

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

**MARK SCHEME for the October/November 2007 question paper**

**0470 HISTORY**

**0470/01**

Paper 1 (Paper 1), maximum raw mark 60

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

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

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

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

CIE is publishing the mark schemes for the October/November 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2007</b>	<b>0470</b>	<b>01</b>

**SECTION A – CORE**

**1 (a) Describe the events in France between February and June 1848.**

**Level 1 General answer** **1–2**

e.g. 'There was a revolution.'

**Level 2 Describes the events** **2–5**

e.g. 'Guizot banned a Reform Banquet and he was accused by the Deputies of forgetting who it was who put Louis Philippe on the throne in 1830.' (2)

'The crowds took to the barriers shouting Vive la Réforme! and Mourir pour la Patrie.' (2)

'Louis Philippe took fright and fled leaving the rebels in charge.'

'Socialists and republicans combined to form a provisional government of the new second Republic (25 Feb 1848).' (2)

'They immediately gave the vote to all men over 21 and they created the National Workshops in Paris to give jobs to the unemployed.' (3)

'The National Workshops were closed down in June 1848 and this brought fresh uprisings (June Days). These uprising were ruthlessly suppressed. Over 1500 were killed in four days of bitter fighting, large numbers executed, imprisoned or sent overseas.' (3)

**(b) Why was there a revolution in Austria in 1848?**

**Level 1 General answer** **1**

e.g. 'It was the year of European-wide revolutions.'

**Level 2 Identifies why** **2–4**

e.g. 'The conservatives were disliked.'

'There was a general trend towards change.'

'There was repression.'

**Level 3 Explains why** **4–7**

e.g. 'There was a general trend of disgust across Europe. There was an urge for more freedom and greater participation in government. There was rising nationalism and increased social problems caused by the industrial revolution.'

'Metternich was considered to be the symbol of repression and was dismissed.'

'In April the emperor issued a constitution but this was not considered democratic enough.'

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2007</b>	<b>0470</b>	<b>01</b>

(c) How successful were the European revolutions of 1848? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'They achieved nothing because they failed.'

**Level 2 Identifies impact** **2–3**

e.g. 'The revolutions provided lessons for the governments and their opponents.'

'The clash of aims made success impossible.'

'Demands were initially agreed to and then power regained.'

'Popular enthusiasm was short-lived.'

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

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

e.g. 'At first the revolution in Hungary looked as though it would be a success but the Magyar nationalists fought the Croat nationalists instead of joining together to win their independence from Austria. As a result the revolution led by Louis Kossuth was brutally suppressed.'

Longer term the brief period of Magyar rule was not in vain. By 1867 Magyar was the official language of Hungary, the Diet had regained much of its old importance and the March Laws were accepted. Hungary was now an equal partner with Austria.

'The liberals and nationalists wanted Austrians out of Italy for good. Charles Albert did not get the expected support and as a result he was heavily defeated. The Pope was driven from the Holy City. Charles Albert was defeated again and abdicated and Venice captured by Austria.'

'Revolutions spread across Germany and Liberals and nationalists met to draft a new constitution but failed. Prussian attempts to become leader of a united Germany were quashed by Austria.'

'In France the monarchy fell and socialists and republicans formed a provisional government giving the vote to all men over 21. Louis Napoleon became President and then assumed the power of dictator. The power of the new legislative body was severely limited. Napoleon III set about improved Paris by clearing slums, building sewers and providing piped fresh water. France was modernised – up to date farming methods, railways built and educational standards improved.'

**Level 5 Explains with evaluation of 'how successful'** **7–8**

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2007</b>	<b>0470</b>	<b>01</b>

**2 (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 that encouraged 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 was Austria still the dominant power in Germany in 1850?**

**Level 1 General answer** **1**

e.g. 'Because it was the strongest.'

**Level 2 Identifies why** **2–4**

e.g. 'The Frankfurt Parliament failed to act.'  
'Frederick William rejected the crown.'  
'Austria was strong militarily.'  
'Because of the treaty of Olmutz.'

**Level 3 Explains why** **4–7**

e.g. 'Valuable time was wasted by the Frankfurt Parliament discussing boundaries when the Austro-Hungarian Empire was in disarray. The delegates were split as to Austria being included, or excluded. In the end delegates voted to offer the new Imperial German Crown to Frederick William of Prussia. He turned the offer down as he did not wish to antagonize the Hapsburg Empire unnecessarily.'  
'The League of princes was set up as a Prussian dominated union. When the ruler of Hesse-Cassel was overthrown he turned to Austria, not Prussia, for help in suppressing the revolution. Austria sent an army of 200,000 demonstrating clearly to other German states that Austria, not Prussia, was still the dominant force in Germany.'  
'Frederick William had little choice but to accept the terms of the Treaty of Olmutz in 1850. This restored the Bund under Austrian leadership. Prussia had been humiliated.'

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2007</b>	<b>0470</b>	<b>01</b>

(c) How far was unification the result of German nationalism? 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.'

'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**

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2007</b>	<b>0470</b>	<b>01</b>

**3 (a) Describe the military changes introduced in Japan between 1868 and 1895.**

**Level 1 General answer** **1–2**

e.g. 'The Japanese military was updated.'

**Level 2 Describes changes** **2–5**

e.g. 'British warships were introduced to the fleet and young officers were trained by the Royal Navy.'

'The army was modelled on the French system and later was influenced by the Germans.'

'The Choshu and Satsuma armies were combined to form a new Imperial Army in 1872.'

'Conscription was introduced in 1873.'

'By 1894, the Japanese army was efficient, equipped with modern arms, and well led.'

**(b) Why did Meiji rule face opposition?**

**Level 1 General answer** **1**

e.g. 'Privileges were abolished.'

**Level 2 Identifies why** **2–4**

e.g. 'The abolition of the domains and privileges of the daimyo.'

'The abolition of the privileges of the samurai.'

'The abolition of feudalism.'

'Changes in the constitution.'

**Level 3 Explains why** **4–7**

e.g. 'To strengthen the control of the government, feudalism based on daimyo and samurai had to be abolished. To do this, handsome rewards had to be paid.'

'The changes caused hardship and anger among the samurai and there were several small-scale uprisings.'

'When criticised, the government censored the press. Demands were expressed for a constitutional government which was introduced in 1890 although senior ministers were still chosen.'

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2007</b>	<b>0470</b>	<b>01</b>

- (c) 'Japan had become a modern country by the time of the death of the Meiji Emperor in 1912.' How far do you agree with this statement? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'It became a very powerful country.'

**Level 2 Identifies impact** **2–3**

e.g. 'Old customs related to feudalism were removed.'

'Japan adopted western ideas.'

'A new constitution was introduced.'

'The peasant farmer gained little.'

'Industrial power was in the hands of a few people.'

'The military was developed into an up to date fighting force.'

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

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

e.g. 'For Japan to modernise required the removal of the feudal system. To do this they abolished the domains and privileges of the daimyo and the privileges of the samurai. This resulted in one army rather than a number of private ones and one strong government based in Tokyo, not a number of semi-independent regional governments.'

'Japan aimed to demonstrate to foreign governments that it had changed. Western clothes were adopted by many of the ruling class. Gas and electricity were introduced into Japanese cities and the Western calendar was adopted. Education was seen as important and was compulsory from the age of four. Japanese skills were taught alongside Western learning. Thousands were sent to foreign universities.'

'The numbers employed in industry, trade and finance began to rise encouraged by government investment with coal mines, cement works, shipbuilding yards and textile mills.'

'Military changes resulted in a modern army and navy with officers trained overseas. Japan had by the end of the century an efficient well-equipped military with modern weapons.'

'Japan's system of government came under criticism in the late-nineteenth century. A new constitution was introduced which allowed a constitutional monarchy. However supreme power rested with the Emperor with the head of government being responsible to the Emperor and not the elected assembly. The Emperor continued to choose his prime minister and cabinet ministers from a small group of distinguished leaders.'

'Agriculture was improved to meet increased demands but there was little comfort for the peasant farmer.'

'Rises in government expenditure in the 1880s resulted in the selling off cheaply of most of their factories. This resulted in single families controlling the economy.'

**Level 5 Explains with evaluation of 'how far'** **7–8**

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2007</b>	<b>0470</b>	<b>01</b>

**4 (a) Describe the system of alliances which existed between European countries in 1914.**

**Level 1 General answer** **1–2**

e.g. 'It was the balance of power.'

**Level 2 Describes the System** **2–5**

e.g. 'Europe was divided into two armed camps.'

'There was the Triple Alliance (1) of Germany, Austria-Hungary and Italy.' (1 mark)

'There was the Triple Entente (1) consisting of Britain, France and Russia. (1 mark)

'The Dual Alliance.'

**(b) Why did the two crises in Morocco increase tension between European powers?**

**Level 1 General answer** **1**

e.g. 'Because the Kaiser was seen as a threat.'

**Level 2 Identifies why** **2–4**

e.g. 'The Kaiser interfered over Morocco.'

'Britain and France stood together.'

'The Kaiser sent a gunboat to Agadir in 1911.'

'The Kaiser was trying to gain land.'

'The Kaiser was testing the Entente.'

**Level 3 Explains why** **4–7**

e.g. 'The Kaiser wanted to test the strength of the Entente and he visited Tangiers where in a speech (1905) he said Morocco should be independent of France. France was supported by Britain and would not back down.'

'The Kaiser suffered an embarrassing defeat at the Algeciras conference with only Austria-Hungary supporting him. He blamed Britain for this defeat as they had supported France.'

'The Kaiser, in 1911, again tried to break the Entente Cordiale by sending a gunboat to Agadir. Britain believed he was trying to set up a naval base in Morocco and saw this as a threat. Again Germany backed down to avoid war and yet again he blamed Britain. He was unlikely to back down again.'



<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2007</b>	<b>0470</b>	<b>01</b>

- (c) 'The main reason for Britain going to war in 1914 was the German invasion of Belgium.' How far do you agree with this statement? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'It was because of rivalry.'  
'Britain was morally bound to help friends.'

