'	1
Level 2	Identifies reasons e.g. 'America were not winning.' 'The war was extremely costly.' 'A lot of people were killed.'	2-3
Level 3	Explains agreement OR disagreement	3-5
Level 4	Explains agreement AND disagreement e.g. ' <u>Public opinion</u> was changing. The war was very costly in terms of military supplies and yet the Vietcong could still attack Saigon.' 'This was the first televised war and American people were horrified at the barbaric nature of American attacks an example being My Lai.' 'As more and more soldiers returned in body bags or were considered to be on drugs, public opinion turned.' 'It led to open criticism of Johnson -"Hey, Hey, LBJ, how many kids did you kill today".' 'The <u>Tet Offensive</u> highlighted the cost of war. There were nearly 500,000 troops in Vietnam and America was spending \$20 billion a year yet little impression was being made and the Vietcong were able to launch major offensives.' 'The <u>Media</u> had a significant impact. It showed children being burned by napalm and people in villages massacred.' 'The <u>policy</u> of search and destroy, bombing and the use of chemical weapons failed and Johnson changed the policy after the Tet Offensive as he realised the war could not be won militarily. A policy of Vietnamisation was adopted.'	5-7
Level 5	Explains with evaluation	8

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8 (a) Describe the work of any two of the agencies of UNO.

Level 1 General answer 1-2

e.g. 'The agencies worked to improve things.'

'They work to bring about the UN Charter.'

Level 2 Describes work 2-5

e.g. 'UNESCO aims to contribute to world peace by increasing co-operation and respect for human rights among nations. It has aided literacy development in countries where it is needed and provided clean water supplies in developing countries.'

'WHO aims to improved the standard of health and health provision around the world. It has played a part in vaccination for cholera, malaria and smallpox.'

'UNICEF was originally set up to help children affected by the Second World War. It aims to help children in poorer areas and raises its own money. It provides training for expectant mothers and runs child health centres.'

Allow up to four marks for one.

Others include Food and Agriculture (FAO), Labour, (ILO) and Monetary (IMF).

(b) Why have most countries become members of UNO?

Level 1 General answer 1

e.g. 'To improve the way of life.'

Level 2 Identifies why 2-4

e.g. 'To get aid.'

'To get security.'

'To try to keep the peace.'

'To promote respect for human rights.'

Level 3 Explains why 4-7

e.g. 'One of the main aims of the UNO was to have an international security system to keep the peace. This happened in Korea, Suez and the Congo.'

'It aimed to solve world problems through international co-operation. To do this it established its special agencies such as WHO.'

'It provides collective security whilst respecting individual ideologies and beliefs.'

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(c) How far has the importance of the UNO increased since 1945? Explain your answer.

- Level 1 Unsupported assertions** **1**
e.g. 'It must be as membership has increased.'
- Level 2 Identifies importance** **2-3**
e.g. 'The UN was involved in Korea, in the 1950s.'
'There are now over 150 members.'
'Sometimes it has not acted as in Vietnam.'
- Level 3 Explains agreement OR disagreement** **3-5**
- Level 4 Explains agreement AND disagreement** **5-7**
Candidates may well answer the question by explaining the work, or lack of activity, of the UN. This should gain credit in L3 or L4.
e.g. 'In Korea the UN was successful as it prevented the annexation of South Korea by North Korea. Some might say it failed because it failed to re-unite Korea. Others will argue that as a result the UN was under the control of the USA who were using it as a fight against communism.'
'The Suez crises of 1956 showed how it was possible for a UN force to get involved in keeping the peace.'
'In the Congo the UN created a good impression by acting decisively. It removed Belgian forces and stopped the Soviet Union from playing an active role.'
'More recently the UN acted successfully in the Gulf War, 1991-92 under Operation Desert Storm.'
'Many have seen the value of the Agencies to improve education and health. The WHO sends doctors and nurses, with aid, to where the need is. They have almost eradicated smallpox for example.'
'There are some crises in world affairs where the UN did not act because the Security Council could not agree about what should be done. These include Hungary and Cuba, Vietnam, the Russian invasion of Afghanistan and the Falklands.'
'Despite promoting world peace, in the late 1980s there were at least 20 areas of conflict in existence.'
'The increase in membership means that the voice of the weaker nations can now be heard and can out vote the super powers.'
- Level 5 Explains with evaluation of 'how far'** **8**

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SECTION B - DEPTH STUDIES

9 (a) Describe the Munich Putsch of 1923.

Level 1 General answer **1-2**

e.g. 'Hitler tried to seize power.'

'It was a Nazi rebellion.'

Level 2 Describes the Putsch **2-5**

e.g. 'An attempt to overthrow the Weimar Republic.'

'Hitler believed the German economy was on the verge of collapse and decided to seize power.'

'On 8th November Hitler and his supporters broke up a meeting in a Munich beer-hall where leaders of the Bavarian state government were speaking.'

'He forced the leaders to take part in a rebellion.'

'They were allowed to leave and they then changed their minds.'

'On 9th November Hitler and 3000 Nazis marched on Munich. The police opened fire and sixteen Nazis were killed.'

'Hitler was arrested for conspiracy and sentenced to five years.'

(b) Why did the Nazi Party make little progress in Germany before 1930?

Level 1 General answer **1**

e.g. 'They could not gain enough votes.'

'They were not in power.'

'Had little support.'

Level 2 Identifies why **2-4**

e.g. 'The Weimar Republic was doing well.'

'The party was banned.'

'Hitler was put in jail.'

'They used violent tactics.'

'Conditions in Germany began to improve.'

Level 3 Explains why **4-7**

e.g. 'The success of Stresemann's policies meant there was little support for extremists.'

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'Hitler was put in jail following the Munich Putsch and the Nazi Party was banned.'

'The Party had extremist ideas, nationalism, anti-Semitism, and these were unacceptable to many.'

'They set up the SA and its violent tactics were notorious.'

'They did not appeal to the working classes as they were more likely to support the communists.'

(c) Did the election results of 1930-33 prove that the people of Germany supported Hitler's ideas and policies? Explain your answer.

- Level 1 Unsupported assertions** **1**
e.g. 'Yes as they gained the most seats.'
- 'No as they did not act fairly.'
- Level 2 Identifies proof** **2-3**
e.g. 'The support for the Nazi Party went from 12 to 288 seats.'
- 'Hitler became Chancellor.'
- 'They stopped the Communist Party.'
- Level 3 Explains agreement OR disagreement** **3-5**
- Level 4 Explains agreement AND disagreement** **5-7**
e.g. 'Before 1930 the Nazis had only 12 seats. During this time Hitler exploited the problems of the government holding huge rallies and making speeches on tours around Germany. He promised to restore Germany's economy. This resulted in an increase of support that gained 107 seats.'
- 'As a result of the July 1932 elections the Nazis became the biggest party in the Reichstag with 230 seats.'
- L3 or L4
'Communist support continued to increase suggesting support elsewhere. Hitler had to suppress Communist Party.'
- 'Not everyone voted freely for Hitler.'
- 'Whilst Nazi Party was largest seat holder, it did not have an overall majority.'
- 'Support slipped in November 1932, reducing to 196 seats.'
- Level 5 Explains with evaluation** **8**

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10 (a) Describe the activities of the Hitler Youth organisations.

Level 1 General answer **1-2**
 e.g. 'It was to fit them into adult Nazi life.'

Level 2 Describes activities **2-5**

- e.g. 'To win the hearts and minds of the young (indoctrinate).'
- 'There were groups of Little Fellows, Young Folk and Hitler Youth.'
- 'For girls there was the Young Girls and then League of German Maidens.'
- 'Great emphasis on physical activity and military training.'
- 'Camps, sporting activities and marches.'
- 'Prepared boys for war and girls for motherhood.'
- 'The boys wore uniforms and learned how to use guns.'

(b) Why did the Nazis want to change and control women's roles?

Level 1 General answer **1**
 e.g. 'For the future.'

Level 2 Identifies why **2-4**

- e.g. 'To condition them.'
- 'To impose their strong views of the role of women.'

Level 3 Explains why **4-7**

- e.g. 'The Nazis had strong views about the place of women in society. It was to be at home as child-bearers.'
- 'They banned women from important roles as they thought incapable of thinking without emotion.'
- 'The birth rate was falling and women were encouraged through Nazi propaganda to have as many children as possible.'
- 'From 1937 they changed their views as they had to find ways of getting women out to work in the war effort.'

(c) How successful were Nazi policies towards young people? Explain your answer.

Level 1 Unsupported assertions **1**
 e.g. 'They were successful as many joined.'

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Level 2 Identifies policies 2-3

e.g. 'To win over the hearts and minds of the young.'

'There were youth movements.'

'Education was controlled.'

Level 3 Explains agreement OR disagreement 3-5

Level 4 Explains agreement AND disagreement 5-7

e.g. 'The Hitler Youth was founded in 1926. When the Nazis took power in 1933 there were 100,000 members. It covered different age groups.'

'It was used to indoctrinate children with Nazi ideas and prepare them for adult life.'

'In 1936 the Hitler Youth Law made membership compulsory although some were reluctant to join. By 1939 the vast majority of young Germans were members.'

'Many were happy to join, as there were few other organisations for them as youth clubs connected to other political parties and the churches had been shut down. They enjoyed many of the activities such as sports and camping. For boys it was a training ground for the army.'

'The Nazis controlled education. They dictated which subjects were to be taught and made sure that Nazi ideas and racial beliefs were included in the teaching of subjects. Textbooks were re-written to conform to Nazi beliefs.'

'Subjects like history and biology became important. For the girls emphasis was placed on domestic life and role.'

Level 5 Explains with evaluation 8

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11 (a) What was 'Bloody Sunday'?

Level 1 General answer **1-2**

e.g. 'It was a demonstration.'

'People were killed.'

'It took place on 22nd January 1905.'

Level 2 Describes Bloody Sunday **2-5**

e.g. 'It was a mass demonstration in St. Petersburg.'

'The marchers were led by Father Gapon and intended to march to the Tsar's Winter Palace.'

'The crowd were attacked by soldiers and mounted Cossacks. Official figures showed about 100 were killed others place it as high as 200. There were many injured.'

'Public outrage plunged Russia into full-scale revolt.'

(b) Why did working men want to present a petition to the Tsar on 22nd January 1905?

Level 1 General answer **1**

e.g. 'Because of the poor conditions.'

Level 2 Identifies why **2-4**

e.g. 'To improve working conditions.'

'To increase wages.'

'To get trade unions.'

'To improve living conditions.'

Level 3 Explains why **4-7**

e.g. 'The government had tried to set up government approved trade unions but the workers wanted free unions.'

