

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2008 question paper

| |
|--|
| <p>0470 HISTORY</p> <p>0470/01 Paper 1, maximum raw mark 60</p> |
|--|

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 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

| | | | |
|--------|-------------------------------|----------|-------|
| Page 2 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

APPLICATION OF THE MARK SCHEME

1. Use of the Mark Scheme

- 1.1. It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- 1.2. Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half-marks must not be used.
- 1.3. The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response.
- 1.4. Be consistent from script to script and from batch to batch.
- 1.5. Indicate that all answers have been seen.
- 1.6. Do not transfer marks from one part of a question to another.
- 1.7. If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- 1.8. Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- 1.9. **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.**
- 1.10. Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

2. Marking

- 2.1. All marking should be in red.
- 2.2. The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.
- 2.3. At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.
- 2.4. The total mark for each question should be transferred to the front page of the script. The marks for the three questions should be totalled and indicated. The final total for the script should then be circled.
- 2.6. It is not necessary to tick the body of an answer and examiners should refrain from doing so.
- 2.7. Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.

3. Assessment Objectives

- 3.1. The Assessment Objectives being tested in each part of a question are:
 - (a) recall, description
 - (b) recall, explanation
 - (c) recall, explanation and analysis.

| | | | |
|---------------|--------------------------------------|-----------------|--------------|
| Page 3 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

SECTION A CORE

1 (a) Describe the creation and collapse of the Roman Republic (1848-49).

Level 1 General answer [1–2]

e.g. 'The pope was driven from the Holy City.'

Level 2 Describes events [2–5]

e.g. 'In late 1848 the Pope was driven from the Holy City.'
 'In February 1849, Mazzini founded the new Roman Republic.'
 'Mazzini was joined by Garibaldi who organised a gallant but futile defence of the city.'
 'The army of Louis Napoleon recovered the Holy City for the Pope in July 1849.'

(b) Why were Charles Albert's attacks in 1848-49 against Austria unsuccessful?

Level 1 General answer [1]

e.g. 'He was let down by his supporters.'
 'He was indecisive.'

Level 2 Identifies why [2–4]

e.g. 'The Piedmontese army moved slowly.'
 'The Austrians re-grouped.'
 'He delayed his decision too long.'
 'His army was left short of men.'

Level 3 Explains why [4–7]

e.g. 'Charles Albert delayed too long in deciding to take action waiting for the results of the Lombard plebiscite.'
 'The slow movement of the Piedmontese army gave the Austrian forces an opportunity to get reinforcements.'
 'He was promised support from the people of Lombardy but this failed to materialise.'
 'The Pope sent an army but then withdrew support.'

| | | | |
|---------------|--------------------------------------|-----------------|--------------|
| Page 4 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

- (c) Which of Cavour and Garibaldi played the more important role in uniting Italy?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They were both important.'

Level 2 Identifies work of one / both [2–3]

e.g. 'Cavour worked with France in secret.'
'He brought about reform and industrial growth.'
'Garibaldi liberated Sicily and Naples.'

Level 3 Explains contribution of either Cavour OR Garibaldi [3–5]

e.g. Cavour

'His diplomatic skill ensured Piedmont-Sardinia dominated Italian politics and to this end he continued the programme of reform and opposed Austrian domination.'

'His work as PM was designed to strengthen transport communication and telegraph lines, essential for industrial growth and an asset in war.'

'He encouraged industrialists to build factories and encouraged scientific farming. Reformed the legal system and reduced the power of the Catholic Church.'

'His troops acquitted themselves well in the Crimea and at the peace conference as an equal gained the ear and support of France's Napoleon III who was sympathetic to Italian Liberation in northern Italy.'

'Following an agreement that France would support him if Austria attacked, Cavour then tried to provoke Austria who declared war. Austria were defeated (1859) by the combined power of P-S and France.'

'P-S now formed a union of states in NW Italy. Only Venetia was missing.'

OR

Garibaldi

'He led an expedition to Sicily and he liberated the whole of southern Italy.'

'He campaigned for the liberation of Rome although this worried the government as it could have provoked a major war.'

'In 1860 he recognised Victor Emmanuel II as King of Italy when he surrendered his conquests.'

Level 4 Explains contribution of both Cavour AND Garibaldi [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'most important' [7–8]

| | | | |
|---------------|--------------------------------------|-----------------|--------------|
| Page 5 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

2 (a) How did southerners justify slavery?

Level 1 General answer [1–2]

e.g. 'Through biblical or historical precedents.'

Level 2 Describes justification [2–5]

e.g. 'There are references made in the Bible to slaves such as St Paul.'

'Jesus did not preach against slavery.'

'Slaves had been saved from devil worship and witchcraft.'

'Freeing slaves would cause uprisings and bloodshed as in the mob rule of the French Revolution.'

'Slaves were fed, clothed and treated with kindness by their benevolent masters.'

(b) Why did Lincoln issue the Emancipation Proclamation?

Level 1 General answer [1]

e.g. 'To solve a problem.'

Level 2 Identifies why [2–4]

e.g. 'He issued it to set the slaves free.'

'He hoped it would strengthen his personal position.'

'The slavery issue might become international.'

Level 3 Explains why [4–7]

e.g. 'Lincoln's aim of fighting the war had always been to preserve the Union.'

He changed his position only when it became clear that the preservation of the Union depended on the emancipation of slaves.'

'Lincoln was likely to strengthen his personal position. If he did not the proclamation would have come from the more radical of the Republican Party.'

'There was a fear that an independent confederacy might gain international recognition with a battle against slavery likely to focus foreign support on the emancipation issue.'

| | | | |
|---------------|--------------------------------------|-----------------|--------------|
| Page 6 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

- (c) 'The Civil War was a disaster for the South.' How far do you agree with this statement?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes it was because it was never the same again.'

Level 2 Identifies reasons as to why it was, or was not, a disaster [2–3]

e.g. 'The south was devastated by war.'

'It had to suffer harsh penalties.'

'It was affected by carpetbaggers.'

'The north enjoyed an industrial boom.'

'Many people were killed.'

'No it was not because Johnson offered reconciliation.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. Much of the south had been devastated by war including buildings, roads and railways and needed rebuilding.'

'The South's economy had collapsed and inflation soared.'

'Because of the attitude of malice to the south the wounds remained open until well into the twentieth century.'

'The hard line radical Republicans wanted to punish the South and they prevented the representatives from sitting in Congress. This gave them overall power to pass any laws.'

'They passed the Basic Reconstruction Act which prevented Confederate leaders from standing for office.'

'Unscrupulous politicians sought to take advantage by entering the South as "carpetbaggers" (corrupt and spendthrift) and they took control of state governments, imposing their wishes on the peoples of the South. The people of the South were trying to restore their towns and plantations to their former glory but were prevented by the carpetbaggers.'

'The Ku Klux Klan was formed to warn off the scalawags and carpetbaggers and by 1877 the white people of the southern states had gained control of their own state governments. These governments discriminated against the blacks who suffered racial prejudice.'

'The old prosperity had gone, the way of life destroyed, plantation owners were bankrupt and once thriving plantations were split into smallholdings.'

'Johnson tried to follow a policy of reconciliation to help bridge differences and the southern states were allowed to send representatives to Washington.'

Level 4 Explains agreement AND disagreement [5–7]

Level 5 Explains with evaluation/judgement of 'how far' [7–8]

| | | | |
|---------------|--------------------------------------|-----------------|--------------|
| Page 7 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

3 (a) What constitutional changes were introduced in Japan during the last twenty years of the nineteenth century?

Level 1 General answer [1–2]

e.g. 'A number to institute a different approach.'

Level 2 Describes changes [2–5]

e.g. 'In 1884 a peerage of 500 was created, mainly from the ranks of the former nobles at court and the old daimyo.'

'In 1885 cabinet government was introduced with the head of the government acting as prime minister. It was responsible to the Emperor and not to an elected assembly.'

'In 1888 a privy council was formed as the most senior group of advisers to the Emperor.'

'In 1889 the new constitution was announced. This was a 'gift' from the Emperor to the Japanese people.'

(b) Why was the Anglo-Japanese Alliance of 1902 important for Japan?

Level 1 General answer [1]

e.g. 'It gave united strength.'

Level 2 Identifies why [2–4]

e.g. 'A fear of other countries.'

'It gave prestige.'

'It gave security.'

'It recognised other relationships.'

Level 3 Explains why [4–7]

e.g. 'Both Britain and Japan were fearful of Russia's ambitions in the Far East and as Britain was a very powerful nation it gave power and recognition to the Japan in world politics.'

'It recognised the special interest in China and Japan's legitimate interest in Korea.'

'Britain would come to Japan's assistance if they were attacked by more than one foreign power.'

| | | | |
|--------|-------------------------------|----------|-------|
| Page 8 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) How far could Japan be considered a great power by 1914? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They could because other nations saw them as a threat.'