**Level 2 Identifies reasons** **2–3**

e.g. 'There was naval rivalry with Germany.'  
'There existed two armed camps in Europe.'  
'The consequences of German European power.'  
'Sympathy for Serbia.'  
'Belgium and the 'scrap of paper'.'

**Level 3 Explains Belgium OR other reasons** **3–5**

**Level 4 Explains Belgium AND other reasons** **5–7**

e.g. Belgium  
'This was the immediate reason for British entry. Belgium neutrality had been guaranteed in a future war by the Treaty of London signed by Britain and other Great powers in 1839. Britain did not want a major country to occupy Belgium and use it as a base to invade Britain.'  
The Schlieffen Plan meant that Germany would invade France through Belgium and so Germany gambled on Britain not going to war over Belgium.'  
'The Germans invaded Belgium, this annoyed the vast majority of British people who supported the British declaration of war.'

Other reasons

'Britain's navy was vital to protect Empire, trade and invasion. It was the most powerful in the world but feared the German challenge. An Anglo-German naval race developed with the Kaiser building up the strength of the German navy with the Dreadnought programme. Britain feared German world domination. They already had the most powerful army.'  
'The Alliance System created two rival armed camps. Britain and France had an Entente which brought them closer between 1904 and 1914. The Bosnian Crisis of 1908–09 brought humiliation to Russia who drew closer to Britain. If France was not supported and defeated by Germany the Kaiser would dominate Europe. If the French won, the French would no longer trust Britain who would be left isolated.'

'There was some British sympathy with 'little' Serbia being invaded by the large Austro-Hungarian empire supported by Germany.'

**Level 5 Explains with evaluation of 'how far'** **7–8**

Page 10	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**5 (a) In what ways did the Treaty of Versailles weaken Germany's armed forces?**

**Level 1 General answer** **1–2**

e.g. 'Germany's armed forces were greatly reduced.'  
'It reduced the army/navy.'

**Level 2 Describes terms** **2–5**

e.g. 'The army was limited to 100,000 men. (1) There was to be no conscription. (1)  
'Germany was not allowed tanks, submarines or military aircraft.' (One mark for 1; two marks for all three)

'The navy could only have six battleships (1) and was limited to 15,000 men.' (1)

(No credit for Rhineland.)

**(b) Why did Clemenceau demand that a harsh peace be imposed on Germany?**

**Level 1 General answer** **1**

e.g. 'To weaken Germany.'

**Level 2 Identifies why** **2–4**

e.g. 'To pay for all the damage Germany had caused.'

'To prevent future German attacks on France.'

'To gain revenge (for all the French suffering).'

'France lost many soldiers.'

**Level 3 Explains why** **4–7**

e.g. 'France had suffered enormous damage to its land, industry and people. Clemenceau was under intense pressure from his people to make Germany pay for the suffering they had endured both in 1870 and the Great War.'

'Ever since 1870 France had felt threatened by its increasingly powerful neighbour, Germany. Clemenceau saw the treaty as an opportunity to cripple Germany by breaking it up into small, weak states so it could not attack France again.'

'France had borrowed huge sums of money to fight the war and was faced with enormous debt. Clemenceau wanted Germany to pay this debt.'

Page 11	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

5 (c) 'The Treaty of Versailles was unfair on Germany.' How far do you agree with this statement? Explain your answer.

**Level 1 Unsupported assertions** 1

e.g. 'It was a reasonable attempt at peace. It was not unfair.'

**Level 2 Identifies reasons** 2–3

e.g. 'It was unfair because it was a 'diktat'.'  
 'Others were also to blame but not treated unfairly.'  
 'It was unfair as it left Germany unable to defend itself.'  
 'It was unfair as it was not in accordance with the 'Fourteen Points'.  
 'Germany treated Russia worse.'  
 'Germany was better off than they were letting on.'  
 'Germany had agreed the Armistice.'  
 'It was unfair because of War Guilt.'

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

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

e.g. 'Germany did not feel it had lost the war. In 1919 many Germans did not understand how bad Germany's military situation was at the end of the war. They believed they had simply agreed to a ceasefire and therefore should be at the Conference to negotiate rather than being treated as a defeated nation. They were not represented and had to accept a harsh settlement.'

'Germany thought that the 'war guilt' clause was particularly unfair as they were not the only ones to blame. Because they were forced to accept blame they had to pay for all the damage. They thought reparations that high would cripple them.'

'It was unfair to disarm Germany and not other countries and they thought that what remained was too small to defend Germany from attack.'

Germany thought that the application of self-determination was applied unfairly with millions of Germans living in other countries.

'Germany was operating double standards. Their call for a fairer treatment did not fit with the harsh manner they treated Russia in the Treaty of Brest-Litovsk.'

'The Treaty did not weaken Germany anywhere near as much as the Germans complained. By 1925 German steel production was twice that of Britain.'

'Germany's economic problems were partly self-inflicted. Other countries had raised taxes to pay for the war. The Kaiser's government planned to pay war debts by extracting reparations from the defeated states.'

'In the Armistice, the Germans agreed to reductions in their armed forces, losses of territory and the principle of reparations. Why then did they claim they had been treated unfairly?'

**Level 5 Explains with evaluation of 'how far'** 7–8

Page 12	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**6 (a) How did the League of Nations hope to prevent future wars between nations?**

**Level 1 General answer** **1–2**

e.g. 'The League offered an opportunity for countries to talk.'  
 'Through co-operation.'  
 'Discouraging aggression.'

**Level 2 Describes ways** **2–5**

e.g. 'The League was responsible for the operation of the Treaty.'  
 'Through the International Court of Justice.'  
 'By encouraging co-operation through business and trade.'  
 'By encouraging nations to disarm.'  
 'Improving living and working conditions throughout the world.'  
 'The League could put pressure on the guilty country, bringing world opinion against it.'  
 'Members could refuse to trade with the guilty country (economic sanctions).'  
 'The armed forces of member countries could be joined together and used against the aggressor (military force).'  
 'Collective security.'

**(b) Why did the League fail to stop Italian aggression against Corfu in 1923?**

**Level 1 General answer** **1**

e.g. 'The League was weak.'

**Level 2 Identifies why** **2–4**

e.g. 'It feared a powerful nation.'  
 'Britain and France were not strong enough.'  
 'Mussolini used the Conference of Ambassadors.'

**Level 3 Explains why** **4–7**

e.g. 'The council of the League wanted to condemn Italy's actions but France and Britain did not want to upset Mussolini and would not permit it putting pressure on the Greeks to accept Mussolini's demands.' (2)  
 'Behind the scenes, Mussolini worked on the Conference of Ambassadors and persuaded it to change the League's ruling.'  
 'Italy was a great power willing to use force and as the League did not have an army it backed down.'  
 'Members of the League, especially Britain and France feared another war and therefore did not want to use force. They allowed the dispute to be settled outside the League.'  
 'A powerful Mussolini was willing to go against the League. The weak League could do nothing about this.'

Page 13	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) 'The League was a failure.' How far do you agree with this statement? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'It must have been a failure as war broke out again in 1939.'

**Level 2 Identifies impact** **2–3**

e.g. 'The idea of collective security failed.'  
 'Credibility as a peacekeeper was lost.'  
 'Often operated in line with interests of members not peace/security.'  
 'Had some success with smaller nations.'  
 'Some humanitarian work was successful.'

**Level 3 Explains successes OR failures** **3–5**

**Level 4 Explains successes AND failures** **5–7**

Note: Whilst it is expected that candidates will use examples to exemplify a point many will offer examples in detail to consider 'success' or 'failure'. This approach is perfectly acceptable.

e.g. 'The Manchurian and Abyssinian crises destroyed the idea of collective security by demonstrating that League members would not act together firmly in the face of determined aggression. This also destroyed the credibility of the League as a peacekeeping organisation.'

From 1936 onwards countries had to find an alternative to the League to deal with dictators. They had to accept that the League was following appeasement. War became inevitable.'  
 'Even in the 1920s the League was not always successful. It showed over Corfu that it was not willing to confront a major power and was weak and useless over Vilna as it saw Poland as helpful against Germany and Russia.'

'The League was at its best when dealing with small nations in the early 1920s as they were willing to accept the League's authority. War was averted over the Aaland Islands and peace brought in relation to the Greek-Bulgarian Dispute.'

'With the help of the League arranging international loans and supervising their economies, Austria and Hungary were able to begin economic recovery.'

'The League was successful in dealing with refugees and former prisoners of war. It returned around 400,000 to their homelands. In Turkey it moved swiftly to stamp out cholera, smallpox and dysentery in the camps.'

'The International labour Organisation was successful in banning white lead from paint and limiting the hours of work for small children.'

'Socially the league worked hard against the drug trade and freed 200,000 slaves in Sierra Leone and improved conditions on the Tanganyika railway.'

**Level 5 Explains with evaluation of 'how far'** **7–8**

Page 14	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**7 (a) What was the ‘Cold War’?**

**Level 1 General answer** **1–2**

e.g. ‘Deep distrust between two countries.’

**Level 2 Defines the Cold War** **2–5**

e.g. ‘Increasing tension that developed between two superpowers, the USA and the USSR.’

The increased tension brought a frosty atmosphere but no actual fighting.’

‘A rivalry that started in 1945–46 and lasted for over 40 years.’

‘A tension of different ideologies, Capitalism v Communism.’ (2 marks)

‘It was an arms race.’

‘Ideology expressed by supporting opposing sides in conflict.’

**(b) Why did tension between the Soviet Union and the West increase after the Potsdam Conference?**

**(Take up to the end of 1947.)**

**Level 1 General answer** **1**

e.g. ‘Because the Soviet Union and the West held differing views.’

**Level 2 Identifies why** **2–4**

e.g. ‘The West was suspicious of the activities of the USSR regarding the removal of democratic government.’

‘Truman was less trusting of Stalin than Roosevelt.’

‘Truman did not tell Stalin of his intention to use the atomic bomb.’

‘There were differences over the strength of Germany.’

‘Churchill created a Soviet fear of war.’

‘Truman introduced his Doctrine.’

**Level 3 Explains why** **4–7**

e.g. ‘The West was suspicious of Soviet intentions in eastern Europe. Stalin had removed non-Communist leaders in Poland replacing them with Communists. Rather than allowing free elections the USSR began to impose Communist rule on the countries it had occupied.’