'They were angry at the humiliating defeats suffered in the war with Japan.'

'The peasants were desperately poor and many had little money to buy food.'

'In the towns workers suffered long hours under dangerous conditions for little pay.'

'Towns were overcrowded and many workers slept on the factory floor. Others lived in overcrowded shared accommodation.'

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'The rule was oppressive with opposition groups being dealt with by the Okhrana by torture, imprisonment and execution.'

(c) 'The Tsar learned nothing and the people gained nothing from the 1905 revolution.' Do you agree? Explain your answer.

Level 1 Unsupported assertions **1**
e.g. 'He must have learned nothing he tried to trick the people.'

Level 2 Identifies Tsars actions OR impact on people **2-3**
e.g. 'The Tsar lost respect.'

'The Tsar issued the October Manifesto.'

'There was an elected parliament.'

'There was repression.'

'The peasants lot improved.'

Level 3 Explains agreement OR disagreement **3-5**

Level 4 Explains agreement AND disagreement **5-7**
e.g. 'The Tsar lost the respect of the people and riots and strikes followed.'

'Unrest continued and the people became more co-ordinated. The Constitutional Democrats and Peasants' Union were established. Workers established the St. Petersburg Soviet. This was broken up and the leaders sent to Siberia.'

'The Tsar realised he had to make concessions and issued the October Manifesto. This promised a constitutional monarchy and elected parliament.'

'By this Manifesto the Tsar had split the opposition but he had acted in bad faith as he was determined to get back power as soon as he could.'

'When the first Duma met they made demands for further concessions. The Tsar simply dissolved the Duma.'

'People who objected were treated repressively.'

'The Third Duma gave more freedom and openness. For the first time people could share in political life and the Duma could debate important issues. The Tsar no longer had total power.'

'The Tsar appointed Stolypin as Prime Minister and he dealt severely with any uprisings through Field Courts for Civilians. On the other hand he wanted to make the peasants better off so as to stop revolts.'

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'In time the Tsar dismissed all his chief advisers and relied solely on his wife and Rasputin. During the war he even left the country under the Tsarina whilst he went to lead his troops at the front.'

Level 5 Explains with evaluation

8

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12 (a) What were the 'show trials' of the 1930s?

- Level 1 General answer** **1-2**
e.g. 'Trials in public.'
- 'To get rid of people.'
- Level 2 Describes trials** **2-5**
e.g. 'Trials of top communists.'
- 'An opportunity to get rid of the old Bolsheviks.'
- 'Part of the Purges.'
- 'Important individuals who 'confessed' in public trials.'
- 'The important show trials included Zinoviev and Kamanev in 1936 and Bukharin and Rykov in 1938.'
- 'Trials staged for the benefit of the media.'
- 'There was no real evidence put forward. Confessions were obtained by torture.'

(b) Why did Stalin carry out purges in the 1930s?

- Level 1 General answer** **1**
e.g. 'Because of insecurity.'
- Level 2 Identifies why** **2-4**
e.g. 'Because he felt threatened.'
- 'To deal with those who were thought to be disloyal.'
- 'To deal with those who he had defeated to gain power.'
- Level 3 Explains why** **4-7**
e.g. 'He had to make sure that there was no opposition within the USSR to his plans to make the country economically strong.'
- 'He had got the better of Trotsky but feared his enemies would attempt to overthrow him. This was particularly strong during the terrible violence during the collectivisation and industrialisation campaigns of the early 1930s.'
- 'The communist party periodically carried out purges to remove those suspected of being disloyal. This time it was at the top level of the party.'
- 'Stalin was not prepared to accept challenges to his authority. He feared Kirov and had him murdered and then used this as an excuse to turn on Zinoviev and Kamenev who were given long prison sentences.'

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(c) Had Stalin made the USSR a stronger country by 1941? Explain your answer.

Level 1 Unsupported assertions **1**
 e.g. 'He was determined to modernise.'

Level 2 Identifies impact **2-3**
 e.g. 'He improved industry.'

'He introduced collectivisation.'

'He was ruthless in his quest.'

Level 3 Explains agreement OR disagreement **3-5**

Level 4 Explains agreement AND disagreement **5-7**

e.g. 'Using the Five Year Plans he turned Russia into the second greatest industrial power in the world in 30 years. Factories and mines developed over the Soviet Union. The Soviet Union was certainly transformed but could this have been achieved by other, less drastic measures.'

'There were advances in education and medicine. Enormous numbers learned to read and write. Ethnic minorities were encouraged to see themselves as Soviet citizens. Russian became a compulsory subject.'

'His industrialisation policies, and strong leadership, saved Russia from defeat in the Second World War as planes and tanks were available.'

'The use of targets in the Five Year Plans produced quantity at the expense of quality. There were not enough skilled workers. The workers had no rights and were subjected to harsh discipline.'

'By the 30s living standards were beginning to rise very slowly. Housing remained poor.'

'Collectivisation was not successful despite the terrible upheaval production levels failed to reach those of pre-1914 despite new machinery.'

'He caused the death of millions of people during collectivisation and the purges.'

'He got rid of some of the Soviet Union's best brains - thinkers, writer, artists - people who could have produced brilliant work in many fields.'

'He destroyed the Communist Party by turning it into an organisation for carrying out his orders.'

'He got rid of old Communists who might have been able to steer the Soviet Union towards a more humane form of socialism.'

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'He was responsible for 30 years of terror and fear turning Russia into a totalitarian state.'

Level 5 Explains with evaluation

8

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13 (a) How did the USA try to enforce the Prohibition laws?

Level 1 General answer **1-2**
e.g. 'Through the law.'

'By the police.'

Level 2 Describes methods **2-5**
e.g. 'By appointing a Prohibition Commissioner (John F. Kramer).'

'Appointing 1500 prohibition agents.'

'The role of the agents was to ensure alcohol was not sold. They arrested offenders.'

'The number of agents doubled in ten years.'

'The government ran information campaigns.'

Candidates may refer to the operations of agents Einstein and Smith and this should be credited.

(b) Why did Prohibition fail?

Level 1 General answer **1**
e.g. 'People ignored it.'

Level 2 Identifies why **2-4**
e.g. 'It was difficult to enforce.'

'There was large scale evasion.'

Level 3 Explains why **4-7**
e.g. 'Prohibition actually made alcohol more attractive with illegal bars opening up.'

'It proved impossible to stop people getting alcohol either by smuggling or making their own.'

'It was crazy spending public money on enforcing an unpopular law when it could be made legal and create jobs for the unemployed during the depression.'

'Many people were unhappy that it was increasing organised crime and wanted repeal.'

'Getting rid would increase tax revenues and free up resources used trying to enforce the law.'

'There were too few police to deal with the problem and it led to bribery and corruption.'

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(c) Which had greater impact on the USA in the 1920s: Prohibition or the emancipation of women? Explain your answer.

Level 1	Unsupported assertions e.g. 'People made money.' 'There was more freedom.'	1
Level 2	Identifies impact e.g. 'Alcohol was made attractive.' 'It introduced "moonshine".' 'Smuggling increased.' 'Organised crime increased.' 'Women made choices.' 'Women became independent.'	2-3
Level 3	Explains impact of ONE	3-5
Level 4	Explains impact of BOTH <u>Prohibition</u> e.g. 'It made alcohol more attractive with illegal bars opening up causing consumption to rise.' 'People tried to make their own alcohol which could be lethal and some people died.' 'Smuggling from overseas and Canada allowed people to make huge amounts of money.' 'It gave crime an enormous boost. Gangsters made huge profits from manufacturing and selling alcohol.' 'It increased gang crime, bribing of police, protection rackets and corruption of public officials.' <u>Emancipation of women</u> e.g. 'In 1920 women were granted the right to vote.' 'More women went out to work making them financially independent.' 'Women who earned money were increasingly seen as the ones who made decisions. Ford even began to make cars in different colours.' 'Women were less likely to stay in an unhappy marriage and divorce rates doubled.' 'Life in the home became easier. Contraception reduced the size of families. Labour saving devices - washing machines, refrigerators and vacuum cleaners - made house work much less demanding.'	5-7

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'For some women the traditional restrictive role began to change. Women wore more daring clothes. They smoked and drank in public. They went out with men without a chaperone.'

Level 5 Explains with evaluation of 'how far'.

8

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14 (a) What were the 'hundred days' of Roosevelt's Presidency?

Level 1 General answer **1-2**

e.g. 'When new measures were introduced.'

'His first days in office.'

Level 2 Describes the 'hundred days' **2-5**

e.g. 'The time when he introduced the New Deal.'

'The attempt to bring America back from economic disaster.'

'Banks - Emergency Banking Act that closed all banks for four days. He then supported them so that they re-opened thus allowing the public to regain confidence in them.'

'Farming - Surplus produce was destroyed and compensation paid for loss of production.'

'Unemployed - Work provided for the unemployed on environmental projects in the countryside.'

'Industry - the NRA partnership with the government to guarantee fair wages and conditions.'

'Home owners were helped with low interest loans.'

'The Tennessee Valley Authority and Alphabet Agencies.' (Described)

'Fireside chats to the nation.'

(b) Why did most people support Roosevelt's 'New Deal'?

Level 1 General answer **1**

e.g. 'Because it improved life for them.'

Level 2 Identifies why **2-4**

e.g. 'He kept the people informed.'

'He put over his personality.'

'He sold his policies.'

'He brought hope.'

'He got people into work.'

Level 3 Explains why **4-7**

e.g. 'He spent public money to create jobs and put the USA back to work.'

'His strategies reduced unemployment significantly.'

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'It restored the faith in government.'

'The measures of the NRA strengthened the position of unions against the large industrial giants.'

'Many black Americans benefited from slum clearance and housing projects.'

'It lifted the depression by attempting to provide jobs, housing and food.'

(c) To what extent did Roosevelt fulfil the hopes of Americans in his first two terms as President (1933-40)? Explain your answer.

Level 1 Unsupported assertions **1**
e.g. 'He must have as he was re-elected.'

Level 2 Identifies strengths/weaknesses **2-3**
e.g. 'He gave the country direction.'

'He found jobs.'

'He got industry going.'

Level 3 Explains agreement OR disagreement **3-5**

Level 4 Explains agreement AND disagreement **5-7**
e.g. 'He gave hope back to the USA. His open, optimistic personality was ideal for coping with the challenges of the Depression.'

'He was able to give a sense that the whole nation was united in facing its problems together.'

'It was totally successful as America was put back to work, industry was moving again and the country was dragged out of depression.'

'Unemployment was not solved by the New Deal but the Second World War although numbers unemployed reduced and work provided employment for millions.'

'Some argued that there was too much bureaucracy and inefficiency and that it would have been better to allow free enterprise to run industry.'