Level 2 Identifies reasons [2–3]

e.g. 'Militarily they were strong both on land and sea.'
 'They had adopted a constitutional parliament.'
 'The modernisation programme developed industry and finance.'
 'Good education was seen as important.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The army was developed into an efficient fighting force equipped with modern arms. The navy was developed based on British ideas.'
 'The main effect of the war from 1894 was to further strengthen Japan as a Far Eastern power and highlighted the success of the modernisation programme under the Meiji Emperor. It also strengthened the military elements in the government with only officers currently serving in the armed forces able to become Ministers of the Army and Navy.'
 'Japan gained prestige and security with the signing of the Anglo-Japanese Alliance (1902). This recognised Japan's position as a major force in world politics and this position was further strengthened by the spectacular victory against Russia. The Americans were now concerned about the Japanese threat to the Philippines.'

OR

'Steps were taken to move towards a constitutional monarchy to be instituted from 1890. This was announced as a 'gift' to the people from the Emperor. However ministers remained unelected as they were chosen by the Emperor. At first government depended on bribery and police bullying.'
 'Japan became more progressive with the adoption of western clothes and calendar. Education was deemed important and universities developed.'
 'More people were employed in the rapidly developing industry, trade and finance sectors although increasing costs resulted in many factories being sold cheaply to private investors.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

| | | | |
|---------------|--------------------------------------|-----------------|--------------|
| Page 9 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(a) What was the Entente Cordiale of 1904?**Level 1 General answer**

[1–2]

e.g. 'It was an agreement between two countries.'

'It aimed to settle differences.'

'It was for support.'

Level 2 Describes the agreement

[2–5]

e.g. 'France called it a 'friendly understanding'.'

'Britain had followed an isolationist policy but now wanted allies.'

'In 1904 a friendly agreement was signed with France as Britain feared the threat of Germany and Russia.' (3 marks)

'France gave Britain a free hand in Egypt in exchange for a free hand in Morocco.' (2 marks)

(b) Why was there a crisis over Morocco in 1905?**Level 1 General answer**

[1]

e.g. 'The Kaiser wanted to interfere.'

Level 2 Identifies why

[2–4]

e.g. 'The Kaiser wanted to test the strength of the Entente.'

'France was extending her Empire.'

'Germany was increasing in power.'

Level 3 Explains why

[4–7]

e.g. 'Germany was building up her African Empire in central and southern Africa and wanted to show she was an important power in North Africa as well.'

'France wanted Morocco to complete her empire in North Africa. Under the Entente Cordiale France had a free hand in Morocco. The Kaiser decided he would interfere.'

'The Kaiser wanted to test the strength of the Entente and believed he could split the agreement. He did not believe Britain would stand by France over Morocco. But they did.'

'In 1905 the Kaiser visited Tangiers, making a speech which declared Morocco should remain independent of France as he did not want France extending her North African Empire. France, backed by Britain, refused to back down and a crisis was sparked off.'

'Crisis spilled over leading to humiliation of Kaiser in 1906 due to his interference in 1905.'
(Allow 1 mark)

| | | | |
|---------|-------------------------------|----------|-------|
| Page 10 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

- (c) 'The rise of Serbia was more responsible than German militarism for the First World War.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They were equally to blame.'

Level 2 Identifies reasons [2–3]

e.g. 'Serbia upset Austria.'
 'Serbia was becoming more powerful and a threat.'
 'Germany increased its naval power.'
 'Germany attacked Belgium.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In 1908 Austria-Hungary added Bosnia-Herzegovina to its empire. The Serbians were furious because they had hoped to make Bosnia part of the greater Serbian state. They asked Russia for help but this did not materialise. Serbia was furious with Austria and wanted revenge together with the return of Bosnia.'

'In 1912 the Balkan League was established. The league attacked the Turks. Austria was alarmed by this as Serbia emerged as the strongest Balkan state. By 1913, Serbia gained even more land.'

'Serbia was now almost twice as large and even more determined to unite with the Serbs in the Austrian Empire. Serbia was now a much greater threat to Austria. Austria was even more determined to crush Serbia.'

'Following the assassination of Franz Ferdinand, Austria blamed the Serbs, gained German support, declared war and invaded Serbia.'

OR

'Germany's spending on armaments increased more than any other countries. They stock piled guns, shells, bullets and other weapons. They had a huge army of conscripts. This increased tension with other countries following suit. Britain feared German world domination as they already had the most powerful army.'

'Germany began to increase the strength of its navy with powerful ships and Britain felt threatened. An Anglo-German naval race developed with Germany building up the strength of its navy with the Dreadnought programme.'

'Germany had drawn up the Schlieffen Plan to avoid war on two fronts as they feared both France and Russia and in August 1914, Germany with over one million men, marched into Belgium and as Britain had promised, to protect Belgium's neutrality they declared war.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 11 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

5 (a) Describe the humanitarian work of the League of Nations in the 1920s.

Level 1 General answer

[1–2]

e.g. 'The League dealt with refugees / prisoners.'
 'The League dealt with health and social problems.'
 Names agencies.

Level 2 Describes the work

[2–5]

e.g. 'The League did tremendous work in getting refugees into camps and former prisoners of war back to their homelands. About 400,000 prisoners were returned to their homes.' (3 marks)
 'The League acted quickly to deal with cholera, smallpox and dysentery in Turkish refugee camps.' (2 marks)
 'The ILO banned poisonous white lead from paint.'
 'The ILO reduced the hours of work for children and recommended a 48 hour week for adults.' (2 marks)
 'The Health Committee worked hard to defeat leprosy and reduce cases of malaria.' (2 marks)
 'The League dealt with shipping lanes and introduced an international highway code.' (2 marks)
 'The League blacklisted four large companies involved in the illegal drug trade.'
 'It freed 200,000 slaves in Sierra Leone and reduced the death rate on the Tanganyika railway.' (2 marks)

Note: No credit for mandates

(b) Why was the League able to achieve some successes in the 1920s in dealing with international disputes?

Level 1 General answer

[1]

e.g. 'Because countries took notice of it.'

Level 2 Identifies why/describes successes

[2–4]

e.g. 'Because its decisions were accepted.'
 'Disputes were often between smaller countries.'
 'Countries were prepared to accept decisions.'

Candidates may describe the successes without any indication of why it was a success. This may well include reference to the Aaland Islands, Greek-Bulgarian War and Upper Silesia.

Level 3 Explains why

[4–7]

e.g. 'Early successes of the League gave nations confidence and they wanted it to work as war had just ended and countries did not want more hostility.'
 'Most of the disputes in this period involved smaller nations and countries such as Germany and Japan were not powerful and therefore not a problem.'
 'Countries were willing to accept the League's decision. This happened in the Finland and Sweden dispute over the Aaland Islands (1920) and In the Greek-Bulgarian border dispute.'
 'Decisions of the League accepted as they did not want another war.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 12 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) 'How far can the World Depression be blamed for the failure of the League? Explain your answer.'

Level 1 Unsupported assertions [1]

e.g. 'Yes because people look to alternative leaders.'

Level 2 Identifies reasons for failure of the League [2–3]

e.g. 'The lack of power of the League was exposed in Abyssinia and Manchuria.'

'The USA was not a member.'

'It was too slow to act.'

'Extreme political parties came to power.'

'It had no army.'

'Appeasement – Rhineland.'

Level 3 Explains impact of World Depression OR other reasons [3–5]

e.g. 'The Depression brought increased unemployment and many turned to extreme political parties who promised solutions. They did not believe in democracy and cared only for themselves. They ignored the authority of the League.'

'These extreme parties were prepared to use armed force and aggression to achieve their ends.'

'Countries were affected financially and sought to improve conditions by invading other countries. This happened in Manchuria.'

OR

'Not all nations were members including the powerful USA. Others left when coming into dispute with the League. This weakened the League. An example was in Manchuria where if the League had imposed sanctions trade would still have continued with the USA.'

'The League had no armed forces of its own, relying on collective security. Too often this meant inaction as members were not prepared to use force. An example of this was when Britain and France were not prepared to send troops to deal with the matter as it was too far away.'

'The League condemned Italy and imposed sanctions but did not include restrictions on oil and other war materials. Its failure was a disaster and nobody took it seriously. Britain and France searched desperately for a solution. The Hoare Laval Pact was leaked to the press but this showed that Britain and France were not prepared to back tough action.'

'The League was too idealistic. It expected nations to obey without giving it the power to enforce. It was dominated by Britain and France but they were not prepared to take military action. Also the League was slow to take action. All decisions in the Assembly and the Council had to be unanimous.'

Level 4 Explains impact of World Depression AND other reasons [5–7]

Both sides of Level 3

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 13 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

6 (a) Describe the remilitarisation of the Rhineland in 1936.

Level 1 General answer [1–2]

e.g. 'It happened without opposition.'
'It was a gamble.'

Level 2 Describes the remilitarisation [2–5]

e.g. 'In March, Hitler ordered his troops back into the Rhineland, against the terms of the Treaty of Versailles.' (2 marks)
'Hitler's generals were against the move as they thought the French would resist and also because the German army was too weak.' (2 marks)
'The army had strict orders to withdraw if they met any opposition but all went smoothly.'
'The majority of people welcomed the troops.'
'Britain thought Hitler was reclaiming what was rightfully Germany's.'
'It was condemned by the League of Nations but they took no action as they were involved in Abyssinia.' (2 marks)

(b) Why did Hitler want to unite Germany and Austria?

Level 1 General answer [1]

e.g. 'He believed the two states belonged together.'