‘Truman was highly suspicious of Stalin’s motives. He was much less trusting than Roosevelt had been. Stalin refused to reduce the size of the Red Army, the biggest in the world. In Eastern Europe he believed the Soviet leader intended to set up USSR controlled buffer states.’

‘Stalin was annoyed with the USA because Truman had not informed him of the use of the atomic bomb on Japan. Stalin was convinced the US would use the bomb to gain world-wide power and so started work on producing one. This caused the USA to feel threatened.’

‘The Western allies accused Stalin of breaking agreements over Germany. The Western Allies wanted Germany to recover as quickly as possible, realising that it would be a barrier against Communism. The USSR wanted a weak Germany.’

‘Decisions from Yalta were not adhered to, e.g. Japan.’

‘Churchill in a speech in 1946 said that Europe was divided into two. With countries behind the ‘iron curtain’ under Communist domination. Churchill was accused of trying to stir up war against the Soviet Union.’

Page 15	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

- 7 (c) 'The main reason for the escalation of the Cold War in the years 1947–49 was the Berlin Blockade.' How far do you agree with this statement? Explain your answer.

**Level 1 Unsupported assertions** 1

e.g. 'There were many reasons of which the Berlin Blockade was one.'

**Level 2 Identifies reasons** 2–3

e.g. 'The West's success over Berlin.'

'The Soviet Union 'fixed' elections to establish Communist satellites.'

'The Truman Doctrine annoyed Stalin.'

'The Marshall Plan increased wealth of countries in Europe.'

'The Allies formed NATO.'

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

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

e.g. 'The Western Allies became increasingly frustrated at the soviet refusal to help the economic recovery of Germany and so decided to develop the economy in their own zones. They feared a strong West Berlin would influence their zone destroying Soviet Control. The Soviets introduced a blockade but the West defeated this by flying in supplies resulting in Stalin backing down. The West saw this as a victory but Stalin responded by turning their zone into the GDR. Germany was permanently divided and relations between East and West worsened.'

'Having freed much of Eastern Europe from the Nazis, the Red Army remained in occupation and the Soviet Union established Communist governments through 'fixed' elections. This happened in Czechoslovakia, Poland, Hungary, Romania and Bulgaria.'

'Through the Truman Doctrine the USA made it clear that it would help any country to stop the spread of Communism. An example of this was in relation to Greece where aid was provided under this policy of containment. Rivalry between the USA and the USSR increased.'

'Truman did not want to send troops but wished to attack Communism at its roots. He believed Communism grew out of poverty and so offered Marshall Aid to enable countries to prosper. This had the added benefit of increasing USA and world trade. As a result Europe became more firmly divided between East and West. Stalin prevented eastern European countries from being involved accusing the US of fostering self-interest.'

'Worrying to Stalin was the formation of NATO, a military alliance in which members agreed to offer help if any of them were attacked. This was a direct challenge to Stalin although by 1949 his scientists had developed an atomic bomb.'

**Level 5 Explains with evaluation of 'how far'** 7–8

Page 16	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**8 (a) What was the Berlin Wall?**

**Level 1 General answer** **1–2**

e.g. 'A form of barrier.'

**Level 2 Describes the Berlin Wall** **2–5**

e.g. 'A wall built in 1961.'

'It was a wall in Berlin to separate East from West.'

'Separating Communism from Capitalism.'

'A division between the prosperous West Berlin and the Soviet controlled East Berlin.'

'A wall to prevent East Germans from leaving Communist East Berlin.'

'Originally of barbed-wire.'

**(b) Why was there a rising in Hungary in 1956?**

**Level 1 General answer** **1**

e.g. 'Because of how they were controlled.'

**Level 2 Identifies why** **2–4**

e.g. 'They hated Rákosi and what he represented.'

'Under the soviets they lost their freedom.'

'They wanted to leave the Soviet Pact.'

'The standard of living was poor.'

**Level 3 Explains why** **4–7**

e.g. 'Hungary was led by a hard-line Communist called Rákosi who imposed restrictions on the Hungarians. The government controlled the press, theatre, art and music.'

Most Hungarians felt bitter about losing their freedom of speech and they lived in fear of the secret police who used terror and torture against opponents of the government.'

'Hungary had been changed by using Russian street signs, schools and shops. Hungarians were proud and patriotic and aware of traditions and history. Soviet control of education meant the children were taught a Communist version of history.'

'They resented the presence of thousands of Soviet troops and officials in their country and they objected to having to pay for the Soviet forces in Hungary. Standard of living was low and there were food shortages blamed on the new collective farms. Workers were poorly paid and many goods were sent to the USSR.'

'Nagy was able to form a new government and planned to leave the Warsaw Pact. Khrushchev was prepared to allow some reform but would not accept Hungary leaving the Warsaw Pact. In November he sent in thousands of Soviet troops.'



Page 17	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) Which was the more serious threat to Soviet control of Eastern Europe:

events in Czechoslovakia in 1968;  
the emergence of Solidarity in Poland?  
Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'Both were significant.'

**Level 2 Identifies impact** **2–3**

e.g. 'The threat from Czechoslovakia was put down.'  
'Countries began to move away from Moscow as a result of the events in Czechoslovakia.'  
'China voiced criticism.'  
'The government was defeated by Solidarity.'  
'Military force was all the Soviets had.'

**Level 3 Explains Czechoslovakia OR Solidarity** **3–5**

**Level 4 Explains Czechoslovakia AND Solidarity** **5–7**

e.g. 'Dubcek introduced a number of reforms to improve the standard of living of the Czech people and to give them more freedom. These changes were called the Prague Spring. The Soviet leaders believed that Dubcek's reforms threatened their control of Eastern Europe fearing that there would be further demands for even more freedom for Czechoslovakia. If granted, people in other Eastern European states would start demanding change destroying Soviet control. Czechoslovakia returned to Communist control and people in Eastern European countries were reminded that the USSR would maintain strict control through one party control and the Warsaw Pact. (Brezhnev Doctrine).'  
'The USSR feared that Czechoslovakia would ally with Yugoslavia and Romania. Romania refused to send troops to Czechoslovakia taking a more independent line. Albania left the Warsaw Pact for good.'  
'The invasion was criticised by China fearing the USSR might do the same to them. They disliked forced being used against a fellow Communist nation.'

'Shipyard workers led by Lech Walesa formed a movement called 'Solidarity'. In 1980 Poland's economy was suffering and there were food shortages and price rises. The shipyard workers went on strike. This threatened Soviet control of Poland. They knew that if this was lost other Communist countries in Eastern Europe would claim their freedom.'  
'Solidarity had forced a strong Communist government backed by the Soviet Union to give way by using non-violent methods.'  
'Solidarity gained support in the West, highlighting that the Communist Party was no longer trusted by the people of Poland. The only thing that kept the Communists in power was force and when this happened Solidarity was easily crushed. The lesson was clear. If military force was not used, then Communist control was very shaky.'

**Level 5 Explains with evaluation of 'the most serious'** **7–8**

Page 18	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

## SECTION B – DEPTH STUDIES

## 9 (a) What were the main features of the Weimar Constitution?

**Level 1 General answer** 1–2

e.g. 'It had a head of state.'

**Level 2 Describes the features** 2–5

e.g. 'It was a democracy.'

'Everyone 20 and over could vote.' (Includes women)

'Election results decided by proportional representation.'

'The chancellor was head of government.'

'A president, elected every seven years, was head of state.' (2)

'The president had emergency power to dissolve the Reichstag and rule himself.'

'Proportional representation made it unlikely that any party would have overall control, resulting in coalition governments.' (2)

They voted for the President who appointed the Chancellor.' (2)

## (b) Why was 1923 a year of crisis for the Weimar Republic?

**Level 1 General answer** 1

e.g. 'There were financial problems.'

**Level 2 Identifies why** 2–4

e.g. 'There was an occupation of the Ruhr.'

'There was hyperinflation.'

'Because of the Munich Putsch.'

**Level 3 Explains why** 4–7

e.g. 'French and Belgium troops entered the Ruhr and began to take what was owed to them in the form of raw materials and goods. The government ordered passive resistance (strike). The French reacted harshly to this, killing over 100 workers.' (2 marks)

'As no goods were being produced there were no goods to trade so the government printed more money. They also had to pay the striking workers. Prices rocketed and the money was worthless. This was hyperinflation. Business went bankrupt and people's savings were wiped out.' (2 marks)

'There was the Munich Putsch with Hitler attempting to seize power from the Weimar Republic. Because of its financial difficulties Hitler believed the Republic was on the verge of collapse and he tried to seize power. Although it failed the Putsch gave Hitler publicity.' (2 marks)

Page 19	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) To what extent did the Weimar Republic recover after 1923? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'It recovered partly as life did improve for many Germans.'

**Level 2 Identifies extent of recovery** **2–3**

e.g. 'Hyperinflation ended.'

'International relations improved.'

'The economy recovered.'

'Political instability remained.'

'Some did not approve of the changes in the arts.'

**Level 3 Explains recovery OR problems remaining** **3–5**

**Level 4 Explains extent of recovery** **5–7**

e.g. 'Between 1924 and 1929 Germany received over 25 billion marks in loans from the USA. With this German industry was re-built.'

'Stresemann ended hyperinflation and brought confidence back by introducing a new currency and reducing government spending. He negotiated the Dawes Plan which gave a loan of 800m, reduced annual reparations and gave longer to pay.'

'Germany's international position was improved. By the 1925 Locarno Pact Germany's borders were resolved and Germany was admitted to the League of Nations in 1926. This acceptance was reinforced in 1928 with the signing of the Kellogg-Briand Pact against the use of war in foreign policy.'

'The greater freedom of the republic encouraged a cultural revival through artists, writers, architects and musicians. There was a new spirit of freedom following censorship under the Kaiser. Berlin became a thriving centre of the arts.'

'Stresemann was strongly criticised for being too willing to co-operate with Germany's former enemies. He believed that revision of the Treaty had to be done with the co-operation of foreign countries. Hitler disagreed.'