'Some were concerned that what he was doing was unconstitutional.'

'Some argued that what he did still did not do enough to protect the poor. This opposition was led by Father Coughlin and Huey Long. They wanted pension reform.'

'Critics argued that American greatness was founded on citizens being responsible for supporting themselves. They criticised new sickness benefits and pensions as handouts. The road to socialism.'

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Candidates may well take specific aspects and use these to try to answer the question. This approach should be credited.

Level 5 Explains with evaluation of "to what extent" 8

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15 (a) What promises did the Communists make to the Chinese people to gain their support?

Level 1 General answer **1-2**

e.g. 'More influence for the people.'

'Removal of the old system of control.'

Level 2 Describes the promises **2-5**

e.g. 'To overthrow the landowning class system.'

'Peace and the removal of corruption.'

'A constitution which guaranteed certain freedoms for the people.'

'An improvement in agriculture and industry.'

(b) Why was the Second World War important to the Chinese Communists?

Level 1 General answer **1**

e.g. 'It helped gain public opinion.'

Level 2 Identifies impact **2-4**

e.g. 'Chiang became unpopular.'

'He allowed Japanese aggression.'

'The Communists tactics gained support.'

'They gained arms and status.'

Level 3 Explains impact **4-7**

e.g. 'There was a big move in popular opinion as they began to think Chiang was not fit to govern.'

'After the Japanese defeat the GMD proved to be incapable of honest and efficient government.'

'Chiang had refused to surrender to the Japanese and had allowed the Japanese to act with terrible cruelty. This allowed his popularity to trickle away.'

'At the same time the Communists seized the opportunity to carry out guerrilla warfare in the Japanese occupied territory and this helped them gain the support of the peasants.'

'The GMD officials lined their own pockets on the black market and ever increasing prices made it difficult for the peasants.'

'Chiang became unpopular as he was reluctant to use American aid, preferring to stock pile for later use against the Communists.'

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(c) How far was the Communist's victory in the Civil War due to the Nationalist's unpopularity? Explain your answer.

- Level 1 Unsupported assertions** **1**
e.g. 'It was because the Communists won.'
- Level 2 Identifies reasons** **2-3**
e.g. 'The Nationalists lost public support.'
'The Nationalists treated people harshly.'
'Because of inflation.'
'They were unpopular because of the Japanese war.'
'Because of how they fought.'
- Level 3 Explains agreement OR disagreement** **3-5**
- Level 4 Explains agreement AND disagreement** **5-7**
e.g. 'At the beginning of the war, the Nationalists controlled four hundred million people and four fifths of the land. Chiang Kai-Shek had little support in Northern China. Kuomintang troops treated the peasants and townspeople badly, looting and raping. KMT generals and officials were corrupt and arrogant. In Central China where they had been strongest before the Japanese invasion, the returning KMT officials were detested.'
'There was terrible inflation in the KMT areas, which ruined many families and even turned the middle classes against Chiang.'
'Chiang was blamed for not having fought strongly enough against Japan. This counted heavily against him.'
'The Red Army used guerrilla tactics against the more conventional modern equipped KMT. Thousands of nationalists changed sides.'
'The Communists were popular in Northern China as they cared for the peasants and did not take away their land, even the landowners and richer peasants. They did not take businesses from their owners. They treated people fairly such as equal rationing. They kept inflation low.'
- Level 5 Explains with evaluation of 'how far'.** **8**

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16 (a) What was the ‘Great Leap Forward’?

Level 1 General answer 1-2

e.g. ‘It was the second Five Year Plan.’

‘It followed the “Let a hundred flowers blossom” attempt to seek the views of the people of China.’

Level 2 Describes the Great Leap Forward 2-5

e.g. ‘The aim was to transform China, almost overnight, into a self-supporting, modern industrial state.’

‘There was still a difference between town dweller and poor villager and Mao wanted to build even larger factories but in smaller villages.’

‘Mao moved away from collective farms to the idea of Communes.’

‘All private property was abolished and people were expected to live in a communal way.’

‘Self-sufficiency was the key.’

(b) Why was the ‘Great Leap Forward’ criticised?

Level 1 General answer 1

e.g. ‘The system was not effective.’

‘Because of lack of progress.’

Level 2 Identifies why 2-4

e.g. ‘Goods were poor quality.’

‘Food was not available.’

‘The planned investment did not happen.’

Level 3 Explains why 4-7

e.g. ‘The output from the peasant workshops and backyard furnaces was poor quality.’

‘While peasants were busy producing goods, food was left to rot in the fields.’

‘Equal wages and communal land ownership did not give incentives to grow more.’

‘Communes were too large to be effective or efficient and output actually fell.’

‘The communes did not produce enough in taxation and so the money available to invest in industry was not available.’

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(c) To what extent had Mao made China a stronger country by 1963? Explain your answer.

- Level 1 Unsupported assertions** **1**
e.g. 'It was stronger because he changed from the old ways.'
- Level 2 Identifies ways/describes Mao's rule** **2-3**
e.g. 'He introduced Land Reform.'
'He improved education.'
'He changed the role of women.'
'He introduced the Great Leap Forward.'
- Level 3 Explains achievements OR failures** **3-5**
- Level 4 Explains achievements AND failures** **5-7**
e.g. 'He encouraged all to follow Communism, introducing the death sentence for political opponents saying "Whosoever wants to oppose Communism must be prepared to be smashed".'
'He introduced the Agrarian Reform Law (1950) when a more equitable sharing of food and land was introduced.'
'He introduced peacefully the idea of farming collectives where, by the middle of the 1950s, 95% of the peasants were using this method.'
'He realised that China needed to develop industrially and he concentrated on the heavy industries with targets set and new industrial centres growing up. As most industries were nationalised he was able to control prices and wages and attempt to reduce inflation.'
'He promised equal rights to women and a Marriage Reform Act was passed (1950). This abolished arranged marriages and made divorce easier for women.'
'Large sums of money were invested in education to ensure the supply of highly skilled workers.'
'In 1956 he took stock of his achievements encouraging the people to voice their opinions. These opinions were often very critical and the scheme was ended very quickly with many being arrested. It highlighted that there was still a long way to go and that opposition to communism still existed.'
'He introduced the Great Leap Forward but despite his claims it was not a success (see above).'
- Level 5 Explains with evaluation** **8**
'Because of a lack of Russian support China had not developed atomic weapons. This followed disagreement between Khrushchev and Mao.'

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17 (a) Describe the rise to power in South Africa of Cecil Rhodes.

Level 1 General answer **1-2**
 e.g. 'He owned companies.'

'He made wealth in mining.'

Level 2 Describes rise **2-5**
 e.g. 'He was a keen imperialist.'

'He went to South Africa in the early 1870s.'

'He made a quick fortune on the Kimberley diamond field.'

'He bought up a number of small mining companies and formed De Beers and had a monopoly by 1890.'

'He founded the British South Africa Company to develop the region now known as Rhodesia.'

'He was elected to the Cape parliament in 1880. Was Premier from 1890 to 1896. He was forced to resign over the Jameson Raid.'

(b) Why did the Jameson Raid fail?

Level 1 General answer/describes raid **1**
 e.g. 'It was not properly organised'

Level 2 Identifies why **2-4**
 e.g. 'There was no rising in Transvaal to support it.'

'Politicians took action.'

'Jameson was defeated.'

Level 3 Explains why **4-7**

e.g. 'It was supposed to be a secret but was not well kept in Johannesburg and the Boers realised trouble was brewing. The police prepared for action.'

'The politicians began to make concessions by agreeing to reduce some import duties, increase subsidies for English-speaking schools and to reconsider the whole issue of voting rights.'

'Jameson continued without support and was defeated.'

'The Uitlanders failed to revolt.'

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(c) Who was more to blame for the coming of war in South Africa in 1899: Rhodes or Kruger? Explain your answer.

- Level 1 Unsupported assertions** **1**
e.g. 'They both were to blame because of the way they acted.'
- Level 2 Identifies blame** **2-3**
e.g. 'The Jameson Raid caused a problem.'
'The way Kruger treated the Uitlanders caused a problem.'
'Rhodes held strong views about the role of the British government.'
- Level 3 Explains role of Rhodes OR Kruger** **3-5**
- Level 4 Explains role of both Rhodes AND Kruger** **5-7**
Rhodes
e.g. 'He supported the Uitlanders, many of whom were British and had gone to South Africa to make their fortune from the gold mining industry.'
'The Transvaal government needed Uitlanders skills and money but their attitude to them was harsh.'
'The Uitlanders resented being second class citizens and shared Rhodes' view that Afrikaner states must eventually come under British rule.'
'Rhodes supported the Jameson Raid but this failed and Jameson was forced to resign as prime minister of Cape Colony.'
- Kruger
e.g. 'Germany congratulated Kruger on the defeat of the Jameson Raid and sent troops to help Kruger. This angered the British government. Kruger now had support for his anti-Uitlander policies.'
'Kruger welcomed foreigners with money and expertise, but denied them political rights and imposed heavy taxation.'
'Kruger was re-elected president in 1898 and this continued the bitterness between Boers and the British making war inevitable.'
- Level 5 Explains with evaluation** **8**

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18 (a) Describe the activities of the ANC in the struggle against apartheid.

Level 1 General answer **1-2**
e.g. 'Started peacefully.'

'Became more violent.'

Level 2 Describes changes **2-5**
e.g. 'They adopted "stay at home" days in 1951 as part of a civil disobedience campaign.'

'In 1952 they called upon the PM to repeal the six unjust laws.'

'In June 1952 they began a Defiance Campaign to make the apartheid policy unworkable. This including going without passes.'

'It supported opposition to the Bantu Education Act of 1953.'

'In 1960 it called for a one-day protest against the Pass Laws.'

'The first act of sabotage was carried out on 16th December 1961.'

'In the 70s they set up bases in Angola and Mozambique within easy reach of Johannesburg and Pretoria.'

'In the 80s they helped the local resistance in the townships.'

(b) Why was Nelson Mandela released from prison?

Level 1 General answer **1**
e.g. 'Because of pressure.'

'Changing attitude.'

Level 2 Identifies why **2-4**
e.g. 'The government had a change of policy.'

'Political prisoners were being released.'

'They were given equal rights.'

Level 3 Explains why **4-7**
e.g. 'In February 1990, de Klerk announced that hundreds of political prisoners would be released.'

'Secret negotiations had been taking place between Botha and Mandela and these were continued.'

'He was released as part of the work by De Klerk to give equal rights to all South Africans.'

'De Klerk abandoned apartheid to avoid civil war and Mandela's release was part of this movement.'