Level 2 Identifies why [2–4]

e.g. 'It was the place where Hitler was born.'
'To develop a Greater Germany.'
'To unite German speakers.'
'They thought they belonged together.'
'To defy the Treaty.'
'Austria was economically weak.'
'Part of his foreign policy.'

Level 3 Explains why [4–7]

e.g. 'It was linked culturally. There was a strong Nazi Party in Austria, both countries spoke German with 96% of Austrians speaking German.'
'Hitler's aims as stated in Mein Kampf were to create a Greater Germany and to overthrow the Treaty of Versailles. Anschluss had been forbidden by the Treaty and so a union would help him achieve his aims.'
'Austria had experienced economic problems and the union might be of benefit by bringing them into Greater Germany.'

Note: no credit for lebensraum

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 14 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

- (c) **How far was the policy of appeasement followed by Britain and France responsible for the outbreak of war in 1939? Explain your answer.**

Level 1 Unsupported assertions [1]

e.g. 'It was the result of Hitler's actions not appeasement.'

Level 2 Identifies reasons for war [2–3]

e.g. 'The Nazi-Soviet Pact gave Hitler a link to the USSR.'

'Germany's developing military strength.'

'It was the invasion of Poland.'

'Appeasement did not work as it allowed Hitler what he wanted.'

'The League of Nations had failed.'

'The isolationist policy of the USA.'

'The Treaty of Versailles was unjust.'

Level 3 Explains role of appeasement OR other reasons [3–5]

e.g. 'Appeasement was about giving in to a bully. The appeasers assumed that if they made concessions to Hitler it would reduce the chances of war. In fact it encouraged Hitler to demand more. 'The appeasers missed vital opportunities to stop Hitler, in particular over the Rhineland and by delaying allowed Hitler time to build up his military strength.'

'The appeasers assumed Hitler was a rational politician. They completely misjudged his ruthlessness both to break agreements and use force and in 1938, by abandoning Czechoslovakia, Britain lost a potentially important ally against Hitler.'

OR

'It alarmed the USSR as Hitler made no secret of his plans to expand eastwards. 'Stalin and the USSR was the key to Poland. Hitler was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. Stalin could also have chosen Britain and France but thought he would get part of Poland. Hitler could now invade Poland without any interference from Stalin.'

'The Great Depression affected the League. Britain did not want to get involved sorting out international disputes while its economy was suffering. Japan wanted to improve its economy and invaded Manchuria. Italy invaded Abyssinia. The League's main weapon was sanctions. They were unwilling to impose meaningful ones against powerful countries such as Italy. The failure of the League to act against Japan and Italy led to its demise and to Hitler seizing his chance.'

'The Great Depression brought military extremists to power. Unemployment in Germany led to the growth of power of the Nazi party who made no secret of the desire to overthrow the T of V. The Treaty of Versailles was harsh on Germany, leaving it resentful and determined to reverse the terms.'

'Hitler's rise to power was assisted by his promise to destroy Versailles Treaty. Hitler left the League and immediately began to re-arm. In 1936 he re-militarised the Rhineland against the terms of the Treaty. There then followed the agreement to Hitler's demand for the Sudetenland and despite the promise of no war Hitler took over the rest of Czechoslovakia. This could not be justified.'

Level 4 Explains role of appeasement AND other reasons [5–7]

Both sides of Level 3

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 15 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

7 (a) What was agreed at the Yalta Conference of February 1945?

Level 1 General answer [1–2]

e.g. 'The organisation of Europe.'
'How Germany was to be dealt with.'

Level 2 Describes what was agreed [2–5]

e.g. 'Germany was to be defeated and then disarmed.'
'Germany was to be divided into four zones of occupation.'
'Germany would have to pay reparations.'
'The zones to be controlled by USA, USSR, Britain and France.'
'Berlin was to be in Soviet zone.'
'Berlin was to be divided into four.'
'Once Germany defeated, Soviet Union to join war against Japan.'
'A United Nations Organisation to be set up to keep the peace.'
'As east European Countries liberated they would be able to hold free elections to set up democratic governments.'
'In Poland free elections were to be held.'

(b) Why did the USA introduce the Marshall Plan?

Level 1 General answer [1]

e.g. 'To help themselves.'

Level 2 Identifies why [2–4]

e.g. 'Because of the Containment Policy.'
'To halt communism.'
'To restore economies.'
'To improve trade.'

Level 3 Explains why [4–7]

e.g. 'To help the US stem the flow of communism which they thought developed through poverty.'
'Truman did not want to use soldiers. He wanted to attack 'misery and want'. He wanted to restore economies affected by war so as to provide trading opportunities for American companies.'
'Countries struggling to recover the effects of war were vulnerable to communist take over.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 16 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) How far was the Cold War caused by Truman's hostility towards the Soviet Union? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Each side was to blame because they followed different ideas.'

Level 2 Identifies reasons [2–3]

e.g. 'Truman was against Communism.'
 'USA introduced economic aid.'
 'The USA had the atomic bomb.'
 'Soviet Union and USA did not trust each other.'
 'Stalin wanted to spread communism.'
 'The Soviet Union wanted to avoid any future attack.'
 'Eastern Europe was communist controlled.'
 'Stalin set up Cominform and Comecon.'
 'There was the Berlin Blockade.'

Level 3 Explains Truman's hostility OR other reasons [3–5]

e.g. 'Truman was more anti-communist than Roosevelt who had got on reasonably well with Stalin.'

'The USA interpreted the Soviet takeover of eastern Europe as the start of spreading communism around the world and responded with the Truman Doctrine and Marshall Plan which was to help the vulnerable European economy suffering from the after effects of war. The USSR saw this as a threat.'

'The fact that the USA had the atom bomb but failed to tell Stalin encouraged Stalin to rush through the Soviet response and the arms race had started.'

OR

'The USA and USSR held different ideologies of capitalism v communism and actions led to suspicion and hostility as they drifted apart at the end of the war as there was no common enemy. Harmony not helped by politicians such as Churchill and his "Iron Curtain" speech.'

'The Soviet Union wanted a weak Germany to avoid any future attack. This was the opposite of what the US wanted. Stalin blockaded Berlin and this affected the relationship.'

'Following Yalta it was expected that there would be free elections in Eastern Europe countries after their liberation. The Red Army made sure their new governments were communist controlled.'

'Stalin refused to allow Soviet controlled countries to accept aid as he thought the real purpose was for the USA to build up friendships with European countries.'

'European countries set up NATO to help each other if attacked by Stalin. In response Stalin created the Warsaw Pact. To counter the Marshall Plan, Stalin set up Cominform to strengthen co-operation between communists and Comecon to develop economic co-operation between communist countries.'

Level 4 Explains Truman's hostility AND other reasons [5–7]

Both sides of Level 3.

Level 5 Explains reasons with evaluation of 'how far' [7–8]

| | | | |
|---------|-------------------------------|----------|-------|
| Page 17 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

8 (a) Describe the structure of the United Nations Organisation.

Level 1 General answer [1–2]

e.g. 'It is split into sections.'

Level 2 Describes the structure [2–5]

e.g. 'The Security Council consists of five permanent members – America, Russia, Britain, France and China. Any permanent member can veto any UNO action.'

'The General Assembly consists of all member states. Each has one vote. If it has a two-thirds majority it can overrule the Security Council.'

'The International Court of Justice deals with legal disputes between members.'

'The Specialised Agencies aim to improve living standards and guarantee human rights, e.g. UNESCO, WHO, UNICEF.'

'The Secretariat.'

Note: One mark for aspect of structure + up to 2 marks for additional material.

(b) Why did the UN become involved in the Korean War?

Level 1 General answer [1]

e.g. 'Because of a threat to peace.'

Level 2 Identifies why [2–4]

e.g. 'North Korea invaded the South.'

'North Korea was being aggressive.'

'The USSR was boycotting the UN.'

Level 3 Explains why [4–7]

e.g. 'President Truman believed the Soviet Union had told North Korea to invade and he persuaded the United Nations to send a force to help the South Koreans.'

'The UN Security Council decided that the North Koreans had broken world peace and were guilty of planned aggression. The UN called on them to withdraw to the 38th Parallel.'

'The North Koreans ignored this demand. The security Council met again and called on UN members to repel the attack.'

'The USSR were absent from the Security Council in protest against China being represented by the Chinese Nationalists and therefore was not present to use its power of veto.'

'The USA was concerned about the spread of communism and as the single biggest contributor to the UN budget was in a powerful position to influence other UN members.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 18 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) How successful was the UN in Korea? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was not very successful as it failed to achieve its aims.'

Level 2 Identifies reasons [2–3]

e.g. 'It was able to gain respect.'
 'It failed to unite North and South.'
 'It was 'used' by America.'

Level 3 Explains success OR failure [3–5]

e.g. 'The UN gained respect because, unlike the League of Nations, it had taken firm action in the face of aggression which it had stopped. Without UN action it is unlikely that South Korea would still exist.'

OR

'The UN's policy was that Korea should become one country with free elections supervised by the UN. The war did not achieve this as Korea remained divided.'

'The operation became US based as they contributed most of the armed forces. The US was frightened of the spread of Communism and was given unlimited authority to direct military operations. MacArthur even reported direct to the President. Many felt that the UN was being used by the US in its battle against Communism.'