'Some argued that the new ideas of culture and art were unpatriotic and they wanted more traditional values. They argued that the new phase meant Germany was going into moral decline.'

'To a great extent, Germany's recovery after 1923 was an illusion. The economic recovery depended on loans, while some sectors, such as agriculture, were in serious trouble. Following the Wall Street Crash, the USA recalled their loans and once more Germany sank into economic depression. People blamed the Weimar and turned to extreme groups offering a radical solution.'

'Political stability was wafer thin. Many did not accept the Treaty and in 1925 Hindenburg was elected President. He was a supporter of the Kaiser. This indicated the true feeling of many.'

**Level 5 Explains with evaluation of 'to what extent'** **7–8**

Page 20	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

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

**Level 1 General answer** **1–2**

e.g. 'Offered a variety of leisure pursuits.'  
'Control of young people.'

**Level 2 Describes the Hitler Youth activities** **2–5**

(The activities divide into areas – Physical, subversive/indoctrination, military and female. A maximum of two marks for any one area.)

(No credit for schools and propaganda.)

e.g. 'An opportunity for boys and girls to enjoy weekend trips, camps, walking and sports.'  
(Max 2 marks)

'Subversive – encouraged members to report their parents or teachers if they criticised the Nazi regime. Comment on the treatment of Jews and comment on the Aryan Race.' (Max 2 marks)

'Indoctrination into accepting Nazi ideas with loyalty and obedience to Hitler.' (1)

'A training ground for the army with physical activity and military drill.' E.g. marching/firing singing patriotic songs. (Max 2 marks)

'Female – home-making, physical activities. (Max 2 marks)

**(b) Explain how Nazi policies reduced unemployment.**

**Level 1 General answer** **1**

e.g. 'By getting more men into work.'

**Level 2 Identifies how** **2–4**

e.g. 'By joining the army.'

'By introducing public works.'

'By introducing conscription and rearmament.'

'By attempting to make Germany self-sufficient.'

**Level 3 Explains how** **4–7**

e.g. 'The labour Service Corps provided young men with manual labour jobs. From 1935 it was made compulsory for all 18–25 year olds to serve six months. Workers lived in camps, wore uniforms and were poorly paid.'

'Unemployed men were used to build government-funded roads, motorways, houses, hospitals and schools.'

'From 1935 all men aged 18–25 were compelled to do military service for two years. Rearmament provided thousands of jobs in arms factories making guns, tanks and planes.'  
(2)

'Neither Jews or women were registered as unemployed. Many Jews were driven out of their jobs which became available to Germans. Married women were encouraged to give up their jobs and stay at home.' (2)

'The Nazis created jobs by giving government land to farmers and manufacturers in an effort to make the country self-sufficient in food, raw materials and manufactures.'

Page 21	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) How successful were Nazi policies towards women and the family? Explain your answer.

**Level 1 Unsupported assertions** 1

e.g. 'Very successful as many women supported Nazi policies.'

**Level 2 Identifies impact** 2–3

e.g. 'The policy to increase the birth rate was successful.'

'Male unemployment reduced.'

'Many women received awards or cash funding for their work.'

'The policy of non-employment for women was partially successful.'

'Some women joined opposition groups.'

**Level 3 Explains success OR failure** 3–5

**Level 4 Explains success AND failure** 5–7

e.g. 'The Nazis believed that the place for women was in the home and this was emphasised through propaganda posters. Their role was to produce children. This was vital for the Nazis as they would be the future of the Regime. The birth rate had fallen and German women were encouraged by the use of loans and awards to increase the birth rate. This was successful as the birth rate by 1939 had increased by 45%.'

'The Nazis wanted full employment of males and to achieve this they encouraged women not to work. This was successful as unemployment of males reduced significantly.'

Women were encouraged to keep healthy and develop household skills as part of their role as mother and home-maker. This obviously worked as the birth rate increased.'

'There were 1.2 million more women working after six years of Nazi rule than there had been at the start. This was as a result of a war economy requiring workers in the factories and as the male unemployed were now employed, women were used. This was particularly true after the start of war.'

'Many German women objected to their role as second-class citizens and some joined illegal opposition political parties like the Communists or social Democrats to campaign for better status. Others criticised these policies because they ignored those women who had particular talents for certain types of employment.'

**Level 5 Explains with evaluation of 'how successful'** 7–8

Page 22	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**11 (a) Describe the main features of Tsarist rule before 1914.**

**Level 1 General answer** **1–2**

e.g. 'It failed to deal with discontent.'

**Level 2 Describes features** **2–5**

e.g. 'This power was supported by the Church (Russian Orthodox) and the wealthy landowning class.' (2)

'The Tsar Nicholas II was hard working but weak and indecisive.'

'There was the problem of ruling a vast empire.'

'Local government was in the hands of people appointed by the Tsar.'

'The Tsar was supported by the Okhrana, his secret police, and the army.' (2)

**(b) Why was the Tsar able to survive the 1905 Revolution?**

**Level 1 General answer** **1**

e.g. 'He made concessions.'

**Level 2 Identifies how** **2–4**

e.g. 'He issued the October Manifesto.'

'The middle classes wanted an end to the revolution.'

'He did not allow opposition.'

'Russia was ready for change.'

'He split his opponents.'

'He offered the middle classes what they wanted.'

**Level 3 Explains how** **4–7**

e.g. 'The October Manifesto gave Russian people basic rights such as freedom of speech and the right to form political parties.'

'He issued the October Manifesto which promised that elections would be held and a parliament called the Duma established.'

'This was what the middle classes wanted. They had become alarmed by the growing power and influence of the revolutionaries in the soviets and wanted the revolution to come to an end. By splitting his opponents, the Tsar was able to regain control.'

'Many of the Soviet leaders were arrested and exiled to Siberia. This led to serious street fighting in Moscow but these were crushed by the army.'

'The end of the war with Japan released troops who remained loyal to the Tsar. They dealt with disturbances and ruthlessly put down rebellions in the countryside.'

'The opposition was not co-ordinated. There was no one party which led the revolution and co-ordinated the strikes, Soviets and peasant uprisings.'

Page 23	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

- (c) 'The most important reason for the Tsar's abdication in March 1917 was Russia's defeats during the First World War.' How far do you agree with this statement? Explain your answer.

**Level 1 Unsupported assertion** **1**

e.g. 'It was important because Russia was losing.'  
'There was unrest.'

**Level 2 Describes reasons** **2–3**

e.g. 'The Tsar took command of the army.'  
'Large numbers of Russians were killed in the war.'  
'There were food shortages.'  
'The government was not united in the war effort.'  
'There was the influence of Rasputin.'  
'There was a monetary problem.'  
'There was industrial discontent and strikes.'  
'The Tsar had lost support.'  
'The operation of the earlier reforms caused discontent.'  
'There was a revolution in 1917.'

**Level 3 Explains First World War OR other reasons** **3–5**

**Level 4 Explains First World War AND other reasons** **5–7**

e.g. 'The war was not going well and the Tsar had put himself in personal command of the armies. This took him away from governing leaving it in the hands of his wife.'  
'The war brought about food shortages for troops and in the cities because of poor transport. The Russian economy could not cope and many lost their jobs, inflation increased as did prices.'

'The Duma leaders were frustrated by the Tsar's refusal to appoint a representative government that would unite the war effort.'  
'Whilst he was away concern grew at the influence of Rasputin over the Tsarina. She was relying almost entirely Rasputin's advice.'  
'Industry concentrated on the war effort leaving many shortages. There was discontent and strikes and they wanted the Tsar to end the war.'  
'Increasing numbers were losing faith in the ability of the Tsar to rule the country. Many had not been happy with the "sham" power of the Duma.'  
'There was a revolution in 1917 and the Tsar decided to abdicate. He was to be the last Tsar.'

**Level 5 Explains with evaluation of 'how far'** **7–8**

Page 24	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**12 (a) What was the ‘cult of personality’?**

**Level 1 General answer** **1–2**

e.g. ‘The reason for Stalin’s appeal to many of his people.’

**Level 2 Describes the features** **2–5**

e.g. ‘It was hero worship.’

‘Pro-Stalin propaganda.’

‘Propaganda created an all powerful and all-knowing leader who was looked on as a God by his people.’ (2)

‘To create this his image was everywhere – photographs, paintings, statues.’

**(b) Why did Stalin carry out the Purges?**

**Level 1 General answer** **1**

e.g. ‘To deal with people.’

**Level 2 Identifies why** **2–4**

e.g. ‘Because he felt threatened/he was insecure.’

‘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. ‘Stalin was not prepared to accept challenges to his authority. He planned a purge of the top Part membership to get rid of anyone he did not trust. He feared Kirov and had him murdered and then used this as an excuse to turn on Zinoviev and Kamenev who were arrested and given long prison sentences. The following year they were accused of being spies and were shot.’

‘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. This started the “Great Terror” when nobody was safe. Many of the Bolsheviks were put on “show trials” and many were tortured and shot to prevent any threat.’

‘In 1941 he turned against the generals of the Red Army, forced confessions out of them and had them shot. Finally he even turned against the secret police (NKVD) and many senior officers were shot.’

‘With the murder of Trotsky in 1940 every one of Stalin’s rivals was dead.’



Page 25	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) How far do you agree with the view that Stalin's rule up to 1941 was a disaster for the Soviet Union? Explain your answer.

(No reward for Foreign Policy.)

**Level 1 Unsupported assertions** **1**

e.g. 'He was not a disaster as things got better.'

**Level 2 Identifies reasons** **2–3**

e.g. 'Millions lost their life.'

'He changed communism.'

'He brought terror.'

'He saved Russia from defeat in the war.'

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

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

e.g. 'He was responsible for 30 years of terror and fear, turning Russia into a totalitarian state. During this time he caused the suffering and death of millions of people during collectivisation and the purges.'

'He got rid of some of the Soviet Union's best brains – thinkers, writers, artists – 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 by getting rid of old Communists who might have been able to steer the Soviet Union towards a more humane form of socialism.'

'Living standards for many changed very little and housing remained poor.'

'He turned Russia into a powerful, modern industrialised nation in 30 years through his Five Year Plans.'