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(c) Who was the more important in bringing about majority rule in South Africa: De Klerk or Mandela? Explain your answer.

- Level 1 Unsupported assertions** **1**
e.g. 'De Klerk was important as he brought change.'
- Level 2 Identifies actions** **2-3**
e.g. 'De Klerk looked at a mandate for reform.'
'Through the ANC and whilst in prison Mandela had worked for reform.'
'Mandela's charisma helped.'
- Level 3 Explains actions of De Klerk OR Mandela** **3-5**
- Level 4 Explains actions of De Klerk AND Mandela** **5-7**
De Klerk
e.g. 'Following the whites-only election of 1989 De Klerk chose to treat the result as a mandate for reform although there was not a clear majority of voters wanting change.'
'On 2nd February 1990 in a speech to Parliament he announced that the ban on the ANC, the PAC and the SACP would be lifted.'
'He promised that hundreds of political prisoners including Mandela would be released.'
'He stated he was prepared to work with all political groups.'
'In 1992 he held a referendum among the whites to ascertain the level of support for the negotiations. It was 70%.'
'In the middle of 1992 negotiations broke down when the ANC became militant. People were killed and De Klerk failed in his attempt to visit the area.'
- Mandela and De Klerk
'Amid fear of anarchy, Mandela and De Klerk began working together, and so that power be shared they signed the Record of Understanding.'
'On 18th October 1993 after eight years of working together an Interim Constitution emerged.'
- Mandela
'In June 1952 the ANC with Mandela as a member of the National Executive began a Defiance Campaign against the Pass Laws, Curfew laws and "white" only areas.'
'ANC protests turned to violence in 1961 and in August 1962 Mandela was arrested, put on trial and put in jail for raising issues of white supremacy.'

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'In October 1992 Chris Hani (SACP) was assassinated. Mandela appeared on TV to appeal for calm.'

'The first democratic election was held in April 1994 and in May Mandela was sworn in as President.'

Level 5 Explains with evaluation of 'how significant'

8

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19 (a) Describe the South African domination of Namibia after 1945.

Level 1 General answer **1-2**
e.g. 'It was by white people.'

'It was very similar to South Africa.'

Level 2 Describes domination **2-5**
e.g. 'South Africa demanded that Namibia should officially become part of SA. The UN rejected this demand.'

'SA ignored the UN and in effect annexed Namibia.'

'The UN stated international law was being broken but SA ignored this as it wanted to strengthen the power of the white minority.'

'In 1950 the National Party was voted into power by the white population. They introduced more racist laws including "homelands".'

'With the National Party in power more whites came to settle resulting in more Namibians being forced to move to desolate places.'

(b) Why did resistance to South African rule over Namibia grow?

Level 1 General answer **1**
e.g. 'Because it was unfair.'

Level 2 Identifies why **2-4**
e.g. 'Because SA wanted apartheid.'

'Because the Namibian people were being treated unfairly.'

'Because SA was ignoring the UN.'

'There was mass support for SWAPO.'

Level 3 Explains why **4-7**
e.g. 'Because they were supported by the UN who agreed that the Namibian people had a right to self-determination and independence.'

'SWAPO became recognised internationally as the only authentic representative of the Namibian people.'

'SA tried to impose elections but these were far from being free and fair and they were declared null and void by the UN.'

(c) How far was Namibian independence achieved by the Namibian people themselves? Explain your answer.

Level 1 Unsupported assertions **1**
e.g. 'It was not the people it was SWAPO.'

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Level 2 Identifies how **2-3**
e.g. 'SWAPO, a national liberation movement, was founded in April 1960.'

'The treatment of SWAPO leaders strengthened identity.'

'The use of Namibia increased national identity.'

'There was a labour strike.'

'The churches played their part.'

Level 3 Explains agreement OR disagreement **3-5**

Level 4 Explains agreement AND disagreement **5-7**
SWAPO

e.g. 'A national liberation movement, was founded in April 1960 with the aim of liberating Namibian people from colonial oppression. SWAPO believed in the solidarity of all the people who are fighting for freedom and justice.'

'By the middle 60s SWAPO was the main political force fighting for the rights and interests of the Namibian people despite the actions of South Africa along ethnic lines. Some SWAPO leaders were put on trial, others imprisoned, some tortured. This served to strengthen the identity of the Namibian people.'

'In the mid 60s SWAPO decided to launch an armed liberation struggle using guerrilla fighters.'

'SWAPO mobilised not only the Namibian people but also world public opinion to support the struggle for independence.'

People

e.g. 'Adopted the name Namibia in early 1960s which helped to strengthen the feeling of national identity.'

'In 1971-72 there was a labour strike bringing all the important industries to a standstill. This proved that organised united action was possible despite oppression. Out of this came the NUNW a union which continued to fight for better conditions.'

'Many peasants supported the guerrilla offering food and water, hiding places and protection for the injured. They were often dealt with brutally by the Koevoet police.'

The church

e.g. 'They opposed injustice and criticised acts of oppression. The leaders wrote to Vorster asking SA to accept the judgement of the International Court of Justice. They supported political prisoners and worked with exiled Namibians.'

Level 5 Explains with evaluation of 'how far' **8**

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20 (a) Describe the Anglo-French intervention in Suez in 1956.

Level 1 General answer **1-2**
 e.g. 'Nasser took the canal.'

'Britain and France sent armed forces.'

Level 2 Describes the intervention **2-5**
 e.g. 'On 26th July Nasser declared the canal nationalised.'

'Britain, France and Israel held secret meetings in October and Israel invaded Sinai.'

'On 31st October British and French planes bombed Egyptian airfields.'

'On 5th November British and French paratroopers were dropped into the canal zone and seized the mouth of the canal. Egypt responded by sinking ships to block the canal.'

'The actions were condemned by the UN and the Americans forced a withdrawal.'

(b) Why was Israel able to survive the wars of 1948-9 and 1956?

Level 1 General answer **1**
 e.g. 'They were better organised.'

'They had better forces.'

'Their leaders were better.'

Level 2 Identifies why **2-4**
 e.g. 'To defend their country.'

'Their forces were strong and attacked with force.'

'It had strong financial support.'

Level 3 Explains why **4-7**
 e.g. 'In 1948 the Jewish state had only just been set up and the Israelis were fighting for the survival of their new state.'

'Although the Arab forces outnumbered the Jews, they were badly organised and their leaders distrusted each other. King Abdullah of Jordan had overall control but the other forces ignored him.'

'The US and Soviet governments expressed their support.'

'The UN arranged a months truce and this helped the beleaguered Israelis as they were able to receive vital supplies of arms.'

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'It was evident in 1956 that Israeli had strength in its army as for several years after no Arab country was prepared to go to war against Israel.'

(c) 'Each war in the Middle East appeared to make Israel safer.' Do you agree? Explain your answer.

- | | | |
|----------------|---|------------|
| Level 1 | Unsupported assertions
e.g. 'Yes because it defeated the Arabs.' | 1 |
| Level 2 | Identifies wars
e.g. 'The war of 1967 showed Israel's military strength.'

'By 1973 the strength of the Arab world was increasing.' | 2-3 |
| Level 3 | Explains agreement OR disagreement | 3-5 |
| Level 4 | Explains agreement AND disagreement
<u>1948-9</u>
e.g. 'A Jewish state was established with large numbers of Jewish migrants moving to the new state. The Arab nations were defeated and a majority of Arab Palestinians fled as refugees. The Arab leaders were humiliated and lost power.'

<u>1956</u>
e.g. 'They took control of the whole of the Sinai peninsula and having taught Nasser a lesson handed Sinai back.'

<u>1967</u>
e.g. 'This was an outstanding military victory for Israel gaining secure military borders, the whole of the former Palestine, they over-looked Damascus and had taken the West Bank from Jordan.'

<u>1973</u>
e.g. 'Israel once again won the war and had kept the occupied territories.'

<u>1956</u>
e.g. 'Although defeated, Nasser became the hero of the Arab world for standing up to Britain and France. He felt that but for British and French interference he might have defeated Israel.'

<u>1967</u>
e.g. 'The Arab world was humiliated and wanted revenge. They refused to accept the loss of their lands. PLO raids were stepped up as terrorism increased.'

<u>1973</u>
e.g. 'The Arab nations once again lost the war but for the first time they had not been humiliated and had surprised Israel as to their armed strength. World sympathy was increasing for the Arab position. Oil prices increased dramatically.' | 5-7 |
| Level 5 | Explains with evaluation | 8 |

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21 (a) Describe two occasions where Palestinians captured world attention by acts of terrorism.

Level 1 General answer **1-2**
 e.g. 'One was at the Olympic Games.'

'They hijacked aeroplanes.'

Level 2 Describes events **2-5**
 e.g. 'In 1972 a Palestinian group called Black September killed eleven Israeli athletes at the Olympic Games in Germany.'

'On 27th June 1976 a splinter group of the PFLP hijacked a French plane on its way from Israel to France and took it to Entebbe in Uganda, where they held 110 Jewish passengers as hostages. They wanted 53 named terrorists to be released. The Israeli armed forces flew 2500 miles to Entebbe, killed the Palestinians and freed the hostages.'

'The PFLP hijacked three aeroplanes and sent them to a disused Jordan airfield. There were 600 hostages. The British government released Leila Khaled and the hostages were freed. One of the planes was blown up.'

A maximum of four marks for one occasion.

(b) Why have Palestinians been so opposed to the state of Israel?

Level 1 General answer **1**
 e.g. 'Because they were always fighting.'

Level 2 Identifies why **2-4**
 e.g. 'Because of differences in religion.'

'Because the rulers discriminated against them.'

'They felt they had lost their home.'

Level 3 Explains why **4-7**
 e.g. 'The Jews follow Judaism whilst the majority of Palestinians are Muslims. Muslims believe they have a sacred duty to fight against enemies of their faith.'

'Jerusalem is a cause of bitter disagreement as both see it as their natural capital.'

'Many Palestinians left and became refugees after 1947 because they thought there was no future for them in the new Jewish state.'

'Those who remained in Israel were discriminated against and designated as "non-Jews".'

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(c) By the early 1980s, how successful had the Palestinians been in winning international support? Explain your answer.