'The UN failed to bring democracy to Korea as Kim ruled the North as a dictator until his death in 1994.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3.

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 19 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

9 (a) Describe the activities of the SA.

Level 1 General answer [1–2]

e.g. 'They were hired thugs.'

Level 2 Describes the activities [2–5]

e.g. 'It was a paramilitary organisation.'

'They were an armed group of mainly ex-soldiers from the Freikorps.' (2 marks)

'They disrupted meetings of Hitler's opponents, especially the Communists.' (2 marks)

'They often beat up opposition supporters.'

'They gave Hitler protection at his meetings.'

(b) Why did Hitler attempt the Munich Putsch?

Level 1 General answer [1]

e.g. 'To improve things.'

Level 2 Identifies why [2–4]

e.g. 'To seize power.'

'To topple the Weimar government.'

'To gain the support of the army.'

Level 3 Explains why [4–7]

e.g. 'Hitler wanted to destroy Weimar. He believed it was an opportune time to topple the Weimar government. The government was pre-occupied with the economic crisis and had just called off the passive resistance in the Ruhr.'

'Hitler wanted to secure power and through his close relationship with Ludendorff believed that Ludendorff would be able to persuade the German army to desert the government and side with the Nazis.'

'The Bavarian government was right-wing. Its leaders had been plotting against the government. Hitler felt sure they would support a putsch.'

'There was discontent in Germany due to the effects of hyperinflation. Many nationalists still hated the Treaty and were furious when Stresemann called off the passive resistance and resumed paying reparations. With this in mind Hitler thought it was the right time to seize power.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 20 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) Was the Reichstag Fire more important than the Enabling Act in allowing Hitler consolidate power? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes as it came first.'

Level 2 Identifies reasons [2–3]

e.g. 'After the Reichstag fire Hitler gained an emergency decree.'

'Communists were accused of plotting.'

'It helped Hitler in the elections.'

'The Enabling Act gave him power to pass his laws.'

'The Act enabled the removal of all opposition.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Hitler and the Nazis hated the Communists and the arrest of Van der Lubbe gave Hitler evidence that the Communists were plotting against his government. On the night of the fire 4,000 leading Communists were arrested and imprisoned to remove the threat.'

'To increase Nazi control, the next day Hitler persuaded the President to pass an emergency decree suspending all articles in the constitution which had been introduced by the Weimar and which guaranteed personal liberty including freedom of speech. It gave the police powers to search houses, confiscate property and detain people without trial. He used these powers to intimidate voters.'

'The Nazis hated the Reichstag as it was seen as a symbol of the Weimar Republic. Its burning down removed this symbol.'

'The fire occurred just before the March 1933 election. Hitler turned this to his advantage and blamed the Communists stating it was the beginning of an uprising. He demanded, and was given, special powers to deal with the situation. In the election, the Nazis won their largest ever share of the votes.'

'Hitler did not have an overall majority of seats in the election and so he used the emergency powers to prevent the Communists from taking up the 81 seats they had won.'

OR

'Hitler, with the support of other parties and the absence of the Communists had a two-thirds majority and brought about his first change to the Constitution by introducing the Enabling Act. This was the legal foundation of his dictatorship because it meant he could now pass laws without the consent of the Reichstag for the next four years.'

'Using the powers of the Enabling Act Hitler reorganised state parliaments so that there was a Nazi majority and a Nazi state governor. He later abolished the parliaments. The new officials had the power to make state laws.'

'He arranged for the arrest of trade union officials and merged the unions into a 'German Labour Front'. This meant the Nazis would not be threatened by strikes or other union activities.'

He ruined the Social Democratic Party and the Communist Party by removing all their funds, leaving the Nazi Party the only party allowed in the state.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 21 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

10 (a) Describe the Nazi policy of autarky

Level 1 General answer [1–2]

e.g. 'It was to ensure they could meet needs.'

Level 2 Describes the policy [2–5]

e.g. 'Autarky was the policy of making Germany economically self-sufficient.'

'Hitler wanted to stop Germany being dependent on imports, especially raw materials and food.'

'Hitler wanted to ensure that Germany was not dependent on imports if war began. He remembered what had happened in the First World War.'

(b) Why was Hitler able to gain popularity with male workers?

Level 1 General answer [1]

e.g. 'Because he helped them.'

Level 2 Identifies why [2–4]

e.g. 'He gave them employment.'

'They got rewarded through different schemes.'

Level 3 Explains why [4–7]

e.g. 'Hitler through his public works and re-armament delivered lower unemployment which ensured popularity among the industrial workers. He also used propaganda to praise their efforts.'

'The scheme 'Strength Through Joy' was popular as it gave cheap theatre and cinema tickets as well as cut-price cruises.'

'Many had the opportunity to save up in a state scheme to buy a VW Beetle.'

'The 'Beauty of Labour' scheme improved the workplace with the introduction of washing facilities and low-cost canteens.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 22 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) How far did young people support the policies of the Nazis? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They were forced to accept.'

Level 2 Identifies activities [2–3]

e.g. 'Many joined the Hitler Youth.'
 'Those who opposed joined the Edelweiss Pirates.'
 'There was much indoctrination.'

Level 3 Explains support OR lack of support [3–5]

e.g. 'The Hitler Youth was founded in 1926. By 1939 it had over seven million members, the vast majority of young Germans. It was used to prepare boys and girls for their roles in life. Many were happy to join as other associations were banned and this offered many activities.'
 'The League of German Maidens offered domestic skills and preparation for motherhood. Many were happy to join as there were few other organisations for them. Many enjoyed the activities such as camping and the sports.'

OR

'In 1936 membership of the Hitler Youth was made compulsory although some young people were reluctant to join. About 1 million failed to join. Many joined the Catholic Youth organisation rather than the Hitler Youth.'

'In schools, through the curriculum, children were indoctrinated into Nazi ideals and racial beliefs.'

'In the late 1930s gangs began to appear on street corners. They had their own music and looked for Hitler Youth members to beat them up.'

'Some gangs considered themselves part of a wider group called the Edelweiss Pirates. They were anti-authority and anti-Nazi. During the war they helped deserters and escaped prisoners.'

'The "Swing" movement was mainly middle-class teenagers. They listened to American and English music, preferring jazz to regimentation. They accepted Jews at their clubs.'

Level 4 Explains support AND lack of support [5–7]

Both sides of Level 3.

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

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 23 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

11 (a) What was War Communism?

Level 1 General answer [1–2]

e.g. 'It was harsh economic measures.'
'It was to feed the army.'

Level 2 Describes War Communism [2–5]

e.g. 'It was ensuring that the Russian economy supplied the needs of the Red Army.'
'It nationalised industry and controlled the production and distribution of goods.'
'Discipline for workers was strict and strikers could be shot.'
'Peasants had to hand over surplus food to the government.'
'It redistributed wealth among the Russian people.'
'Bolshevik policy.'

(b) Why did the Communists win the Civil War?

Level 1 General answer [1]

e.g. 'They were better organised.'

Level 2 Identifies why [2–4]

e.g. 'The Communists had a better army.'
'The Whites were divided.'
'The Reds controlled the central area.'
'Trotsky was a better leader.'
'The Reds were ruthless and efficient.'
'Use of railway.'

Level 3 Explains why [4–7]

e.g. 'The Whites were not united in their aims. Their leaders worked independently and were geographically scattered. They lacked co-ordination.'
'The Communists held a central position, Russia's two greatest cities and had a simple aim of survival.'
'Trotsky created a disciplined, effective fighting force – the Red Army.'
'The army gained supplies to keep them going through War Communism.'
'The Cheka intimidated the opponents with fear and forced peasants to hand over food.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 24 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) How successful was Lenin's New Economic Policy? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Life improved so it must have been a success.'

Level 2 Identifies success/failure/describes NEP [2–3]

e.g. 'Grain requisitions were stopped.'

'Peasants could sell grain on the open market.'

'Smaller factories producing consumer goods were returned to their owner.'

'It replaced War Communism.'

'It remained outdated in many areas of production.'

Level 3 Explains success OR failure [3–5]

e.g. 'The NEP replaced War Communism where there had been food shortages and famine. Under NEP food production had risen steeply by 1925.'

'As part of the plan Lenin wanted to electrify Russia as this would provide power for modern large scale industry.'

'Trade with western countries began to increase with western goods exchanged for Russian oil.'

'The NEP lasted until 1928 and Russia did become more prosperous although this can partly be attributed to a period of stability.'

OR

'The cost of manufactured goods remained high and peasants could not afford them. Many peasants remained poor, using outdated equipment. Industrial workers were better off but unemployment remained high.'

'By 1926 the economy had reached pre-1914 levels but massive investment was needed to turn the Soviet Union into a modern industrial country.'

'The introduction of non-communist ideas had upset some and they wanted a return to more socialist methods of running the country.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3.

Level 5 Explains with judgement of 'how successful' [7–8]

| | | | |
|---------|-------------------------------|----------|-------|
| Page 25 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

12 (a) What qualities did Trotsky have which enabled him to be considered as Lenin's successor?

Level 1 General answer [1–2]

e.g. 'He was liked.'