'He did not personally order all the excesses of the purges. The secret police got out of control.'

'There were advances in education and medicine. Enormous numbers learned to read and write and living standards were beginning to rise.'

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

**Level 5 Explains with evaluation of 'how far'** **7–8**

Page 26	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**13 (a) What was Prohibition?**

**Level 1 General answer** 1–2

e.g. 'An attempt to rid America of the harmful effects of alcohol.'

**Level 2 Describes prohibition** 2–5

e.g. 'Prevention of the production, sale and transport of alcohol.' (2)

'It was introduced by the 18th Amendment.'

'The making of the USA 'dry' from January 1920.'

'Making all states the same as the 13 'dry' ones.'

'An attempt to improve family life.'

'An attempt to make workers more reliable.'

**(b) Why did Prohibition fail?**

**Level 1 General answer** 1

e.g. 'Alcohol was too popular.'

**Level 2 Identifies why** 2–4

e.g. 'Banning it made alcohol more attractive.'

'Alcohol was made illegally.'

'Alcohol was smuggled into the country.'

'It was costing too much money to enforce.'

'The vast majority of Americans did not agree with it.'

'There was concern over the gang violence it brought.'

'There was concern over corruption.'

**Level 3 Explains why** 4–7

e.g. 'Alcohol was attractive with "speakeasies" opening up resulting in an increase in alcohol consumption.'

'Many people made "moonshine". This was dangerous and some people died from its effects.'

'Alcohol was smuggled into the USA with many smugglers making huge amounts of money illegally. Huge profits were made by gangs. They became powerful and tried to control through bribery and violence.'

'With the depression it was felt that there was little point in spending money on enforcing something they could not enforce. Money would be better spent on helping the poor.'

'It was better to make alcohol legal and create jobs for the unemployed and tax revenues could increase.'

Page 27	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) Which was the more important feature of US society in the 1920s: freedom or hatred? Explain your answer.

**Level 1 Unsupported assertions** 1

e.g. 'American society was very intolerant at this time.'

**Level 2 Identifies examples** 2–3

e.g. 'There were new developments such as jazz and the cinema.'

'Attitudes towards sex and contraception were changing.'

'Women had greater freedom.'

'Attitudes towards immigrants and immigration were harsh.'

'The Ku Klux Klan fuelled hatred.'

'There was discrimination against Black Americans.'

Examples – The Red Scare, The Monkey trial, the Sacco and Vanzetti Trial.

**Level 3 Explains freedom OR hatred** 3–5

**Level 4 Explains freedom AND hatred** 5–7

e.g. 'At this time America was a very intolerant society. The Ku Klux Klan shows this. It was an organisation mainly in the South that believed in white supremacy. It attacked Jews and Black Americans because it regarded them as inferior. Klan members often lynched Black Americans for no reason at all. They hated anyone who was not White.'

'A teacher who worked in Tennessee, where the teaching of evolution was illegal, decided to put the law to the test. He taught his class the theory of evolution and was arrested. He was found guilty of breaking the law. The prosecution lawyer was made to look a laughing stock when in court he tried to defend the Bible's version of the creation.'

'Most foreigners who entered the USA could only find low-paid jobs. Immigrant ghettos began to appear where violence and crime were high. This increased American distrust of foreigners. Sacco and Vanzetti were victims of the anti-immigrant feeling at the time. They criticised openly the American system of government and were arrested and charged with a murder. Despite witnesses, many of whom were Italian immigrants, they were found guilty and executed.'

Life for women changed. Contraception reduced the size of families and labour saving devices allowed more women to work making them financially independent.'

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

'The popularity of the cinema soared during the 1920s. Hollywood influenced the way people dressed, the perfume women wore and the way in which men grew a moustache. The cinema offered escapism from real life.'

**Level 5 Explains with evaluation of 'more important'** 7–8

Page 28	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**14 (a) What were the economic effects of the Wall Street Crash?**

**Level 1 General answer** **1–2**

e.g. 'Many people lost everything.'

**Level 2 Describes economic effects** **2–5**

e.g. 'Those who had borrowed money to buy their shares went bankrupt as they could not afford to pay back their loan.'

'Some people lost their homes as they could not afford to pay their mortgage.'

'Banks went out of business as people who had borrowed money could not afford to pay it back. Those with savings in these banks lost their money.' (2)

'Farmers were evicted as banks tried to get their money back.'

'Thousands of companies went out of business because their share value was worthless.'

**(b) Why did the New York stock market crash in 1929?**

**Level 1 General answer** **1**

e.g. 'Because of a loss of confidence.'

'There was panic.'

**Level 2 Identifies why** **2–4**

e.g. 'Because of credit buying.'

'Because of speculation on the stock market.'

'The economy was slowing down.'

'Share prices stopped going up.'

'Speculators tried to sell to save something.'

**Level 3 Explains why** **4–7**

e.g. 'Americans bought shares on the stock market to make a profit. As more shares were bought share prices kept rising. People bought shares on credit expecting to sell them for a profit. This is called speculation. On Black Thursday prices plunged and this caused investors to sell to try and cut their losses.'

'People were allowed to buy 'on the margin' where they paid only a small percentage of the real price. Then re-selling at a profit and paying of the balance. Banks were happy to lend money but everything depended on the price going up. In 1928 share prices did not rise as much as the economy was slowing down. Some speculators began to sell.'

'By the end of the 1920s, the US economy was slowing down. Demand for consumer goods was falling and therefore profits were reducing. American businessmen found it difficult to sell abroad because of the US tariff policy.'

Page 29	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) 'Hoover's actions and policies were responsible for him loosing the Presidential election of 1932.' How far do you agree with this statement? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'No, it was the fact that the people wanted Roosevelt.'

**Level 2 Identifies reasons** **2–3**

e.g. 'Hoover offered little until it was too late.'  
 'Because of Hoover's treatment of the Bonus Army.'  
 'Roosevelt offered a 'New Deal'.'

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

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

e.g. 'Hoover created an image of being heartless and uncaring by:

Believing that government should stay out of business matters. He assumed eventually everything would return to normal.'

Believing in 'rugged individualism', the idea that people should work hard for themselves and not expect the government to help them. He thought that the American economy was strong and would recover on its own.'

His treatment of the Bonus Marchers (war veterans) who were promised their war bonus early but were refused and they were evicted from their camps.'

Offering in his election campaign nothing but the USA had 'turned the corner'.

'Roosevelt promised a "New Deal" and came over with energy and determination. He could offer some hope. He made the people feel he was on their side.'

'He promised government schemes for new jobs, measures to revive industry and agriculture, relief for the poor and unemployed although nothing was in detail.'

'Had a reputation for helping the unemployed by using public money to fund job-creation schemes.'

**Level 5 Explains with evaluation of "how far"** **7–8**

Page 30	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**15 (a) What was the impact of the 1950 Agrarian Reform Law?**

**Level 1 General answer** **1–2**

e.g. 'There was increasing violence.'

**Level 2 Describes impact** **2–5**

e.g. 'Support for Mao increased.'

'The land in the villages was shared out among the peasants.'

'Landlords were put on trial in 'people's courts'. They were accused of charging high rents or mistreating their tenants. Some landlords were imprisoned or executed.' (3)

'Many did not have the equipment to cultivate the land and therefore joined mutual aid teams. These teams worked together sharing their equipment. (2)

**(b) Why did Mao introduce communes?**

**Level 1 General answer** **1**

e.g. 'To bring about a revolution.'

**Level 2 Identifies why** **2–4**

e.g. 'To inspire people to develop China.'

'To allow the ordinary people to be involved.'

'To return to Communism.'

'To create a powerful nation.'

**Level 3 Explains why** **4–7**

e.g. 'Under the Five Year Plan, Mao believed China had become backward looking and needed a new revolution to inspire its people. It needed a Great Leap forward and communes were an important aspect of this.'

'Mao wanted ordinary people to get involved in small-scale industry and so farmers' co-operatives were to be joined together into communes and each would have industrial as well as farming targets.'

'The aim was to create a powerful nation and within 15 years Chinese steel production would be equal to the UK.'

'Life was to be organised communally and in this way it was hoped that the change to Communism would be speeded up.'

Page 31	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) How successful were the Communists in developing China's industry in the 1950s and 1960s? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'They were successful increasing production.'

**Level 2 Identifies impact** **2–3**

e.g. 'Output increased under the Five Year Plans.'

'Inflation was stopped.'

'The Great Leap Forward allowed new targets.'

'The standard of living did not improve.'

'The Great Leap Forward was not a success.'

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

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

e.g. 'When Mao took over China industrial production was down 50% on the best pre-war figure and food production down 25%. There was rapid inflation and hardly any modern industry. In 1953 the Five Year Plans were introduced concentrating on heavy industry such as steel, coal and electric power and output increased more than expected – by 120%. Inflation was stopped by buying and selling at low, fixed prices.'

'To increase the efficient use of manpower the Great Leap Forward was introduced it was also an opportunity to hand control back to the workers. New higher targets for industry were set with output to double. Steel production doubled in the first year.'

'However, the Five Year Plans did little to improve the standard of living of the Chinese who were desperate for consumer goods such as bicycles.'

'Despite the success of the First Five Year Plans manpower was not being used efficiently. There was not enough money to develop fully.'

'The Great Leap Forward was set to double industrial output. However the many small factories proved to be inefficient and wasteful. Much of the steel was low quality and could not be used.'

**Level 5 Explains with evaluation of 'how successful'** **7–8**

<b>Page 32</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2007</b>	<b>0470</b>	<b>01</b>

**16 (a) Describe the actions China took between 1949 and 1954 which led to hostility with the USA.**

**Level 1 General answer** **1–2**

e.g. 'They supported Communism.'

**Level 2 Describes the actions** **2–5**

e.g. 'China and the USSR signed the treaty of Friendship, Alliance and Mutual Assistance in 1950. As this was the start of the Cold War, this alarmed the USA as they feared a spread of Communism.' (2)

'China invaded Tibet in 1950, overthrowing its ruler and making it part of the PRC.'

'When war began in Korea, China sent troops to assist the North. Fighting lasted for the next three years.'