- Level 1 Unsupported assertions** **1**
e.g. 'There was support as Russia and America were involved.'
- Level 2 Identifies success** **2-3**
e.g. 'The Palestinians were supported by Russia.'
'America arranged Camp David.'
- Level 3 Explains success OR lack of progress** **3-5**
- Level 4 Explains successes AND lack of progress** **5-7**
Russia
e.g. 'Originally Russia supported the creation of the state of Israel. It was in 1955 the Russians started to sell weapons to Nasser as the US had refused. The Russians could see the benefits of a Black Sea naval base and the balancing of American power.'
'During the Six Day War Russia supported the Arabs and despite their defeat the support continued up to 1973. Russia was concerned and tried to get recognition of Israel's right to exist.'
'Russia has come out in favour of the PLO (after 1979) and the right of Palestinians to have their own country.'
'In 1982 the Russians proposed their own six-point peace plan.'
- USA
e.g. 'During the 1960s US policy became more sympathetic to the Arabs. The USA still supported Israel but felt the Palestinians should be helped.'
'The USA was instrumental in the Camp David talks and the signing of the Peace Treaty.'
- Level 5 Explains with evaluation** **8**

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22 (a) Describe the main achievements of EITHER George Stephenson OR I K Brunel.

Level 1 General answer **1-2**
e.g. 'He built railways.'

'He improved transport systems.'

Level 2 Describes achievements **2-5**
George Stephenson

e.g. 'Surveyor of the Stockton - Darlington line building Locomotion 1.'

'He introduced the standard gauge.'

'He was engineer of the Liverpool to Manchester Railway, the first to be built to carry passengers.'

'Along with his son he built the Rocket which won the Rainhill Trials.'

I K Brunel

e.g. 'He was Chief Engineer of the Great Western Railway.'

'To ensure comfort, safety and increased speed he used the broad gauge.'

'He was responsible for the Box Tunnel and the Royal Albert Bridge across the Tamar.'

(b) Why did the rail network grow so rapidly in the late 1840s and early 1850s?

Level 1 General answer **1**
e.g. 'To improve communications.'

'Because roads were bad.'

Level 2 Identifies why **2-4**
e.g. 'To aid industry by carrying goods.'

'Because new technology was available.'

'Because the population needed food.'

'Because of speculation.'

Level 3 Explains why **4-7**
e.g. 'The growth of industry required a form of transport that was reliable, quick and could carry heavy goods.'

'The development of industry required transport that was relatively inexpensive and reliable.'

'The ability to produce rails and other iron goods through the developments in the iron industry.'

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'The population was growing and needed feeding and the use of railways to transport fresh produce to the towns was ideal.'

(c) 'Railways were the most important factor in improving people's lives in Victorian Britain.' Do you agree? Explain your answer.

Level 1	Unsupported assertions e.g. 'They were because of mass travel.'	1
Level 2	Identifies reasons e.g. 'Railways created jobs.' 'They carried food.' 'People were able to go on holiday.' 'Wages and leisure increased.' 'Insanitary conditions were improved.' 'Trade unions developed.'	2-3
Level 3	Explains agreement OR disagreement	3-5
Level 4	Explains agreement AND disagreement e.g. 'Railways transported fresh fish, milk and vegetables quickly to the industrial towns. This improved diet and health.' 'The building of the railways created jobs as navvies and railway towns such as Crewe and Swindon grew.' 'The growth of railways allowed people to move out of the towns to live in the suburbs and travel to work.' 'They introduced a cheap means of travel so people could go to the coastal towns such as Blackpool for day trips or holidays.' 'Information became more readily available through the use of railways for the post and national newspapers.' 'A standard time was introduced across the country to enable trains to run to a timetable.' 'Spectator sports increased with supporters able to travel.' 'There were attempts to improve living conditions through slum clearance and Public Health Acts.' 'Model towns were created and people like Chamberlain improved living conditions.' 'Trade unions for the working classes began to have an impact on working conditions following the Match Girls and Dockers strikes.'	5-7
Level 5	Explains with evaluation	8

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23 (a) Describe how steam engines were used in TWO industries in Britain in the first half of the nineteenth century.

Level 1 General answer 1-2

e.g. 'They were used for pumping.'

'They were used in coal mines.'

Level 2 Describes conditions 2-5

e.g. 'Steam engines were used in the coal mines to pump out water. Newcomen and later Watt engines were used for this purpose. Watt engines were used to wind coal to the surface.'

'At the iron foundry, steam engines pumped water to operate the bellows. Later, they drove tilt hammers and rolling mills.'

'In the cotton mills steam engines powered the mule and power loom through a series of belts and pulleys.'

(b) Why was Britain the centre of world industry in the first half of the nineteenth century?

Level 1 General answer 1

e.g. 'Because it was industrialised.'

Level 2 Identifies why 2-4

e.g. 'Because of the Empire.'

'It had a lead in markets.'

'It had a large workforce.'

'Famous people like Watt and Wedgwood helped.'

'It had raw materials.'

Level 3 Explains why 4-7

e.g. 'Britain had always had a strong overseas trade through its Empire, where for example cotton goods could be exported.'

'Britain was the first industrialised nation and had built up a lead over its other competitors.'

'Britain was famous for its textile industry producing fine cotton clothing with the mule powered by steam engines. These were fuelled by the strong coal mining industry.'

'Population was rising and in towns providing a ready made workforce for industry.'

'Britain was also famous for its precision tools developed by people like Whitworth.'

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'Wedgwood became famous for his china pottery which was much sought after at home and abroad.'

'Raw material such as coal and iron ore were readily available.'

(c) How far was industrialisation in Britain beneficial to the population? Explain your answer.

Level 1	Unsupported assertions e.g. 'It made people better off.'	1
Level 2	Identifies reasons e.g. 'It provided jobs.'	2-3
	'Poor living conditions developed.'	
	'There were infectious diseases.'	
Level 3	Explains benefits OR problems	3-5
Level 4	Explains benefits AND problems e.g. 'The growth of the coal industry provided coal for house fires to improve the conditions in houses.'	5-7
	'Many jobs were created in the textile industry, coal mining and iron industry improving incomes for many families.'	
	'The coming of the railways benefited many by allowing people to visit the seaside or go for holidays.'	
	'The growth of railways provided fresh food such as milk, butter and vegetables which improved the health of many.'	
	'Industrialisation brought the rapid growth of towns. These were often insanitary and caused many epidemics.'	
	'People living in towns did not have fresh drinking water and this affected health.'	
	'Workers in the mills often worked long hours, were badly treated and only received small wages.'	
Level 5	Explains with evaluation of 'how far'	8

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24 (a) What progress had Western merchants made in trade with China by the 1830s?

Level 1 General answer **1-2**
e.g. 'Only a little.'

'They sold opium.'

Level 2 Describes trade **2-5**
e.g. 'In 1793 the Chinese Emperor had said "we have no use for your manufactures". They tried to keep out foreign trade.'

'The Chinese exported silk and tea and china porcelain and the British found a commodity that China wanted badly. That commodity was opium.'

(b) Why was there a war between China and Britain in 1839-42?

Level 1 General answer **1**
e.g. 'They fell out over trade.'

Level 2 Identifies why **2-4**
e.g. 'Over opium.'

'They had to give an undertaking.'

'It affected trading rights.'

Level 3 Explains why **4-7**
e.g. 'The Chinese decided to clamp down on drug dealing by making a determined effort to stop the opium trade.'

'British traders were forced to surrender 20,000 chests of opium and forced to sign an undertaking not to import the drug in the future.'

'This gave the British government an excuse to send warships to China. The expeditionary force included 4000 soldiers.'

'The Chinese were forced to sign the Treaty of Nanjing which stated that trading was to be resumed.'

(c) 'Western dealings with the Chinese in the nineteenth century was only to the advantage of the West.' Do you agree? Explain your answer.

Level 1 Unsupported assertions **1**
e.g. 'They were because the West benefited more than China.'

Level 2 Identifies reasons **2-3**
e.g. 'Both the West and China wanted trade.'

'Britain was powerful and got the best out of the Treaty at the end of the war.'

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'China adopted Western ideas.'

'Concessions were granted to the West.'

Level 3 Explains agreement OR disagreement 3-5

Level 4 Explains agreement AND disagreement 5-7

e.g. 'Although not keen to trade, the British found a commodity that China wanted - opium. This gave Chinese silk, tea and porcelain to the west. Opium became a serious problem for China.'

'The Chinese decided to clamp down and this caused them problems as the West were unhappy and it resulted in the First Anglo-Chinese War.'

'Following the War the Treaty was favourable to Britain as trade was to be resumed, British people in China were to be controlled by British in accordance with British War and Britain received "most favoured nation status".'

'The result of the second- Anglo Chinese war was even more favourable to Britain and there followed a period of relative peace with China beginning to adopt some of the methods and weapons of foreigners.'

'Following the Sino-Japanese War of 1894-95 China made substantial concessions to Japan which the Western world feared unbalanced the power structure in the east. Pressure was put on Japan to withdraw.'

'Fearing the Chinese Empire might disintegrate the Great Powers wanted their share. In the last five years of the century concessions were granted to France, Russia Germany and Britain.'

'In the 1860s the Self-Strengthening Movement began. It was applied to Western armaments, steamships, guns, modern industries and military training. In this process foreigners provided the know-how but the Chinese would do the strengthening.'

'Progress was slow as they made the mistake of trying to use Western ideas and technical developments, without changing the way in which society was organised in China.'

Level 5 Explains with evaluation 8

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25 (a) Describe the main features of British rule in India by the middle of the nineteenth century.

Level 1 General answer **1-2**
e.g. 'It was run by the Crown.'

'There was a government official in charge.'

Level 2 Describes features **2-5**
e.g. 'The Act of 1858 abolished the powers of the East India Company, transferring authority to the crown.'

'The troops of the East India Company were transferred to the army.'

'A post of Secretary of State for India was created.'

'The Secretary of state had an advisory council of fifteen.'

'The Governor General was given the title Viceroy.'

'The Indian Army, the Indian Police and the Indian Civil Service were run by British officials.'

Allow role of East India Company.

(b) Why did some Indians resent and fear British rule before the 1850s?

Level 1 General answer **1**
e.g. 'They were trying to change things.'

Level 2 Identifies why **2-4**
e.g. 'The British were trying to bring about reform.'

'The Indian people's views were ignored.'

'Religion was an issue.'

'They thought they would lose their traditions.'

'There was a clash of cultures.'

Level 3 Explains why **4-7**
e.g. 'There was unrest over the reforms Lord Dalhousie was trying to introduce in relation to land ownership and suttee.'

'The changes were based on western ideas and ignored many eastern customs and religious practices.'

'They feared the improvements in education were a means to introduce Christianity.'

'English became the official language not Hindu.'

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(c) How far did Britain try to govern India for the benefit of the Indians in the nineteenth century? Explain your answer.