Level 2 Describes the qualities [2–5]

e.g. 'He was Lenin's own choice as successor.'
 'He had a strong personality and was intelligent.'
 'He was popular with the army.'
 'He had played a leading part in both the Bolshevik Revolution and the Civil War.'

(b) Why was Stalin able to defeat Trotsky to become Lenin's successor?

Level 1 General answer [1]

e.g. 'He had the greater appeal.'

Level 2 Identifies why [2–4]

e.g. 'Stalin's ideas were more popular.'
 'Trotsky was not popular.'
 'Stalin was manipulative.'
 'Stalin was General Secretary.'

Level 3 Explains why [4–7]

e.g. 'Trotsky was not popular with the Politburo and the old Bolsheviks as he had not joined the party until 1917, having been a Menshevik. He was mistrusted.'
 'Kamenev and Zinoviev disliked Trotsky and disagreed with his political views.'
 'Trotsky underestimated Stalin because he appeared dull and hard working. But Stalin had built up a power base. He was General Secretary and appointed officials who supported him.'
 'Stalin successfully presented himself as Lenin's close follower such as chief mourner at his funeral. Stalin tricked Trotsky into not attending.'
 'Stalin was a clever tactician, playing one group off against the other in the Politburo.'
 'Stalin's idea for the future was more popular. He promoted 'socialism in one country'. Trotsky believed in 'permanent, or world revolution'. Trotsky's approach was less favoured.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 26 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

- (c) 'Terror was more effective than propaganda in Stalin maintaining total control over the Soviet people.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

E.g. 'No, propaganda was the most effective.'

Level 2 Identifies effectiveness [2–3]

e.g. 'The idea of the 'cult of Stalin'.
 'The media was controlled by the state.'
 'He introduced the Purges.'
 'He held 'show trials'.
 'Many were put in labour camps.'

Level 3 Explains effectiveness of one [3–5]

e.g. 'Stalin was not prepared to accept challenges to his authority and he planned to purge the top of the Party membership to clear out his opponents. They were arrested, tried and sentenced to long periods of imprisonment.'
 'This was not enough and in 1935 he started the 'Great Terror' where Zinoviev and Kamenev were shot. The 'show trials' followed.'
 'The secret police spread fear as hundreds of thousands of people were murdered and imprisoned without trial. It was enough for there to be suspicion of disloyalty.'
 'Millions were imprisoned in labour camps. They were kept in terrible conditions and forced to work through the freezing cold Russian winter.'

OR

'He used propaganda to create the 'cult of Stalin' in which Stalin was worshipped as a leader. Pictures and statues of him were everywhere and places named after him. People at meetings had to clap when his name was mentioned.'
 'The state told people what to think. Radio, films and newspapers were all controlled by the state. Schools taught communist versions of history and science.'
 'The hiding of the truth made many Soviet citizens believe the propaganda. They were told Stalin was a great genius who would look after them, resulting in one of the world's most evil tyrants being loved by many of the people he ruled.'

Level 4 Explains effectiveness of both [5–7]

Both sides of Level 3.

Level 5 Explains with evaluation of 'more effective' [7–8]

| | | | |
|---------|-------------------------------|----------|-------|
| Page 27 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

13 (a) What problems did US farmers face in the 1920s?

Level 1 General answer [1–2]

e.g. 'A decline in business.'

Level 2 Describes problems [2–5]

e.g. 'Farmers were over producing. The US could not eat all that was produced nor could it export enough and so prices fell.'

'As prices fell farmers incomes fell. Many farmers borrowed money but as times got worse could not repay loans and so their farms were seized.'

'Rural areas did not benefit from the boom. Few farms had amenities such as electricity or mains water.'

'The south was worse where there was over-reliance on one crop.'

'The combined harvester.'

'Competition from Canada.'

(b) Why did some industries in the US fail to benefit from the economic boom of the 1920s?

Level 1 General answer [1]

e.g. 'Because they had traditional approaches.'

Level 2 Identifies why [2–4]

e.g. 'The traditional industries lost markets.'

'People spent their money on cheaper products.'

'Cleaner fuels were used.'

'World trade declined.'

Level 3 Explains why [4–7]

e.g. 'In the long-established traditional industries consumer demand did not grow as fast. The markets for these goods were long established and the products were not new and exciting.'

'Some traditional industries faced competition from the newer industries such as cotton vs man-made fibres and oil as people switched to electricity.'

'Coal lost ground to oil, gas and electricity and mines closed.'

'Shipbuilding suffered because of a decline in world trade.'

'New production methods made newer goods cheaper to be produced.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 28 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

- (c) 'Government policy was the main reason for the boom in the economy in the 1920s.'
How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes, as they offered protection.'

Level 2 Identifies reasons [2–3]

e.g. 'The government believed in laissez-faire.'
'Taxation was low.'
'Tariffs protected home produced goods.'
'Trade unions were discriminated against.'
'New technology created consumer goods.'
'Credit facilities became readily available.'
'The expansion of the car industry boosted the economy.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Presidents Harding and Coolidge believed in a policy of laissez-faire or not interfering with the economy. Instead they encouraged the growth of industry by low taxes. These encouraged business owners to invest and give consumers more money to spend.'
'They also protected American industry by introducing tariffs as part of the US isolationist policy. Here a tax was placed on foreign goods coming into the US, making them more expensive than those produced at home and thus making them harder to sell.'
'The Republican governments did not like trade unions. Employers were allowed to use violence to break strikes and refuse to employ union members. This meant employers could hold down wages and keep working hours long.'

OR

'The widespread availability of electricity created a demand for consumer goods such as radios, vacuum cleaners and refrigerators. This was aided by new products such as rayon, bakelite and cellophane.'
'The introduction of credit purchases gave opportunities for people to own goods whilst paying for them by instalments.'
'The expansion of the motor industry boosted the whole economy as more and more cars were bought. It stimulated other industries such as the oil industry, the construction industry as well as steel, rubber and glass.'
'The USA was rich in raw materials such as oil, iron ore and coal and did not have to purchase these abroad, keeping down costs.'
'Increased production of consumer goods increased employment. This meant people had more money to spend on consumer goods and in turn this created demand and encouraged further production.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 29 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

14 (a) Describe the lifestyle of the modern young American woman in the 1920s.

Level 1 General answer [1–2]

e.g. 'It was freer.'

Level 2 Describes the lifestyle [2–5]

e.g. 'Women drank, smoked, dated and wore make-up.' (Max 2 marks)

'In 1920 they gained the right to vote.'

'Increasing numbers went to work and became financially independent.'

'They went out without chaperones.'

'Fashions changed with much shorter skirts.'

'Used labour-saving devices.'

'Flappers – clothing styles, dancing.' (Max 2 marks)

(b) Why did the cinema grow in popularity in the 1920s?

Level 1 General answer [1]

e.g. 'It was relatively new.'

Level 2 Identifies why [2–4]

e.g. 'Increased leisure time.'

'Increased disposable income.'

'Escapism.'

'Talkie films were introduced.'

Level 3 Explains why [4–7]

e.g. 'There was increased leisure time as the average working hours per week decreased. Average wages rose, giving more disposable income. A lot of this spare time and money was channelled into entertainment such as the cinema.'

People flocked to see the stars of the screen, many of whom had become household names. This influenced the way people dressed and groomed themselves.'

'The film industry provided cheap entertainment for millions and for many offered escapism from real life.'

'The Hollywood stars showed the public the style and manners of high life. Many aspired to this lifestyle in the Roaring Twenties.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 30 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

14 (c) 'Prohibition failed because of corruption.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes it did because it went on.'

Level 2 Identifies reasons [2–3]

e.g. 'People involved in corruption included corruption officers and judges.'

'Americans did not agree with the law.'

'It could not be enforced.'

'It brought a rise in gangsters.'

'It reduced the amount of tax.'

'Agents were ineffective.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Prohibition led to massive corruption. Most of the law enforcement officers were themselves involved in the liquor trade. It was difficult to get convictions because senior officers and judges were in the pay of criminals. One in twelve prohibition agents were dismissed for corruption.'

'Big breweries stayed in business throughout the period by bribing local officials, prohibition agents and the police.'

OR

'Drinking illegal alcohol was too popular and too profitable. The vast majority of Americans did not agree with the law and were prepared to break it.'

'The Depression made an important difference. With millions out of work, it seemed nonsense that the government was spending large amounts of money enforcing an unpopular and ineffective law. The money could more wisely be used to help the poor.'

'Opponents of Prohibition were able to argue that by legalising alcohol an enormous number of jobs would be created and tax revenue would increase.'

'Many Americans were concerned about the amount of organised crime which Prohibition encouraged. Rival gangs fought for control and gangland murders increased. The gangs made vast profits, allowing them to expand into other areas of criminal activity such as prostitution.'

'Agents were employed to prevent illegal imports of alcohol, illegal production and the growth of speakeasies but there were not enough and they were ineffective.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 31 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

15 (a) What were the main features of Chinese Communism?

Level 1 General answer [1–2]

e.g. 'A development in its own way.'
'It was to be equitable.'

Level 2 Describes the main features [2–5]

e.g. 'The peasants were the basis of true communism.'
'Industry was to develop but in small units scattered throughout the countryside.'
'Wages were to be equal between all classes, with the peasants sharing in the greater wealth.'
'There was to be no middle class of specialist workers or managers.'
'Manual labour was the way forward in increasing China's agricultural and industrial production.'
'People should be converted to communism by persuasion and the Party should listen to criticism.'