**(b) Why did China's relations with the USSR change after the death of Stalin in 1953?**

**Level 1 General answer** **1**

e.g. 'Mao disapproved of what Khrushchev was doing.'

**Level 2 Identifies why** **2–4**

e.g. 'Mao did not like Khrushchev.'

'Khrushchev was friendlier to the West.'

'The USSR was not in touch with the people.'

'The Soviet Union would not help China militarily.'

'There were armed clashes between Soviet and Chinese troops.'

'China tested its own atomic bomb.'

**Level 3 Explains why** **4–7**

e.g. 'Mao did not like Khrushchev as he thought he was betraying Marx and Lenin. 'Mao thought his own form of Communism based on the peasants was what Marx and Lenin had preached.'

'Khrushchev developed more friendly relations with the West, and was suggesting that Russia and the capitalist West could follow peaceful co-existence. Mao strongly disagreed.'

'Khrushchev was giving privileges to Party members and experts so that they lost contact with the people.'

The disagreement was not helped by a series of military related issues. There were armed clashes on the border between the two countries and Mao disapproved of the Soviet invasion of Czechoslovakia in 1968.'

'Mao was annoyed as Russia refused to help China develop an atomic bomb and assist in the 1962 border war with India. In 1964 China tested its own atomic bomb.'



Page 33	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) How far did China's relations with other countries improve after Mao's death? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'Relations were improved significantly.'

**Level 2 Identifies change** **2–3**

e.g. 'China steadily increased contacts with the rest of the world.'

'It became easier to visit China.'

'Hong Kong was returned.'

'Relations with the USSR improved.'

**Level 3 Explains change OR lack of change** **3–5**

**Level 4 Explains both sides** **5–7**

e.g. 'In the early 80s Deng Xiao-ping adopted an 'open-door' policy towards the West. Many American and Western companies set up businesses in China and China started to purchase military and industrial equipment from abroad.'

'After his appointment Gorbachev, leader of the USSR, brought hostility between China and the USSR to an end.'

'In 1984 the British government agreed that Hong Kong was Chinese Territory and that it would become part of the PRC when the lease ran out in 1997.' 'China agreed to keep the capitalist system for at least fifty years.'

'The US continued to support Taiwan and this delayed the recognition of Beijing as the government of all China until 1979. In the 1980s a peaceful unification with Taiwan was proposed.'

'In 1979 the Chinese invaded Vietnam as they were rivals for power in south-east Asia. China found the PLA no match for the Soviet –armed Vietnamese.'

'The international community was shocked by the Tiananmen Square massacre in 1989. China faced overwhelming international criticism for its human rights policies. This event was an important factor in the rejection of Beijing as the venue for the Olympic Games in 2000.'

**Level 5 Explains with evaluation of 'how far'** **7–8**

<b>Page 34</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2007</b>	<b>0470</b>	<b>01</b>

**17 (a) What grievances did the Boers have against the British as a result of the South African War, 1899–1902?**

**Level 1 General answer** **1–2**

e.g. 'They despised the way the war had been conducted.'

**Level 2 Describes grievances** **2–5**

e.g. 'The scorched-earth policy had destroyed their farms.'

'The deaths of 25,000 women and children in concentration camps left them bitter and resentful.'

'The policy of 'Anglicisation' where it was hoped large numbers of British settlers would come and swamp the Boers.' (2)

'As they were now part of the British Empire it was insisted that English should be the language used in schools. This was a threat to their language and culture.' (3)

**(b) Why was the migrant labour system favoured by mining companies?**

**Level 1 General answer** **1**

e.g. 'It helped control.'

**Level 2 Identifies why** **2–4**

e.g. 'Allowed strict supervision in compounds.'

'Encouraged low pay.'

'Developed segregation.'

**Level 3 Explains why** **4–7**

e.g. "Black men did most of the hard physical labour on short-term contracts moving to and from rural villages. Workers needed to be strictly supervised and as they had no fixed abode could easily be supervised in male-only compounds.'

'The system enabled them to pay low wages to the workers arguing that they met the basic needs of their workers by housing and feeding them in compounds.'

'The system enabled segregation of blacks and whites to take place with the movement of black workers being controlled by a system of passes.'

Page 35	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) 'The main reason for discrimination against non-whites in the inter-war period was economic.' How far do you agree with this statement? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'No, it was political.'

**Level 2 Identifies reasons** **2–3**

e.g. 'Increasing the number of black workers saved money.'

'The Nationalist Party was set up to protect and support Afrikaner national interests.'

'The political parties wanted votes/support.'

'Discrimination was in terms of the vote.'

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

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

e.g. 'The mining of gold and diamonds was important for the economy. In the early years of the twentieth century, the gold-mining industry had gone through a period of stagnation. The mining companies attempted to cut costs by raising the ratio of black to white workers. Another way was to cut costs was to employ black workers for the skilled work previously reserved for whites.'

In the election of 1924 a coalition government of the Labour Party and Nationalist Party won power. The new government was committed to further racial segregation.'

Politicians began to realise that they needed to keep the support of disgruntled sections of the population. White workers were important as they had the vote and white trade union leaders could create powerful unions if black workers were allowed to join. Those in power felt it was vital to prevent workers of different races from uniting. They also realised they had to solve the poor white problem quickly. In the 1920s they tried to pacify the white workers by reducing unemployment. Many of these jobs were created at the expense of blacks.'

'In 1930 women over 21 were given the vote largely to dilute the small black vote and in 1936 the black voters in the Cape had their voting rights taken from them.'

'In 1934 the Purified National Party was established and catered for those who believed in white supremacy. The leader stressed the 'sin' of racial mixing and proposed the solution – apartheid.'

**Level 5 Explains with evaluation of 'how far'** **7–8**

Page 36	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**18 (a) What political and economic changes took place in South Africa during the Second World War?**

**Level 1 General answer** **1–2**

e.g. 'Black workers were in demand.'  
'The number of squatter camps grew.'

**Level 2 Describes the changes** **2–5**

e.g. 'Hertzog, the Prime Minister, would not agree to fight on the side of the British. He was outvoted and resigned from politics. He was replaced as PM by Smuts.'  
'During the war years, South Africa was cut off from its usual suppliers of manufactured goods and as a result the economy expanded and new industries established within South Africa.'  
'These new industries needed workers and so black workers were in demand. They needed to live in the cities near the new industry and so the pass-law enforcement was relaxed.'  
'Black workers were paid very little and lived in squatter camps. The number of strikes increased and many white people were alarmed and more eager to support the Purified National Party.'

**(b) Why did the National Party win the 1948 election?**

**Level 1 General answer** **1**

e.g. 'They had a more organised campaign.'

**Level 2 Identifies why** **2–4**

e.g. 'They appealed to white voters.'  
'They won because of a legality.'  
'They had the support of the press.'

**Level 3 Explains why** **4–7**

e.g. 'Despite only gaining 39% of the votes they won because of a Constitution Clause that gave rural areas a larger weighting.'  
'They conducted an efficient election campaign that promoted policies through organisations such as the Broederbond and it also had the support of the press.'  
'Strong use was made of cultural heritage among Afrikaners rather than the British.'  
'The Nationalists, with their hard-hitting campaign won over the Transvaal farmers and the white workers in the industrial heart of South Africa.'

Page 37	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) How effective was opposition to apartheid in the 1950s? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'It was very difficult because of the harsh laws.'

**Level 2 Identifies impact** **2–3**

e.g. 'The Defence Campaign increased ANC membership.'

'The Treason Trials removed the leadership for five years.'

'Support for women grew.'

**Level 3 Explains impact OR lack of impact** **3–5**

**Level 4 Explains impact AND lack of impact** **5–7**

e.g. 'Celebrations of the tercentenary of the arrival of the first governor of the Cape was an opportunity for the ANC to show the whole world how wrong apartheid was and how black patience was running out. This was the Defence Campaign. Many protests took place over the summer including a stay-at-home day. Many were arrested and both blacks and whites killed in October. The government introduced new laws to deal with the problem. By the end of 1952 the campaign had run out of steam but the ANC's membership had risen from 7,000 to 100,000. They realised they needed a statement of aims and the freedom Charter was issued in June 1955.'

'Demonstrations took place over the introduction of passes for women. Support increased and in August 1956, 20,000 women of all races took a petition to the Prime Minister.'

'A number of bus boycotts took place between 1957 and 1959 against increased fares, the rising cost of living and the fact that working men and women had little control over their lives.'

'The government took counter action to the events of 1955 and in 1956 arrested and charged with high treason 156 people including ANC leaders and of the Indian community. They were accused of being communist and plotting violent revolution. Eventually they were released but had been out of action for five years.'

'Opposition to the Bantu Education Act was immediate. Teachers who objected were dismissed. Thousands of children boycotted school but were forced back or they would not receive further education. This was the beginning of a long and bitter battle over education.'

**Level 5 Explains with evaluation of 'how effective'** **7–8**

Page 38	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**19 (a) Describe the impact on Namibia of Germany's defeat in the First World War.**

**Level 1 General answer** **1–2**

e.g. 'It was governed by another country.'

**Level 2 Describes impact** **2–5**

e.g. 'Namibia was placed under the League of Nations and became a mandated territory.' (2)  
 'The mandate was given to the British who asked South Africa (a member of the British Empire) to administer the mandate.' (2)

'As Namibia was a 'C' mandate, South Africa was able to apply its own laws.'

'South Africa had to give an annual report to the League on how it was 'promoting the material and moral well-being and the social progress of the inhabitants.'

'South Africa wanted to make Namibia part of SA.'

**(b) Why was there resistance to South African rule by the Bondelswarts and Rehoboth communities?**

**Level 1 General answer** **1**

e.g. 'These communities were not happy with South Africa.'

**Level 2 Identifies why** **2–4**

e.g. 'South Africa introduced new taxes.'

'South Africa was trying to gain control.'

'The Rehoboth community had special rights.'

**Level 3 Explains why** **4–7**

e.g. 'It became clear that the South Africans were continuing the colonial oppression started by the Germans. The cause of the uprising was a tax on dogs. The Bondelswarts needed dogs for hunting. They had lost land to the Germans and could not afford the new tax. The intention of the tax was to make them even poorer so they would be forced to work for the white farmers.'