Level 1	Unsupported assertions e.g. 'They did their best for the British.'	1
Level 2	Identifies reasons e.g. 'The British government was in control.' 'Top jobs were held by the British.' 'Some social improvements were made.' 'They tried to westernise.'	2-3
Level 3	Explains positive OR negative	3-5
Level 4	Explains positive AND negative e.g. 'The East India Company pioneered the idea of indirect rule. The Indian princes were left to rule their own territories, but the Company felt free to interfere whenever it thought necessary.' 'The British Government appointed a Governor General to have overall control.' 'Lord Dalhousie tried to change Indian customs by trying to stamp out suttee. He also tried deposing weak and incompetent native rulers.' 'The East India Company was abolished in 1858 and its army transferred to the Crown.' 'The Indians felt they were treated as second class citizens by the British as all important decisions were made by the British government.' 'In 1885 the Indian National Congress was founded but many of the senior administrative posts went to the British.' 'During Dalhousie's term of office he introduced a cheap postal service and the electric telegraph. Good roads were built as were the first railways. He began a system of elementary education.' 'Hospitals and universities were opened and Indian students like Gandhi and Nehru were educated in Britain.'	5-7
Level 5	Explains with evaluation of 'how far'	8

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 50

SYLLABUS/COMPONENT: 0470/02

HISTORY
Paper 2



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19th CENTURY TOPIC

- 1 Study Sources A and B. How far do these two sources differ? Explain your answer.**
- L1 REPEATS WHAT THE SOURCES SAY - NO EXPLICIT COMPARISON [1]
- OR
- COMPARES SOURCE TYPE [1]
- OR
- THEY ARE BOTH ABOUT ITALIAN UNIFICATION [1]
- L2 ONE SOURCE SAYS SOMETHING THE OTHER SOURCES DOES NOT [2]
- L3 VALID AGREEMENT(S) OR DISAGREEMENT(S) [3-4]
3 marks for one, 4 marks for two or for explanations of agreements or disagreements.
- L4 VALID AGREEMENTS AND DISAGREEMENTS [5]
- 2 Study Sources C and D. Does Source C prove that Source D is reliable? Explain your answer.**
- L1 MISREADS SOURCE D TO MAKE MISMATCH WITH SOURCE C [1]
- OR
- ANSWERS BASED ON PROVENANCE - NO CONTEXT [1]
- L2 MATCHES SOURCES TO SHOW THAT C PROVES D IS RELIABLE [2-3]
- L3 ANSWERS BASED ON ASSERTIONS THAT MAZZINI IS A REPUBLICAN OR DOES NOT LIKE CAVOUR, OR THAT D IS FROM THE NATIONAL SOCIETY OR THAT REPUBLICANS WERE AGAINST CAVOUR [3-4]
- L4 CROSS REFERENCES TO SPECIFIC CONTEXTUAL KNOWLEDGE OR TO OTHER SOURCES TO TEST D [5-6]
- L5 CROSS REFERENCES TO SPECIFIC CONTEXTUAL KNOWLEDGE OR TO OTHER SOURCES TO TEST C (MUST THEN REFER TO D) [7]

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3 Study Sources E and F. Do these two pictures have the same message? Explain your answer.

- L1 DESCRIBES PICTURES - NO INTERPRETATION
OR
MISUNDERSTANDING OF PICTURES [1]
- L2 VALID IN INTERPRETATION OF PICTURE(S) - BUT NO COMPARISON OF MESSAGE [2-3]
- L3 VALID COMPARISONS OF SUB-MESSAGES OF THE PICTURES [4-5]
e.g. F shows Cavour was important but not important in E because not shown, or Garibaldi important in both, or Garibaldi important for military reasons in both.
- L4 EXPLAINS THE DIFFERENT VIEWS OF THE RELATIONSHIP BETWEEN GARIBALDI AND VICTOR EMMANUEL IN THE TWO PICTURES [6]

4 Study Source G. Does this source prove that Cavour was not in favour of Italian unification? Explain your answer.

- L1 UNSUPPORTED ASSERTIONS [1]
- L2 ANSWERS BASED ON WHETHER OR NOT HE WOULD TELL THE TRUTH TO HIS REPRESENTATIVE [2]
- L3 USES SOURCE AT FACE VALUE [3-4]
e.g. doesn't prove it because says he is in favour of Italian movement, or does prove it because he is against Garibaldi.
- L4 CROSS REFERENCES TO SPECIFIC CONTEXTUAL KNOWLEDGE OR TO OTHER SOURCES [5-6]
Will probably write about Cavour's attitude towards unification, Garibaldi and Piedmont.
- L5 ANSWERS THAT CONSIDER THE IMPACT CAVOUR WANTS TO MAKE ON THE FRENCH [7]

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5 Study Source H. Are you surprised by what Cavour writes in this source? Explain your answer.

- L1 UNSUPPORTED ASSERTIONS [1-2]
e.g. Cavour did not like Garibaldi, Garibaldi was a great man.
- L2 USES CONTEXTUAL KNOWLEDGE TO CHECK STATEMENTS ABOUT GARIBALDI IN THE FIRST SENTENCE [3]
- L3 CROSS REFERENCES TO EXPLAIN SURPRISE OR NOT SURPRISED [4-5]
- L4 CROSS REFERENCES TO EXPLAIN SURPRISE AND NOT SURPRISED [6]
- L5 ANSWERS EXPLAINING, IN CONTEXT, PURPOSE OF CAVOUR [7]

6 Study Sources I, J and K. Did the historian (Source K) reach his interpretation because he had read Source I and not Source J? Explain your answer.

- L1 GENERAL CLAIMS ABOUT HISTORIANS/SOURCES [1]
- L2 FINDS MATCHES OR MISMATCHES [2-3]
- OR
- CLAIMS I OR J USED/NOT USED BECAUSE OF ASSERTIONS ABOUT PROVENANCE [2]
- L3 FINDS MATCHES AND MISMATCHES [3-4]
- L4 HE COULD WELL HAVE USED BOTH BECAUSE THEY ARE NOT INCONSISTENT WITH K [5-6]
- L5 SHOWS HOW HE COULD HAVE USED SOURCES OTHER THAN I AND J [7]
- L6 EXPLAINS HISTORIAN WOULD NOT USE I OR J BECAUSE THEY ARE PROBLEMATIC - EXPLAINED [8]

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7 Study all the sources. How far do these sources show that Cavour supported the cause of Italian unification? Explain your answer.

- | | | |
|----|---|-------|
| L1 | NO VALID SOURCE USE | [1-2] |
| L2 | USES SOURCES TO SUPPORT OR REJECT THE HYPOTHESIS | [3-5] |
| L3 | USES SOURCES TO SUPPORT AND REJECT THE HYPOTHESIS | [6-8] |

Up to 2 bonus marks for any evaluation of sources (no more than one per source).

Source use in L2 and L3 must be reference to a source by letter, provenance or quote. There must be an explanation of how the source content supports/rejects the hypothesis.

Use Y in margin for each source support of the hypothesis, an N for each source rejection of it.

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20th CENTURY TOPIC

1 Study Sources A and B. How far do these two sources differ? Explain your answer.

- | | | |
|----|--|-------|
| L1 | REPEATS WHAT THE SOURCES SAY - NO EXPLICIT COMPARISON | [1] |
| | OR | |
| | COMPARES SOURCE TYPE | [1] |
| | OR | |
| | CLAIMS THEY ARE BOTH ABOUT THE ANSCHLUSS | [1] |
| L2 | ONE SOURCE SAYS SOMETHING THE OTHER SOURCES DOES NOT | [2] |
| L3 | VALID AGREEMENT(S) OR DISAGREEMENT(S)
many of these will be based on inferences, e.g. opportunism in B.
3 marks for one, 4 marks for two or for explanations of agreements or disagreements. | [3-4] |
| L4 | VALID AGREEMENTS AND DISAGREEMENTS | [5] |

2 Study Source C. Are you surprised by Schuschnigg's account? Explain your answer.

- | | | |
|----|---|-------|
| L1 | UNSUPPORTED ASSERTIONS | [1] |
| L2 | QUESTIONS WHETHER SCHUSCHNIGG CAN BE TRUSTED – BUT DOES NOT EXPLAIN HIS PURPOSE
e.g. would not have remembered it in this detail, exaggerates to make Hitler look bad. | [2-3] |
| L3 | VALID ANSWERS WITH GENERALISED SUPPORT | [3] |
| L4 | CROSS REFERENCES TO SPECIFIC CONTEXTUAL KNOWLEDGE OR TO OTHER SOURCES | [4-5] |
| L5 | EXPLAINS PURPOSE OF SCHUSCHNIGG | [6] |

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3 Study source D. Do you think Hitler was lying in this source? Explain your answer.

- L1 UNSUPPORTED ASSERTIONS [1]
- L2 UNDEVELOPED USE OF PROVENANCE [2]
- L3 ANSWERS BASED ON THE IDEA THAT HITLER WAS JUSTIFYING THE INVASION [4]
- L4 CROSS REFERENCE TO SPECIFIC CONTEXTUAL KNOWLEDGE OR TO OTHER SOURCES TO SAY HE WAS LYING OR WAS NOT LYING [4-6]
- L5 BOTH LEVELS 3 AND 4 [7]
- OR
- CROSS REFERENCE TO SHOW HE WAS LYING ABOUT SOME THINGS AND WAS TELLING THE TRUTH ABOUT OTHER THINGS [7]
- L6 ANSWERS EXPLAINING THE IMPACT HITLER WANTED TO MAKE ON HIS AUDIENCE [8]

4 Study Sources E and F. How similar are the messages of these two cartoons? Explain your answer.

- L1 DESCRIBE CARTOONS - NO INTERPRETATION OR MISUNDERSTANDING OF CARTOONS [1]
- L2 VALID IN INTERPRETATION OF CARTOON(S) - BUT NO COMPARISON OF MESSAGE [2-3]
- L3 VALID COMPARISONS OF SUB-MESSAGES OF THE CARTOONS [4]
- L4 EXPLAINS SIMILARITY OR DIFFERENCE ABOUT THE RELATIONSHIP BETWEEN ITALY AND GERMANY [5-6]
For Source F only allow answers along the line of 'Mussolini was being duped'. Do not allow 'Mussolini was being tricked by Hitler' for Source E.
- L5 EXPLAINS SIMILARITY AND DIFFERENCE ABOUT THE RELATIONSHIP BETWEEN GERMANY AND ITALY [7]

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5 Study Sources G and H. ‘These two sources prove that it was wrong for Britain and France to object to Anschluss.’ How far do you agree with this statement? Explain your answer.