(b) Why were the Communists able to benefit from the Second World War?

Level 1 General answer [1]

e.g. 'Because the nationalists lost popularity.'

Level 2 Identifies why [2–4]

e.g. 'They expanded their territory.'
'They were seen as friends of the people.'
'They used the Red Army to forge links.'

Level 3 Explains why [4–7]

e.g. 'The Japanese invasion in 1937 and the retreat of Chiang Kai-shek to Chongqing gave many opportunities for the Communists to expand the area under their control.'
'From 1937 to 1940 Communist fighters took control of many parts of north China.'
'The tactics of the Japanese ensured that the peasants were more than willing to join with the Communists in helping to attack the Japanese. This fighting for China gave the Communists the support of the people and they were seen as defenders and friends of the people, winning over the people by providing medical care and opening schools.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 32 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) 'Mao's leadership was the most important reason for the Communist victory in the Civil War.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Mao was a good leader and this gave him victory.'

Level 2 Identifies reasons [2–3]

e.g. 'Mao had the support of the peasants.'

'Mao was seen as looking after China's interests.'

'Chiang was a dictator.'

'He used America.'

Level 3 Explains either Mao leadership OR other reasons [3–5]

e.g. 'Mao was a popular leader which came from the Long March. During the Second World War he was seen as a liberator because of his successful guerrilla tactics against the Japanese. This won him huge backing from both the peasants and the middle classes. They recognised that Mao was fighting to defend China's national interests.'

'Mao ensured the Communists were popular. They cared for the peasants and did not take businesses. They treated people fairly, keeping firm law and order.'

OR

'The successful military tactics used against the Japanese, including guerrilla tactics were continued. The Red Army (PLA) continued to win over the peasants.'

'As Chiang became older he became more and more of a dictator. Inflation was high and aid from America went into the pockets of Chiang, his family and friends.'

'The Kuomintang had become the party of the landlords. His soldiers, unlike the Red Army, treated the areas they went into badly. US support made Chiang appear to be no more than a puppet of the Americans.'

Level 4 Explains Mao AND other reasons [5–7]

Both sides of Level 3.

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 33 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

16 (a) On coming to power what steps did the Communists take to deal with the land issue?

Level 1 General answer [1–2]

e.g. 'They encouraged change.'

Level 2 Describes the steps [2–5]

e.g. 'They introduced the Agrarian Reform Law in 1950.'

'Villagers were encouraged to hold 'struggle' meetings and 'People's Courts'.'

'Rich landlords and 'village bullies' were denounced, beaten and frequently executed.'

'Around 40% of the land was re-distributed.'

'Mutual aid teams were set up.'

(b) Why was the First Five Year Plan introduced?

Level 1 General answer [1]

e.g. 'To improve China.'

Level 2 Identifies why [2–4]

e.g. 'To develop the economy.'

'To improve agriculture.'

'to make China an industrial superpower.'

Level 3 Explains why [4–7]

e.g. 'Industry needed developing. The plan focused on heavy industry to provide the raw materials to improve China's transport system.'

'To take advantage of the newly discovered raw materials in China and to control the workers by the state taking over all private industry.'

'The Plan was designed to increase agricultural output to feed the workers in industry.'

'Inflation was high and Mao wanted to stop this. He insisted that buying and selling should be at low, fixed prices.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 34 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) How successful were Mao's First and Second Five Year Plans? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They were very successful as they were planned.'

Level 2 Identifies success/lack of success [2–3]

e.g. 'Early targets were met.'
 'The Great Leap Forward failed.'
 'Some Chinese were starving.'

Level 3 Explains success OR lack of success [3–5]

e.g. 'Following the introduction of the Five Year heavy industry plan (1953) the targets had been exceeded by 1957.'

'In agriculture, following the Act of 1950, grain production reached record heights in 1952.'

'To solve under use of manpower the Great Leap Forward was introduced. In the countryside peasants were set to work on large irrigation and flood control projects.'

'In cities labour intensive industries were set up to solve unemployment.'

OR

'The success in industry up to 1957 was only achieved with the assistance of Russia who helped out with machinery equipment and technical assistance. When this aid was withdrawn disaster struck.'

'To increase agriculture to a higher production than 1952, large farms and modern methods were needed.'

'Despite the developments there was unemployment in the cities and underemployment of peasants in agriculture.'

'The record harvest of 1958 was followed by three disastrous years where it was even necessary to import wheat. Some Chinese were starving.'

'Small factories proved to be inefficient and "backyard" iron and steel was low quality and could not be used.'

'Food production slumped and by 1961 China was importing grain from abroad.'

Level 4 Explains success AND lack of success [5–7]

Both sides of Level 3.

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 35 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

17 (a) Describe the impact of the discovery of precious metals in the second half of the nineteenth century on the people of South Africa.

Level 1 General answer [1–2]

e.g. 'They worked in the mines.'

Level 2 Describes the impact [2–5]

e.g. 'Diamonds were discovered in 1867 at Kimberley – within 30 years Kimberley became a bustling town of 30,000.'

'In 1886 gold was discovered near Johannesburg and this grew into a city of 250,000.'

'Cecil Rhodes had plans for British expansion and takeover. He renamed land he had seized 'Rhodesia'.'

'The British attacked Transvaal in 1881 and the attempts at take-over resulted in the South African war which started in 1899.'

'Migrant labour was a feature.'

(b) Why did the Jameson Raid take place?

Level 1 General answer [1]

e.g. 'To bring about change.'

Level 2 Identifies why [2–4]

e.g. 'To overthrow President Paul Kruger.'

'Rhodes wanted to unite the whole of Southern Africa.'

'To give power to the uitlanders.'

Level 3 Explains why [4–7]

e.g. 'The relationship between Afrikaners of the Transvaal led by Kruger and the uitlanders supported by Rhodes. Most of the uitlanders were British, hoping to profit from gold mining. Their skills were needed but they were hated by the Transvaal government. The uitlanders resented being treated as second class citizens and thought, like Rhodes that they should come under British control.'

'Rhodes, who planned to support an uprising led by Dr. Jameson, held different views from Kruger. He wanted the whole of southern Africa as a dominion of the British.'

'Rhodes thought the uitlanders would support the uprising to overthrow the government but this support never materialised.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 36 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) How successful were the British in dealing with the Boers between 1880 and 1910? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Not very as they suffered many set backs.'

Level 2 Identifies actions [2–3]

e.g. 'The Boers surrendered to the British in 1902.'
 'The Boer Republics became part of the British Empire.'
 'Segregation continued.'
 Early plans to make the area British failed.'
 'The use of concentration camps was a disaster.'

Level 3 Explains success OR failure [3–5]

e.g. 'In 1899 war began and despite early setbacks the Boer capitals of Bloemfontein and Pretoria.'
 'Using specific tactics Kitchener finally got the Boers to surrender. Their two republics became part of the British Empire.'
 'To placate the Boers segregation became a feature in the creation of the Union of South Africa in 1910.'

OR

'In an attempt to win Boer support the British army defeated both the Zulus and Pedi between 1878 and 1881. However, the Boers led by Kruger refused to be drawn into the British Empire and the Boers defeated a British force at Majuba in 1881.'
 'Cecil Rhodes wanted to make as much of Africa as he was able, British. He supported Jameson and thought the uitlanders would give support. In the end the Boers surround James and forced him to surrender.'
 'During the war the British put Boer women and children in concentration camps. This was a disaster as 28,000 died from disease. The Boers believed they were the victims of a monstrous British injustice.'
 'The British high commissioner wanted to swamp the Boers with large numbers of settlers after the end of the war. English was to be the means of instruction in the schools. This policy was bitterly resented by the Boers, keeping republicanism alive.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3.

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 37 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

18 (a) Describe the Sharpeville massacre (1960).

Level 1 General answer [1–2]

e.g. 'There was a protest.'
'Shots were fired.'

Level 2 Describes events [2–5]

e.g. 'The PAC called for a forceful protest on 21st March 1960 about the Pass Laws.'
'Demonstrators were urged to march on police stations without passes to be arrested.'
'There was a clash between police and marchers.'
'Some police opened fire and 69 people died and many were wounded.'
'Many protesters had been shot in the back.'

(b) Why did young people rise up against apartheid in 1976?

Level 1 General answer [1]

e.g. 'Because they were unhappy with the treatment they were receiving.'

Level 2 Identifies why [2–4]

e.g. 'It was a protest against government education policy.'
'They were facing unemployment.'
'There was a housing shortage.'
'Blacks people could not afford to pay increasing costs.'

Level 3 Explains why [4–7]

e.g. 'Rioting began when the government ruled that half the lessons should be taught in Afrikaans. Very few people around the world speak Afrikaans and therefore it was far less useful than English.'
'It was more proof that the white government intended education for black people to be no more than to prepare them to be servants or unskilled workers.'
'They had to pay for education whilst whites received it free.'
'Unemployment for black people was rising and housing was scarce in Soweto. They feared being forced into the overcrowded 'homeland'.
'A recent Act had abolished urban local authorities and introduced local boards. This put the cost of running the townships on black residents and they could not afford it.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 38 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) How successful was P.W. Botha in dealing with the growing pressure on the government from both inside and outside South Africa? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'not very as his policies failed.'