'In 1923, the Rehoboth community rose up in protest. South African rule began to threaten the special rights which the Rehoboths had kept after their Treaty with the Germans in 1885. Their council – the Raad, agreed to take part in South Africa's colonial administration. The Rehoboths defied the Raad and formed a new council. South Africa refused to recognise it. Petitions were sent to the League asking for support. The League did nothing. Martial Law was declared in Rehoboth.'

Page 39	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) How effective was the United Nations in dealing with Namibia up to 1971? Explain your answer.

**Level 1 Unsupported assertions** 1

e.g. 'Not very effective.'

**Level 2 Identifies impact** 2–3

e.g. UN accepted Namibia's position.'

'South Africa ignored the UN.'

'The International Court of Justice supported Namibia.'

**Level 3 Explains success OR failure** 3–5

**Level 4 Explains success AND failure** 5–7

Note: Allow any positive/negative approach to the question.

e.g. 'In 1946 South Africa demanded the UN make Namibia part of South Africa. This caused widespread opposition in Namibia with petitions of protest being sent to the UN. The South African plans were rejected by the UN in December 1946 however South Africa ignored this and carried on with its annexation. In 1949 South Africa stopped reporting to the UN. In 1950 the International Court of Justice ruled against South Africa. In the years up to 1966, the UN tried unsuccessfully to negotiate with South Africa on Namibia's independence.'

'In 1960 the UN issued a declaration stating that colonialism should be ended. In that year Ethiopia and Liberia took Namibia's case to the International Court of Justice. In 1966 the Court decided that these two countries had no legal right to bring Namibia's case.'

In October 1966 the UN decided to end South Africa's mandate and take direct responsibility itself. It demanded that South Africa should leave Namibia. It refused. The International Court of Justice ruled in 1971 that south Africa should end its illegal presence in Namibia.'

**Level 5 Explains with evaluation of 'how effective'** 7–8

Page 40	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**20 (a) Describe the terrorist attack at the Munich Olympics, September 1972.**

**Level 1 General answer** **1–2**

e.g. 'It was an opportunity for Black September to strike a blow.'

**Level 2 Describes the attack** **2–5**

e.g. 'Eight Black September terrorists took nine Israelis hostage in the Olympic village. A piece of paper tossed from the room demand the release of 200 Palestinian Liberation Organisation prisoners otherwise the hostages would be shot.' (3)

'The Israelis would not make a deal. It was finally agreed the terrorists and their hostages could fly from Munich to Egypt. Two hostages were shot before they left the Olympic village.' (3)

'The police opened fire at the airport killing five of the terrorists. Sadly all the hostages had been murdered by the terrorists.' (2)

**(b) Why did the Palestine Liberation Organisation (PLO) change its policies after 1967?**

**Level 1 General answer** **1**

e.g. 'Because it was not achieving any success.'

**Level 2 Identifies why** **2–4**

e.g. 'To become the voice of the Palestinian people.'

'To introduce strikes against civilians and civilian targets.'

'To gain publicity through terrorism.'

'To gain the West Bank and Gaza.'

**Level 3 Explains why** **4–7**

e.g. 'The PLO had been set up in 1964 but the defeat of the Arab armies in the Six Days War of 1967 made the PLO much more important. Leaders of Fatah were becoming more dominant in the PLO changing its nature. The PLO in 1969 became an independent voice for the Palestinians.'

'Arafat had hoped to be able to fight a successful guerrilla war against Israel but was not successful as the Israeli forces were too strong. The attacks against the military were continued but surprise attacks against Israeli civilians and civilian targets were carried out. These acts were condemned as terrorism. An example of this was the hijacking and destruction of three airliners in Jordan.'

'Following the hijacking of a French plane, which was taken to Entebbe in Uganda, 100 Jewish passengers were held hostage. The Israeli armed forces flew to Entebbe, killed the Palestinians and freed the hostages. After this hijackings became less common.'

'In 1974 the Arab League declared the PLO to be the sole representative of the Palestinian people and Arafat was invited to speak to the United Nations.'

'In 1987 Arafat decided to accept publicly the existence of Israel and US demands to reject terrorism in order to obtain the West Bank and Gaza.'



Page 41	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) 'How far had Israel achieved its aims in Lebanon by 1994? Explain your answer.

**Level 1 Unsupported assertions** 1

e.g. 'They failed completely.'

**Level 2 Identifies achievements/failures** 2–3

e.g. 'They failed to stop the PLO at first.'  
 'They later drove the PLO out of Beirut.'  
 'They failed to gain friendly relations with Lebanon.'  
 'They had to withdraw from Lebanon.'

**Level 3 Explains success OR failure** 3–5

**Level 4 Explains success AND failure** 5–7

e.g. 'In March 1978 Israeli troops invaded Lebanon following a bus hijack. Their aim was to take control of southern Lebanon to make a buffer zone to protect northern Israel. Neither the UN nor Major Haddad were able to stop the PLO from continuing their attacks. In the end the UN ordered a ceasefire in July 1981.'

'During the following year Israel made plans for a full-scale invasion of Lebanon aiming to clear the Syrian forces from Lebanon, destroy the PLO and re-establish Christian rule. The invasion started in June 1982. Hundreds of civilians were killed. Eventually the Israelis forced the PLO out of Beirut.'

'In September the pro-Israeli Maronite President Gemayel of Lebanon was killed by a bomb explosion in West Beirut shattering Israel's aim of gaining a friendly government.'

'Claiming law and order had collapsed in West Beirut, refugee camps were searched for PLO guerrillas. This resulted in a massacre of some 200 people, often after they had been mutilated and tortured. This had the effect of turning many Israelis against the war in Lebanon. There were anti-war demonstrations in Tel Aviv and world public opinion condemned Israel.'

'As they retreated the Israelis often came under attack from fanatical Shi'ites who used cars full of explosives. The last Israelis left Israel in April 1985, having suffered their first defeat in the long conflict with Arabs in the Middle East. They did retain control of the so-called security zone near the border.'

**Level 5 Explains with evaluation of 'how far'** 7–8

Page 42	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**21 (a) Describe conditions in a Palestinian refugee camp.**

**Level 1 General answers** **1–2**

e.g. 'It was overcrowded.'  
'There was a lack of basic facilities.'

**Level 2 Describes conditions** **2–5**

e.g. 'A overcrowded area of tents.'  
'Areas without water, electricity or sewers.'  
'A run-down area of a town.'  
'Possibility of epidemics killing young and old.'  
'Food in short supply.'  
'Primitive conditions in a rundown part of town.'

**(b) Why were so many Palestinians in refugee camps by the 1980s?**

**Level 1 General answer** **1**

e.g. 'Because they were misled.'

**Level 2 Identifies why** **2–4**

e.g. 'Many moved away from trouble.'  
'Israel developed as a strong force taking more land.'  
'Other Arab countries did not help.'  
'Fierce pride and feelings running high.'

**Level 3 Explains why** **4–7**

e.g. 'In 1948 the refugee problem started when Arabs fled from the fighting, having been advised by the Arab League. They were told they would be able to return once Israel had been defeated. Others say the Arabs fled in terror because of the Deir Yassin massacre. Whatever the reason between 300,000 and one million relinquished their homes and land settling in makeshift camps.'

'Since then the problem has remained. The Israelis argue that the Arabs have shown little desire to improve their position and the camps have become a breeding ground for terrorists.'

'In 1967 the West Bank fell into the hands of the Israelis. It was unrealistic to expect the Arabs to move on again or for other Arab states to meet the cost of supporting Arabs controlled by Israel.'

'The dispute since 1973 has become more than a border problem. The PLO wants Israel to be replaced by a state of Palestine and not continue to gain territory.'

'Offers of assistance from the Israeli's have been rejected. This is because of envy and pride. They regard Israel as a sign of Western Capitalism with emotions and feelings running high.'

Page 43	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) 'The Intifida created more problems than it solved.' How far do you agree with this statement? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'It brought violence.'

**Level 2 Identifies reasons** **2–3**

e.g. 'It gained worldwide recognition for the Palestinian underdogs.'

'It resulted in violence and death.'

'It resulted in the loss of Jordanian support.'

'It brought about Hamas.'

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

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

e.g. 'From December 1987 and for the next five years, thousands of young Palestinians confronted Israeli troops with stones and petrol bombs. The sight of stone-throwing young Palestinians confronting a well-armed Israeli troops won worldwide admiration. During the Intifada many people saw the Palestinians as the underdogs and the Israelis as brutal oppressors. Even the American government argued that Israelis must compromise.'

'The Israelis tried to smash the Intifada by force and many demonstrators were shot. Curfews were introduced with the result violence towards anyone breaking them. Much of the street violence was by young Palestinians with schools and colleges being seen as centres of Palestinian agitation. The Israelis responded by closing down the Palestinian school system for two years. These measures did not stop the Intifada.'

'For much of the 1980s there was talk of a 'Jordanian future' for Palestinians of the West Bank. Because of the Intifada violence, King Hussein gave up his claims to the West Bank in July 1988. This meant that if they wanted peace, Israel and the USA must talk to the PLO as representative of the Palestinian people.'

'Not all the street fighters supported the PLO. Some Palestinians turned to a fundamentalist organisation called Hamas. This organisation rejected any compromise with Israel. Both the PLO and the Israeli government were worried by the rise of Hamas as they continued with the violence.'

**Level 5 Explains with evaluation of 'how far'** **7–8**

Page 44	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**22 (a) What transport problems did industry face in the early nineteenth century?**

**Level 1 General answer** **1–2**

e.g. 'Transport did not help industry.'

**Level 2 Describes problems** **2–5**

e.g. 'Roads were often in poor condition and could not carry heavy, bulky loads.'

'Turnpikes improved some roads but having to pay a toll increased costs.'

'Canals could carry bulky goods but were slow and so could not carry fresh produce.'

'The moving of bulky raw materials was difficult.'

**(b) Why did some people object to the building of railways?**

**Level 1 General answer** **1**

e.g. 'The fear of something new.'

**Level 2 Identifies why** **2–4**

e.g. 'Because some people had vested interests.'