- L1 ANSWERS BASED ON SOURCE TYPE - UNDEVELOPED [1]
- L2 USES SOURCES AT FACE VALUE [2-3]
e.g. Source G says they should not object because it's a long way away; Source H says they should not object because H shows the Austrian people supported Anschluss.
- L3 EXPLAINS SOURCES ARE PROPAGANDA BUT DO NOT GET TO PURPOSE [3-4]
e.g. G is British propaganda against Nazis, H is German propaganda.
- OR
- CONSIDERS TYPICALITY OF H [3]
- L4 INTERPRETS G CORRECTLY AND USES THIS AS PROOF THAT THEY SHOULD OBJECT [5]
- L5 CROSS REFERENCE TO SPECIFIC CONTEXTUAL KNOWLEDGE OR TO OTHER SOURCES [5-6]
Answers on G must be based on correct interpretation.
5 marks for H, 6 marks for G.
- L6 EXPLAINS SOURCES CANNOT PROVE IT BECAUSE OF THEIR PURPOSE – EXPLAINS IMPACT OF SOURCES [6-7]

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6 Study Sources I and J. Do these two sources show that Chamberlain changed his mind about Hitler? Explain your answer.

- L1 THINKS THAT I AND J ARE SAYING THE SAME THING BASED ON A MISREADING OF ONE OR BOTH OF THE SOURCES [1]
- OR
- LOOKS FOR A CHANGE OF MIND WITHIN A SOURCE [1]
- L2 EXPLAINS THAT J IS STRONGER THAN I [2-3]
Candidates must argue he had changed his mind.
- L3 AS FOR LEVEL 2 BUT IN ADDITION NOTES THAT ONE IS PRIVATE THE OTHER IS PUBLIC [4]
- L4 EXPLAINS THAT THE TWO SOURCES ARE NOT INCONSISTENT [5]
Allow both: Chamberlain really knows Germany is a threat in both sources, and Chamberlain has no intention of standing up to Hitler in both sources.
- L5 USES SPECIFIC CONTEXTUAL KNOWLEDGE TO ARGUE HE HAD NOT CHANGED HIS MIND [5-6]
Candidates will use contextual knowledge to question the fact that the sources appear to suggest he did change his mind.
- L6 CONSIDERS THE PRIVATE/PUBLIC NATURE OF THE SOURCES TO ARGUE HE HAD NOT CHANGED HIS MIND [7]

7 Study all the sources. How far do these sources show that Britain and France were to blame for the Anschluss? Explain your answer.

- L1 NO VALID SOURCE USE [1-2]
- L2 USES SOURCES TO SUPPORT OR REJECT THE HYPOTHESIS [3-5]
- L3 USES SOURCES TO SUPPORT AND REJECT THE HYPOTHESIS [6-8]

Up to 2 bonus marks for any evaluation of sources (no more than one per source).

Source use in L2 and L3 must be reference to a source by letter, provenance or quote. There must be an explanation of how the source content supports/rejects the hypothesis.

Use Y in margin for each source support of the hypothesis, an N for each source rejection of it.

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

June 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 40

SYLLABUS/COMPONENT: 0470/04

HISTORY

Paper 4 (Alternative to Coursework)



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Depth Study A: Germany, 1918 – 1945

(a) (i)

- | | |
|---------|--|
| Level 1 | Repeats material stated in source, no inference made, e.g. firearms could be used. (1-2) |
| Level 2 | Makes valid inference, not supported from source, e.g. violence was an acceptable tactic. (3-4) |
| Level 3 | Makes valid inference(s) with reference to source, e.g. violence was an acceptable tactic and Goering actively encouraged its use. (5-6) |

(ii)

- | | |
|---------|---|
| Level 1 | Agrees OR disagrees that it explains why people voted for Nazis, with no support from source, e.g. it is alarmist. (1-2) |
| Level 2 | Agrees OR disagrees that it explains why people voted for Nazis, supported from source, e.g. Yes, it appeals to those who fear communism. No, appeals specifically only to farmers, allegations without proof, etc. (3-5) |
| Level 3 | Agrees AND disagrees, supported from source. Addresses the issue of 'How far?' (6-7) |

(iii)

- | | |
|---------|---|
| Level 1 | Not useful - Choice made on the basis that that one is more detailed/gives more information, but does not specify what information. (1) |
| Level 2 | Not useful - Both sources are from Nazis so they both 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 source(s) in context. Include at this Level answers which cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both. (6-7) |

- (b) (i)** One mark for each valid example to a maximum of two e.g. rule by decree, dictatorial powers, no need to consult Reichstag, make alliances, etc. (1-2)

(ii)

- | | |
|---------|---|
| Level 1 | One mark for each valid element to a maximum of two, e.g. SS to kill 400 SA, including Rohm, and other enemies (1-2) |
| Level 2 | Award an extra mark for explanation of reasons or outcomes of the actions, e.g. ambitions of Rohm, army loyalty to Hitler, etc. (2-4) |

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(iii)

Level 1	Single reason. One for the reason, one for explanation.	(1-2)
Level 2	Multiple reasons. One for each reason, one for each reason explained, e.g. decisive handling of SA persuaded army to support Hitler becoming President as well as Chancellor, oath of allegiance, no opposition, only political personality seen as capable of leading Germany forward.	(2-6)

(iv)

Level 1	Simple assertions. Yes, they controlled everything.	(1)
Level 2	Explanation of control OR lack of control, single factor.	(2)
Level 3	Explanation of control OR lack of control, multiple factors given. Allow single factors with multiple reasons, e.g. Yes, control by terror; propaganda, popularity, etc.; No, Still some opposition groups - young, Churches etc. Shambles of Nazi duplications of control agencies OR Underdeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief)	(3-5)
Level 4	Answers that deal with 'How secure?' was Hitler's control. BOTH control AND lack of control must be addressed.	(6-8)

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Depth Study B: Russia, 1905 - 1941

(a) (i)

Level 1	Repeats material from source, no inference made, e.g. Stalin is untrustworthy, etc. (1-2)
Level 2	Makes valid inference(s) but not supported from source, e.g. Stalin frightens people, etc. (3-4)
Level 3	Makes valid inference with reference to the source, e.g. Stalin has a clever political brain as he has made it difficult for opponents to attack him, etc. (5-6)

(ii)

Level 1	Agrees OR disagrees about propaganda failure, no reference to the Source, e.g. everyone is bored with it. (1-2)
Level 2	Agrees OR disagrees about propaganda failure, supported by the source, e.g. Yes, people are 'sick' of it; No, acknowledges some approval of Stakhanov, source provenance, etc. (3-5)
Level 3	Agrees AND disagrees about propaganda failure, supported from source. Addresses the issue of 'How far?' (6-7)

(iii)

Level 1	Not useful - Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
Level 2	Not useful - they are from enemies 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 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 group to a maximum of two, e.g. Old Guard, military, intellectuals, minority nationalities, etc. (2)

(ii)

Level 1	Identifies elements, e.g. Propaganda to keep Stalin at forefront of people's thinking, etc. (1-2)
Level 2	Describes elements. Award an extra mark for each element described in additional detail, e.g. nature of posters, statues, town names, 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. improve output, use machinery, get rid of Kulaks, establish a more communist system after NEP, increase control of population, etc.	(2-6)

(iv)

Level 1	Simple assertions. Yes, it was a fairer society.	(1)
Level 2	Explanation of improvement OR lack of improvement. Single factor.	(2)
Level 3	Explanation of improvement OR lack of improvement, multiple factors. Allow single factors with multiple reasons, e.g. Yes, jobs, 'equality', safer country, unity of purpose, etc.; No, still grinding poverty, consumer goods took second place to heavy industry, people serve state rather than state serves people, etc. OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief)	(3-5)
Level 4	Answers that deal with 'To what extent?' BOTH sides of improvement AND lack of improvement must be addressed.	(6-8)

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Depth Study C: The United States, 1919 - 1941

(a) (i)

- Level 1 Repeats material stated in source, no inference made, e.g. Measures are not ruining the country, etc. (1-2)
- Level 2 Makes valid inference(s), unsupported from source, e.g. Government determined to continue, etc. (3-4)
- Level 3 Makes valid inference with reference to the source, e.g. Hopkins defends against criticism that the government has been dictatorial, communistic, etc. (5-6)

(ii)

- Level 1 Agrees OR disagrees about understanding, no reference to source, e.g. there are many problems. (1-2)
- Level 2 Agrees OR disagrees supported from source, e.g. Yes, lists problems of education, poverty, etc.; No, talks about one area only, does not mention lack of demand for agricultural products, etc. (3-5)
- Level 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?' (6-7)

(iii)

- Level 1 Not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Not useful - one is from a government agent and the other is from a government agency 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 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 marks for both. (6-7)

- (b) (i)** One mark for each valid reason to a maximum of two, e.g. control floods, fire prevention, reforestation, fish stocks, create jobs for young men, etc. (1-2)

(ii)

- Level 1 Identifies aims and methods. One mark for each valid aspect to a maximum of two. (1-2)
- Level 2 Describes aims and methods. Award an extra mark for each aspect described with additional detail, e.g. Aims: raise farm prices/incomes, create demand, educate, etc.; Methods: destroy or store surplus, compensate farmers, local deals to reduce production or enforce reduction, 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. traditionally migrant workers went to California for harvests, chance of land/jobs, small tenant farmers had lost land by accepting AAA terms, Dust Bowl - drought 1934/6 and poor farming methods had created Okies and Arkies.	(2-6)

(iv)

Level 1	Simple assertions. Yes, it created jobs.	(1)
Level 2	Explanation of agreement OR disagreement with the statement. Single reason given.	(2)
Level 3	Explanation of Agreement OR disagreement with the statement. Multiple factors given. Allow single factors with multiple reasons. Yes, in 10 years area changed from most depressed to a showpiece of progressive agriculture, sheer scale - 40 000 sq. miles in 7 states, electrification and flood control, etc.; No, AAA more successful at cutting production to allow recovery, TVA did not stop eviction, many could not afford electricity, etc. OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief)	(3-5)
Level 4	Answers that deal with BOTH sides of the argument. TVA success must be compared to that of other agencies.	(6-8)

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Depth Study D: China, 1945 - c.1990

(a) (i)

Level 1	Repeats material stated in source, no inference made, e.g. 13 000 deserted	(1-2)
Level 2	Makes valid inferences, not supported by source, e.g. the army was not loyal	(3-4)
Level 3	Makes valid inference(s) with reference to the source, e.g. the deserters were from all ranks and a valuable source of weaponry to the communist side.	(5-6)

(ii)

Level 1	Reliable OR unreliable with no reference to source, e.g. everybody knows he was a bad leader.	(1-2)
Level 2	Reliable OR unreliable supported from source, e.g. Yes, criticism of a frustrated ally, not anti-Communist from an American, valid criticism supported by developed contextual knowledge; No, over criticism by an ally. Was he there? Was it 1948 detail? Valid criticism supported by developed contextual knowledge.	(3-5)
Level 3	Agrees AND disagrees, supported from the source. Addresses the issue of 'How reliable?'	(6-7)

(iii)

Level 1	Not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information.	(1)
Level 2	Not useful - they are both by Americans 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 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 group to a maximum of two, e.g. industrialists, landowners, rich, most senior military personnel.	(1-2)
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(ii)

Level 1	Identifies elements.	(1-2)
Level 2	Describes elements. Award an extra mark for each element described in additional detail, e.g. brought landlords before assemblies of peasants, peasants listed landlords' crimes, sentencing, redistribution of land, etc.	