Level 2 Identifies actions [2–3]

e.g. 'Botha introduced a plan of action called 'Total Strategy.'

'He failed to improve government popularity.'

'He introduced a State of Emergency.'

Level 3 Explains agreement OR disagreement [3–5]

Note: Candidates who have some understanding of what Botha was doing should reward this as one side of the argument.

e.g. 'The first part of the strategy was to strengthen further the security forces in order to deal with resistance groups more speedily and effectively.'

'He attempted to disestablish South Africa's neighbours by giving the black states on the borders the hardest of times if they supported the ANC.'

'Spending on education was increased rapidly and the number of blacks in secondary education trebled.'

'Botha saw the need to re-think policy and remove some grievances. He introduced some reforms to win the hearts and minds of the blacks. As feared these reforms alienated the right-wing of his party.'

'Under changes to the Constitution a new parliament was created but political power remained firmly in white hands.'

Botha's policy did nothing to reduce the government's unpopularity, with no movement towards power sharing.'

'Trade union activity was boosted but instead of swinging the unions behind the government they became more active in the resistance movement.'

'The relaxation of the Pass Laws resulted in large groups of blacks in the townships ready to challenge white rule.'

'The number of protests increased, resulting in Botha declaring a State of Emergency in 1985. This gave his government sweeping powers – virtually military rule.'

'World-wide opposition grew, with arguments for economic sanctions. Botha was lucky that at that time Thatcher and Reagan were in power and both were fierce believers in free trade.'

Botha failed to bring about more reforms in 1985 and this resulted in American banks removing support. A financial crisis followed.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 39 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

19 (a) Describe the Windhoek massacre.

Level 1 General answer [1–2]

e.g. 'It was where Namibians were killed.'

Level 2 Describes the massacre [2–5]

e.g. 'All the black people of the Old Location of Windhoek were to be removed to a new township. The people refused to move. A boycott and demonstrations followed.'

'On 10 December a large crowd gathered outside the municipal buildings in Windhoek.'

'The police started to shoot at the demonstrators. Eleven Namibians were killed, fifty-four were wounded and two of these later died.'

(b) Why did South Africa refuse to co-operate with the United Nations over Namibia in the period up to 1960?

Level 1 General answer [1]

e.g. 'It did not agree with the UN.'

Level 2 Identifies why [2–4]

e.g. 'South Africa wanted to rule in its own way.'

'SA said the mandate had ended.'

'It ignored the International Court.'

Level 3 Explains why [4–7]

e.g. 'South Africa wanted SW Africa as a fifth province. This was refused by the UN.'

'The UN wanted a trusteeship but SA refused and stopped sending reports about administration to the UN.'

'South Africa introduced apartheid and governed with the non-white laws. This was opposed by the UN who saw it as violating the 'sacred trust' of the original mandate.'

'The International Court of Justice ruled that the original mandate had not ended with the demise of the L of N and South Africa was legally bound to follow the UN rulings. They refused.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 40 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

- (c) 'The United Nations was responsible for Namibia achieving independence.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The UN gained independence for Namibia.'

Level 2 Identifies ways [2–3]

e.g. 'The UN worked through its International Court.'

'The UN supervised an election.'

'SWAPO was recognised by the UN.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The General Assembly passed a resolution ending the mandate in October 1966 and established a committee to take over and in May 1967 a UN Council was established to take over until independence.'

'South Africa was requested by the UN to withdraw but refused and the UN requested member states to introduce limited sanctions against South Africa.'

'The International Court (June 1971) ruled that the UN was acting lawfully and that South Africa should be removed.'

'In 1978 the UN passed Resolution 435 which spelt out how SWA should become independent as SA had again gone against the UN wishes with their proposals.'

'A UN supervised election was accepted by SA in November 1989 and independence granted in March 1990.'

OR

In 1971-72 the Namibian workers went on strike and the colonial regime unsuccessfully tried to recruit workers from neighbouring countries. The strike was effective with SWANLA having to negotiate with the workers.'

'SWAPO had gained support from the peasants as they gave valuable information to SWAPO guerrillas in their fight against the South African army.'

'As a result of the 1971 Court ruling SWAPO became recognised as 'the nation in a state of becoming' and was recognised by the UN as representing the majority of Namibians and therefore the demands were made in the 'name of the people of Namibia'.'

'The church opposed injustice and criticised acts of oppression.'

'SWAPO wanted a united and independent Namibia with universal adult suffrage. They wanted the UN to supervise the transition to independence.'

'It was made clear in March 1977 by the Western Five that the independence was unacceptable without the participation of SWAPO but SWAPO would not participate unless SA troops were withdrawn.'

'South Africa refused to recognise the role of the UN and continued to try and implement policies. This angered SWAPO who were opposed because it made it impossible to gain independence.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 41 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

20 (a) What problems faced Palestine in 1945?

Level 1 General answer [1–2]

e.g. 'Civil disruption.'

Level 2 Describes the problems [2–5]

e.g. 'Large numbers of Jews wanted to go to Palestine.'

'The US was supporting a state of Israel.'

'Should immigration be allowed?'

'Campaigns of violence by the Irgun.'

(b) Why did Britain decide to hand Palestine over to the United Nations?

Level 1 General answer [1]

e.g. 'It did not want to stay.'

Level 2 Identifies why [2–4]

e.g. 'Because of the cost.'

'There was violence.'

'Because of its view of Zionism.'

'The pressure from the Irgun.'

'Because of the guerrilla campaign.'

Level 3 Explains why [4–7]

e.g. 'At the end of the war Britain was under great pressure to change its policy and allow in survivors of the holocaust. They refused and this brought about violent protest.'

'The Irgun deliberately attacked and killed British soldiers including the explosion at the King David Hotel. The violence from the Irgun was intended to persuade the British to leave.'

'Because the Arabs continued to block any proposals regarding partition.'

'The British were finding it too expensive to keep large numbers of troops there, especially having just fought a costly war.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 42 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) How far was the war of 1948-49 a success for Israel? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was as the Arab armies were forced to accept defeat.'

Level 2 Identifies impact [2–3]

e.g. 'A Jewish state was established.'
 'There were large numbers of migrants.'
 'Most Arab Palestinians fled.'
 'The UN had failed.'
 'Arab governments were humiliated.'

Level 3 Explains success OR failure [3–5]

e.g. 'A Jewish state was established within the territory controlled by the Jewish forces. The Gaza Strip, east Jerusalem and the West Bank were the only areas outside Israeli control.'
 'Large numbers of Jewish migrants moved to the new state of Israel.'

OR

'The majority of Arab Palestinians fled from Israel and became refugees. Only a minority remained in the Jewish controlled state.'
 'The Arab nations were defeated. Their pride was hurt and their hatred of Israel increased.'
 'The United Nations had failed in its first attempt to sort out a problem. The Jews had seized more than the UN had allotted them.'
 'The governments of Arab states were humiliated by their defeat. Arab leaders were discredited and lost power as a result.'
 'Fearing reprisals most Palestinian Arabs left the Jewish areas and fled to the West Bank and the Gaza Strip.'

Level 4 Explains success AND failure [5–7]

Both sides of Level 3.

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 43 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

21 (a) What benefits did winning the Six Day War of 1967 bring to Israel?

Level 1 General answer [1–2]

e.g. 'It made them stronger.'

Level 2 Describes the benefits [2–5]

e.g. 'The State of Israel survived.'

'Israel was much safer and stronger than before.'

'The Israelis increased their lands. They captured and kept Sinai, the Gaza Strip, the West Bank and the Golan Heights.'

'These territories doubled the size of the country and made its frontiers shorter and therefore easier to defend.'

'They had control of the Old City of Jerusalem for the first time in nearly 2,000 years.'

(b) Why did the Yom Kippur War take place?

Level 1 General answer [1]

e.g. 'Because there had been no peaceful solution.'

'Because of the continued fighting.'

Level 2 Identifies why [2–4]

e.g. 'To remove Israel.'

'To win back land lost in 1967.'

'To regain honour and pride.'

Level 3 Explains why [4–7]

e.g. 'Sadat, who replaced Nasser after he died, wanted to win back Sinai from Israel and to end the frequent violent clashes across the Suez Canal between Israeli and Egyptian troops. These clashes cost money and lives.'

'The Syrians wanted to win back the land lost in 1967.'

'Sadat wanted to re-open the Canal as the Egyptian government was losing tolls and taxes whilst the Canal was closed.'

'Sadat thought the use of military power would bring the Israelis to the conference table.'

'Sadat wanted to gain American friendship as he knew he could not defeat the Israelis. He wanted America to persuade Israel to withdraw from Sinai. America was busy trying to end the war in Vietnam.'

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 44 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

- (c) 'The USA was more successful than the USSR in influencing events in the Middle East between 1948 and 1979.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They have both been influential.'

Level 2 Identifies involvement [2–3]

e.g. 'USA has supported Israel financially.'

'US presidents have worked for peace.'

'Israel failed to consult over Suez.'

'America arranged Camp David.'