'The effects of the railways on health.'

'The effects on food production.'

**Level 3 Explains why** **4–7**

e.g. 'Some people had a vested interest in other forms of transport such as canals, stage coach owners, and the railways took away profit and jobs.'

'Farmers objected as railways often went across good farming land and this reduced yield. They argued it would affect the milk from cows and hens would stop laying.'

'There were cranks who feared the speed, noise and pollution and women who feared attack.'

'Some town officials did not want the railway in their towns because of the noise and pollution and damage to existing property and land.'

<b>Page 45</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2007</b>	<b>0470</b>	<b>01</b>

(c) 'The greatest benefit brought by railways was to the health of people.' How far do you agree with this statement? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'Yes because people could travel.'

**Level 2 Identifies benefits** **2–3**

e.g. 'People could go to the seaside.'  
 'People could live in the suburbs which grew.'  
 'Fresh produce was available in the towns.'  
 'The iron and coal industries flourished.'

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

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

e.g. 'People began to live outside the dirty towns in the more healthy suburbs and commute to work.'  
 'Excursion trips became available and people began to travel to seaside towns such as Blackpool for day trips and holidays.'  
 'Fresh agricultural produce such as milk and fish could be brought to markets in the towns. Fresh vegetables and fruit were available in the towns improving the health of the nation.'

'Bulk commodities, such as fertilizer, were easily transported to the farmers to help improve the crops.'  
 'The iron industry prospered as there was a huge demand for iron to make rails and engines.'  
 'The coal industry prospered as railways consumed large quantities of coal to power the engines.'  
 'Railways were large employers providing jobs for thousands of people.'

**Level 5 Explains and evaluates 'how far'** **7–8**

Page 46	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

23 (a) What were the main findings of the Report produced by Edwin Chadwick in 1842?

**Level 1 General answer** 1–2

e.g. 'That people lived in poor conditions.'

**Level 2 Describes the main findings** 2–5

e.g. 'The inadequacy of water supplies in most towns.'  
 'The weakness of the local administration and their inability to improve matters.'  
 'That many people were living in slum conditions.'  
 'That in the slums life expectancy was very low compared to rural areas.'

(b) Why did the rapid growth of towns lead to insanitary conditions?

**Level 1 General answer** 1

e.g. 'They could not cope with the large numbers.'

**Level 2 Identifies why** 2–4

e.g. 'Government did not interfere.'  
 'There was no planning.'  
 'Little attention was given to sewers and running water.'  
 'There was overcrowding.'

**Level 3 Explains why** 4–7

e.g. 'The nineteenth century was the age of laissez-faire. Many believed that it was better to allow people to get on with things rather than for government to interfere which would make things worse.'  
 'Houses were built without any planning. This resulted in overcrowding and without any basic facilities of running water or sewers.'  
 'There was not enough accommodation to house the workers and so many houses were split. This resulted in more than one family in a house with one room or a cellar. Medical science had not yet discovered that dirt caused disease and as a result diseases spread rapidly in the overcrowded homes. Treatments rarely worked.'

Page 47	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

(c) How far was government action the most important reason why living conditions for workers improved after 1875? Explain your answer.

**Level 1 Unsupported assertions** 1

e.g. 'The 1848 Act made little difference.'

**Level 2 Identifies changes** 2–3

e.g. 'Joseph Chamberlain improved Birmingham.'

'Lever and Cadbury built model towns for their workers.'

'The acts to improve housing failed to work as there was little money.'

'The 1875 Act was compulsory.'

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

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

e.g. 'The Public Health Act of 1848 made little difference because the Boards did not have the powers to force towns to improve conditions.'

'The Public Health Act of 1875 was a major step forward as it was compulsory. Sewers and drains were built, water supply controlled and refuse collected.'

'The Government began to take action on housing. The Torrens Act of 1868 said that landlords had to keep their property in good repair and the Artisans Dwellings Act of 1875 gave local authorities power to remove slums. The Housing of the Working Classes Act of 1890 said that local authorities could demolish slums and build council houses. Progress was slow, money was not made available and when slums were pulled down houses were not built to replace them. Back-to-back housing continued to be built until 1909.'

'Chamberlain was mayor of Birmingham and he used powers under the Artisans Dwellings Act to clear away slums and build better houses. His work did improve Birmingham but not enough houses were built to house everyone who had lost their home.'

'Sir Titus Salt built Saltaire with housing of a high standard, library and park. Lever and Cadbury built housing for their workers with tree lined streets and open spaces. This work only affected small areas.'

**Level 5 Explains with evaluation of 'how far'** 7–8

Page 48	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**24 (a) What were the Opium Wars?**

**Level 1 General answer** **1–2**

e.g. 'Conflict between Britain and China.'

**Level 2 Describes the wars** **2–5**

e.g. 'Britain exported opium to China from India from the 1790s. This trade thrived until in the 1830s the Chinese decided to clamp down. British traders had to surrender their chests of opium and give an undertaking not to import the drug in the future. As a result Britain sent an expeditionary force to China and made China sign the Treaty of Nanjing. This did not solve the problem and the conflict was renewed. At the end of the conflict China was forced to accept new demands.'

**(b) Why did the Boxer Rising take place?**

**Level 1 General answer** **1**

e.g. 'To remove foreigners.'

**Level 2 Identifies why** **2–4**

e.g. 'To show anti-foreign feeling.'  
 'Concern that China was being taken over.'  
 'Resentment towards missionaries.'

**Level 3 Explains why** **4–7**

e.g. 'Patriotic Chinese deeply resented the way their country had been taken over and many blamed their own government for letting it happen.'  
 'By 1898 Britain, Germany and France had gained exclusive trading rights and the United States was anxious not to be left out. This put pressure on China to operate an open-door policy of free trading.'  
 'The League of Harmonious Fists was unofficially encouraged by the Chinese government to rebel against foreigners.'



Page 49	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

- (c) 'Western dealings with the Chinese in the nineteenth century only benefited the West.'  
How far do you agree with this statement? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'The West gained substantially from China at that time.'

**Level 2 Identifies reasons** **2–3**

e.g. 'Following the First Opium War, Britain gained 'most favoured nation privileges.'  
'There was a fear that the Chinese Empire might disintegrate.'  
'The Self-Strengthening Movement gained from Western aid.'  
'Protection against Japan was sought.'

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

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

e.g. 'Britain wanted Chinese silk and tea but Britain did not have what China wanted until in the late 1790s they began to trade opium illegally. This led to a clamp down by the Chinese government in the 1830s and they followed the First Anglo-Chinese (opium) War. This resulted in the signing of the Treaty of Nanjing. The Chinese considered this an 'unequal' treaty as it gave Britain 'most favoured nation' privileges. This resulted in unease between the two nations. It did not bring extra trade to China, but they were able to stop the establishment of British embassies.'

'The Treaty powers were worried about the impact of Japan's victory on the balance of power in the region. They thought the Chinese Empire might disintegrate like Africa and were keen to have their share resulting in each gaining concessions from the Chinese.'

'The Second Opium War brought a new era of co-operation and relative peace. China set about the Self-Strengthening Movement around 1862 where foreigners provided the know-how and the Chinese did the strengthening themselves. They gained Western armaments, steamships, guns and military training. A powerful navy and dockyard were built and arsenals established. Coal and iron mines, iron works and textile mills were opened in the 1870s and 1880s. The first railways were constructed and the first telegraph line erected in 1881. Progress was however slow compared to Japan with little thought given to the organisation and development of society that was needed to be successful. The failure of the movement was highlighted by China losing to Japan over Korea in 1894–95.'

**Level 5 Explains with evaluation of 'how far'** **7–8**

Page 50	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2007	0470	01

**25 (a) Describe the Indian Mutiny of 1857.**

**Level 1 General answer** **1–2**

e.g. 'There was much loss of life and brutality.'

**Level 2 Describes the mutiny** **2–5**

e.g. 'About 300,000 sepoys were in the British army. They were mainly Hindus. They feared the British would force them to be Christians. They were also told that the cartridges they had to use were greased with pig fat which is offensive to their religion.' (3 marks)

'In May 1857 the sepoys at Meerut rose in revolt and slaughtered the Europeans in the town. The rising spread to Delhi where it took three months to restore order. The British lost control of their north-west frontier garrisons with soldiers and their families killed and had to retreat. At Cawnpore the Indians massacred all the British by starving them into submission. The British treatment of captured sepoys was appalling.' (3 marks)

**(b) Explain why the British government took direct control over India in 1858.**

**Level 1 General answer** **1**

e.g. 'To gain greater power.'

**Level 2 Identifies why** **2–4**

e.g. 'To settle internal discord.'

'To ensure no more mutinies.'

'To establish a new form of government.'

**Level 3 Explains why** **4–7**

e.g. 'The Mutiny led to important changes. The British rule through the East India Company was changed in 1773 as more British interests wanted a share in India. This reduced the Company's power which was finally ended.'

'The India Act, 1858, transferred power from the East India Company to the Crown.'

'New positions of authority were created responsible directly to the British government including a Secretary of State and a governor general with the title of Viceroy.'

<b>Page 51</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2007</b>	<b>0470</b>	<b>01</b>

- (c) 'Lord Dalhousie's term as Governor-General created as many problems as it solved.'  
How far do you agree with this statement? Explain your answer.

**Level 1 Unsupported assertions** **1**

e.g. 'Yes because there was unrest.'

**Level 2 Identifies aspects of government** **2–3**

e.g. 'He improved communications.'

'He tried to westernise.'

'There was a mutiny.'

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

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

e.g. 'Lord Dalhousie tried to change Indian customs by trying to stamp out suttee. He also tried to depose weak and incompetent native rulers.'

'The Indians felt they were treated as second class citizens by the British as all important decisions were made by the British government.'

'His reforming energy alienated Indian traditionalists and Brahmin priests and contributed to the Indian Mutiny.'

'During Dalhousie's term of office a cheap postal service, the electric telegraph, good roads and the first railways were introduced to improve communications.'

'He began a system of elementary education, hospitals and universities and opportunities for education were available in this country.'

**Level 5 Explains with evaluation of 'how far'** **7–8**