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(iii)

Level 1	Single reason. One for the reason, one for explanation.	(1-2)
Level 2	Multiple reasons. One for each reason, one for each reason explained, e.g. centre of resistance to the People's Republic, comparative economic performances/standard of living, example of capitalism, military tension, international interests, etc.	(2-6)

(iv)

Level 1	Simple assertions. No, there were many important issues.	(1)
Level 2	Explanation of importance OR lack of importance. Single factor given.	(2)
Level 3	Explanation of importance OR lack of importance, with multiple factors given. Allow single factors with multiple reasons. Yes, need to keep peasant support, raise production, land the basis of Chinese communism, etc.; No, condition of China after war, industrial production, health, education, investment, foreign interference, etc. OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief)	(3-5)
Level 4	Answers that a comparative assessment. BOTH sides of importance AND lack of importance must be addressed.	(6-8)

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Depth Study E: South Africa in the Twentieth Century

(a) (i)

- Level 1 Repeats material stated in the source, no inference made, e.g. it had had bad election results, etc. (1-2)
- Level 2 Makes valid inference(s), unsupported from source, e.g. the government had reached crisis point, etc. (3-4)
- Level 3 Makes valid inference with reference to the source, e.g. The government was in such crisis that it had been forced into meetings with its sworn enemy, etc. (5-6)

(ii)

- Level 1 Agrees OR disagrees, with no reference to the source, e.g. the ANC frightened many groups in South Africa. (1-2)
- Level 2 Agrees OR disagrees supported from source, e.g. Yes, the list of ANC actions would intimidate any group; No, Buthelezi is standing up to them and publishing details, etc. (3-5)
- Level 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?' (6-7)

(iii)

- Level 1 Not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Not useful - one is from a British book, the other is from an opponent of the ANC 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 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)** Award one mark for each valid example to a maximum of two, e.g. Power sharing for 5 years; job security for police, armed services and civil servants; strong local and regional councils. (1-2)

(ii)

- Level 1 Identifies aspects of involvement. One mark each to a maximum of two. (1-2)
- Level 2 Describes involvement. Award an extra mark for aspects described in additional detail, e.g. regarded by government as an ally which wanted to play off Inkatha against ANC; he was unreliable; did not attend CODESA meetings; tried to ally with Conservative Party; encouraged supporters in violence; talked of civil war. ANC strengthened as a result; finally came to agreement with ANC to curb violence. (2-4)

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(iii)

Level 1	Single reason. One for reason, one for explanation.	(1-2)
Level 2	Multiple reasons. One for each reason, one for each reason explained, e.g. trusted de Klerk and Mandela; saw negotiations as preferable to disorder; proposals safeguarded white interests; disapproved of far right AWB/ Terre Blanche; some had always opposed apartheid. NB. - 85% of whites voted, 69% supported reform.	(2-6)

(iv)

Level 1	Simple assertion. Yes, he was very famous.	(1)
Level 2	Explanation of importance OR lack of importance, single factor given.	(2)
Level 3	Explanation of importance OR lack of importance with multiple factors. Allow single factor with multiple reasons, e.g. Yes, authority/reputation and continued commitment to Freedom Charter; prepared to acknowledge white fears, seek compromise, patient negotiator; No de Klerk began process in 1990, role of economic/international pressures, other negotiators roles, impact of violence. OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief)	(3-5)
Level 4	Answers that deal with BOTH importance AND lack of importance to arrive at a balanced judgement	(6-8)

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

(a) (i)

- Level 1 Repeats material stated in source, no inference made, e.g. propaganda was both Nasser's strength and weakness, etc. (1-2)
- Level 2 Makes valid inference(s), not supported from source, e.g. propaganda was of crucial importance in the crisis. (3-4)
- Level 3 Makes valid inference with reference to the source, e.g. Propaganda created expectation to a level where it drove policy. (5-6)

(ii)

- Level 1 Agrees OR disagrees with no support from source, e.g. Yes, Nasser hated Israel. (1-2)
- Level 2 Agrees OR disagrees with support from source, e.g. Yes, his words show aggressive intent; No, merely rhetoric in his parliament, etc. (3-5)
- Level 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?' (6-7)

(iii)

- Level 1 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 Not useful - one is from a British textbook, the other is from Nasser 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 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 reason to a maximum of two, e.g. surprise to gain military advantage; prevent pre-emptive strikes from Egypt, Syria and Jordan's superior air power; secure space for use of tanks; advance to more easily defensible frontiers, etc. (1-2)

(ii)

- Level 1 Identifies tactics. Allow one mark for each aspect identified to a maximum of two. (1-2)
- Level 2 Describes tactics. Allow an extra mark for each tactic described with additional detail, e.g. Massive air strikes on 17 Egyptian airfields (300 planes destroyed); napalm; rocket attacks on Jordan; tank attack across Sinai destroyed 7 Egyptian divisions. (2-4)

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(iii)

Level 1	Single reason. One for the reason, one for explanation.	(1-2)
Level 2	Multiple reasons. One for each reason, one for each reason explained, e.g. needed to defend the occupied buffer zone; they wanted to protect their land and religion; asked for Western military aid developed strategies to limit Arab support for refugees, the acts of Al Fatah; appeals to UNO; Arabs would not accept their defeat, had access to Russian arms.	(2-6)

(iv)

Level 1	Simple assertions. Yes, he went to Israel.	(1)
Level 2	Explanation of change OR lack of change. Single factor.	(2)
Level 3	Explanation of change OR lack of change with multiple factors. Allow single factor with multiple reasons, e.g. Yes, used war popularity to open negotiations with Israel. Accommodation needed to recover Sinai - impossible by war; Knesset '77. Camp David '78/'79; No, always anti-Israel. Any change still aimed at restricting Israeli expansion; '67 War made him popular. Even when Suez Canal reopened Israeli ships could not use it. Deteriorating relations between Egypt and other Arab countries. OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief)	(3-5)
Level 4	Answers that deal with the issue of 'How far?' BOTH sides of change AND lack of change 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, e.g. there were no drains. (1-2)
- Level 2 Makes valid inference(s), unsupported from source, e.g. towns were very unhealthy places. (3-4)
- Level 3 Makes valid inference with reference to the source, e.g. there appears to be a link between the large number of deaths and the filthy conditions, etc. (5-6)

(ii)

- Level 1 Agrees OR disagrees with no support from the source, e.g. Yes, all builders were unreliable. (1-2)
- Level 2 Agrees OR disagrees with support from the source, e.g. Yes, building industry connived with others to cut costs; No, there was no legal compulsion to reach standards, owners of land equally to blame, etc. (3-5)
- Level 3 Agrees AND disagrees with support from the source. Addresses the issue of 'To what extent?' (6-7)

(iii)

- Level 1 Not useful - choice made on the basis that one is more detailed/gives more information than the others, but does not specify what information. (1)
- Level 2 Not useful - A is from a doctor, B is an artist's impression and C is from a complainer, so they could all be biased/unreliable. (2)
- Level 3 Choice made on the amount or nature 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, B and C to show reliability. 6 marks for one source, 7 marks for two or more. (6-7)

- (b) (i) One mark each for each valid example to a maximum of two, e.g. Public Health Acts '48 and '72, Artisans Dwellings Act, Contagious Diseases Act, etc. (1-2)

(ii)

- Level 1 Allow one mark for each simple definition. (1-2)
- Level 2 Award an extra mark for each definition that is explained in additional detail. (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. overcrowding, poor hygiene, bad building, water supply, lack of good sewers, ignorance, etc.	(2-6)

(iv)

Level 1	Simple assertions. Yes, everything was getting better.	(1)
Level 2	Explanation of progress OR lack of progress. Single factor.	(2)
Level 3	Explanation of progress OR lack of progress with multiple factors. Allow single factors with multiple reasons, e.g. Yes, legislation, better planning, sewers, better water supply, housing materials and building, better awareness, etc.; No, Improvement patchy, still much old housing stock remained, much still unplanned, without water supply or sewers, etc. 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 progress AND lack of progress must be addressed.	(6-8)

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

(a) (i)

- Level 1 Repeats material stated in source, no inference made, e.g. it was the will of the British people, etc. (1-2)
- Level 2 Makes a valid inference(s) not supported from the source, e.g. there was widespread pride in acquiring an empire, etc. (3-4)
- Level 3 Makes valid inferences with reference to the source, e.g. the empire was not acquired because some financiers saw it as a way to make money, the British people saw it as their destiny, etc. (5-6)

(ii)

- Level 1 Agrees OR disagrees with no support from source, e.g. Yes, the Europeans would always win as they had firepower. (1-2)
- Level 2 Agrees OR disagrees with support from source, e.g. Yes, the insistence of Pink Cheek; No, the actions of the elders, the tone of the storyteller. (3-5)
- Level 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?' (6-7)

(iii)

- Level 1 Not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Not useful - one is from a colonial administrator, the other is from an African 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 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. Rhodesia, Uganda, Kenya. (1-2)

(ii)

- Level 1 Identifies system. Allow one mark for each aspect to a maximum of two. (1-2)
- Level 2 Describes system. Allow an extra mark for each aspect that is described in additional detail, e.g. system of colonial government which left the local chiefs in traditional control of local affairs, while Britain retained overall control. System was cheaper than the French system of direct rule that expensively imposed French culture and control. (2-4)

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(iii)

Level 1	Single reason One for the reason, one for explanation.	(1-2)
Level 2	Multiple reasons. One for the reason, one for the reason explained, e.g. Prestige, markets, raw materials, Place in the Sun, White Man's Burden, religion, exploration, etc.	(2-6)

(iv)

Level 1	Simple assertions. No, it was a disaster for them.	(1)
Level 2	Explanation of benefit OR lack of benefit. Single reason.	(2)
Level 3	Explanation of benefit OR lack of benefit, multiple factors given. Allow single factors with multiple reasons, e.g. Yes, medicine, education, missionaries?, technology, jobs, etc.; No, destruction of culture, traditional rule, tribes; missionaries?, exploitation, etc. OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief)	(3-5)
Level 4	Answers that deal with the issue of 'To what extent?' BOTH sides of benefit AND lack of benefit must be addressed.	(6-8)