'The USSR has provided weapons.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'In 1948 America and the USSR supported the creation of Israel and Israel tried to keep on friendly terms. This continued until 1950.'

'The USA received full support from Israel in the war in Korea against communism and in return for Israel's support against communism the US government promised to stand by Israel in the event of attack and both signed a treaty of friendship in 1951.'

'In 1956 Eisenhower was very angry about not being consulted about the Suez Crisis, insisting that Israel should withdraw. Having learnt its lesson, in 1967 Israel did not attack until it was sure of American backing.'

'During the 1960s US policy became more sympathetic to the Arabs. The USA still supported Israel but felt the Palestinians should be helped.'

'After the surprise attack on the Israelis in 1973 the Americans airlifted emergency supplies of arms to enable a successful counter attack to take place.'

'As a result of the decline of the Soviet Union under Gorbachev, America's power to influence events increased.'

'The USA was instrumental in the Camp David talks and the signing of the Peace Treaty.'

'In the 1990s America was giving \$3 billion annually to Israel's government and expected Israel to take American advice. This did not always happen.'

'In 1992 President Bush told the Israelis to stop expanding in the West Bank. The Israeli government refused to change its policy.'

'President Clinton brokered an agreement in 1993 between the PLO and the Israeli government (Rabin).'

OR

'Originally Russia supported the creation of the state of Israel. It was in 1955 the Russians started to sell weapons to Nasser as the US had refused. The Russians could see the benefits of a Black Sea naval base and the balancing of American power.'

'During the Six Day War Russia supported the Arabs and despite their defeat the support continued up to 1973. Russia was concerned and tried to get recognition of Israel's right to exist.'

'Russia has come out in favour of the PLO (after 1979) and the right of Palestinians to have their own country.'

'In 1982 the Russians proposed their own six-point peace plan.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 45 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

22 (a) What was bad about working in a nineteenth-century textile factory?

Level 1 General answer [1–2]

e.g. 'The atmosphere was poor.'
'The workers were treated badly.'

Level 2 Describes problems [2–5]

e.g. 'The atmosphere was poor – poor ventilation, damp/humid air, smell of hot oil, poor lighting.'
'Workers were treated badly – long hours, poor wages, harsh discipline.'
'It was a dangerous place – factory fever, unguarded machinery.'

(b) Why did the demand for coal increase significantly by 1850?

Level 1 General answer [1]

e.g. 'Coal was being used more.'

Level 2 Identifies why [2–4]

e.g. 'The iron industry was growing.'
'Railways used it.'
'It was used as a source of power.'
'It was used in the home.'

Level 3 Explains why [4–7]

e.g. 'Factories were growing and they used coal fired steam engines to power the machinery.'
'Railways developed quickly and they used vast quantities of coal to drive the engines.'
'The iron industry began to use coal because of the shortage of charcoal. Also the demand was increasing for the railways.'
'The population was growing quickly with houses having coal fires to keep the houses warmer and drier.'
'The new towns needed coal for the new gas lighting.'
'The French Wars created a demand for weapons and the iron industry need to use more coal.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 46 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) How successful was legislation introduced to improve working conditions in mines and textile factories? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'it was helpful for women.'

Level 2 Identifies success / lack of success [2–]

e.g. 'Some factory owners looked after their workers and reduced hours.'
'The Factory Acts and Mines Act could not be enforced.'

Level 3 Explains success OR lack of success [3–5]

Note: Allow for one side explanation / detail of the legislation as being a positive development.

e.g. 'The **Acts of 1802 and 1819** reduced the hours of orphan apprentices and said no child under 9 was to work. Older children could work no more than 12 hours and not at night. There were no inspectors to enforce the Acts and they only applied to cotton mills.'

'The **1833 Act** stopped children under nine working and reduced the hours of older children. No one under 18 was to work nights. Four inspectors were appointed. Proving the ages of children was difficult as the registration of births only began in 1836. There were not enough inspectors for the whole country. Parents wanted the children to work as they needed the money. If factory owners were taken to court the fines were low as factory owners were magistrates.'

'The **Ten Hours Movement** was unsuccessful for men until 1853, although the 1844 and 1847 Acts cut the hours of women and children. Men still had to work long hours as women were employed in relays.'

'The Mines Act, 1842, Stopped children under ten, and all women, from working underground. Enforcement was difficult as mines inspectors were not allowed underground until 1850. Women workers were not in favour as they now had to work on the surface for lower wages.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

| | | | |
|---------|-------------------------------|----------|-------|
| Page 47 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

23 (a) What difficulties were faced when moving goods by road in the early-nineteenth century?

Level 1 General answer [1–2]

e.g. 'It was slow.'
'Cost was an issue.'

Level 2 Describes difficulties [2–5]

e.g. 'It was slow because of the turnpikes or because of shortage of water / wind.'
'Many stretches of road were just mud tracks or rutted with no uniform system of repairs.'
'Tolls were often high, increasing the cost of goods.'
'Horses and wagons were unable to carry heavy loads.'
'They were slow and therefore of little use for fresh produce.'

(b) Why did canal transport decline?

Level 1 General answer [1]

e.g. 'There was a better system.'

Level 2 Identifies why [2–4]

e.g. 'Because of railways.'
'Because canals were inefficient.'
'Because of canal tolls.'
'They were allowed to fall into disrepair.'

Level 3 Explains why [4–7]

e.g. 'The golden age of canals lasted until about 1840 by which time railway competition was too great. Many canal companies sold out to the railways who allowed the canals to fall into disrepair.'
'Railways were much faster and could carry more, making the transportation of goods cheaper and more efficient.'
'Locks caused long delays on canals which prevented the use of canals for perishable goods.'
'The canal system lacked organisation and planning. Some canals and locks were of different size. This together with frozen water in winter made canals unreliable and slow.'
'Canals were not suited to passenger traffic as they were limited in the numbers they could carry, were slow and often did not go where they were required.'

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 48 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) 'The greatest benefit of railways was to improve the health of the 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 up.'
 'Fresh produce was available in the towns.'
 'The iron and coal industries flourished.'

Level 3 Explains agreement OR disagreement [3–5]

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.'

OR

'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 4 Explains agreement AND disagreement [6–7]

Both sides of Level 3.

Level 5 Explains and evaluates 'how far' [7–8]

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 49 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

24 (a) What did nineteenth-century missionaries want to achieve?

Level 1 General answer

[1–2]

e.g. 'To help people in other countries.'
'To stop evil customs.'

Level 2 Describes aims

[2–5]

e.g. 'To draw attention to the opportunities presented by hitherto unexplored territories.'
'Missionaries kept careful records of what they saw, charting their progress through unmapped territory.'
'They aimed to stamp out many of the evils they encountered such as slavery, barbaric punishments, sacrifices and heathen rites.'
'To impose what they considered to be right on other people.'

(b) Why did the various imperial powers treat their colonies differently?

Level 1 General answer

[1]

e.g. 'Because they wanted different things.'

Level 2 Identifies why

[2–4]

e.g. 'The French wanted equals.'
'Britain wanted control.'
'Belgium wanted the assets.'

Level 3 Explains why

[4–7]

e.g. 'The French were prepared to treat the peoples of their territories as equals. They prided themselves on the way they tried to assimilate each of their territories into the French way of life.'
'Britain wanted the advantages of control without offending local people and so devised a system of indirect rule.'
'The Belgium method was one of harsh repression meted out by officials which allowed King Leopold II to amass a massive fortune.'

| | | | |
|---------|-------------------------------|----------|-------|
| Page 50 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) How far was European Imperialism built upon military force? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'There were numerous reasons, not just one.'

Level 2 Identifies reasons [2–3]

e.g. 'Some wanted to do what they saw as right.'
 'They provided raw materials and food products.'
 'They provided a market for manufactured goods.'
 'People were very patriotic.'
 'It was important for strategic military purposes.'
 'Technological developments in weaponry helped.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Many statesmen wanted colonies to balance those acquired by their competitors to avoid being weaker than others.'
 'For strategic reasons in the days of the steam ship it was necessary to establish coaling stations and this was vital for a powerful navy.'
 'Technological advances in weaponry made it safer for people to work and live overseas as they could defend themselves against the primitive weapons.'
 'Imperialists were often seen as a foreign aggressor meddling in the internal affairs of another country and were often attacked.'
 'Uprisings were often crushed as if the colonial armies were dealing with animals, not people. This happened with the Dervishes and Zulus. In the Congo the local people were treated harshly by Belgians, and also at the Battle of Adowa when Italy tried to take Abyssinia.'

OR

'Explorers and missionaries drew attention to the opportunities presented by the unexplored territories. They wanted to stamp out the many 'evils' such as slavery, barbaric punishments, sacrifices and 'heathen' rites. They genuinely believed they knew what was best and what was 'right' for other people.'
 'There was a strong economic argument for an overseas empire as the territories would be expected to contribute raw materials and food products, many of which would be unobtainable in the home country. These might be bananas, palm oil, rubber cocoa and tea.'
 'The colonies provided markets for the home produced manufactured goods without restrictive import tariff restrictions.'
 'The colonies provided a link to wider areas by providing a base for re-coaling boats.'
 'Explorers and missionaries drew attention to the opportunities presented by unexplored territories.'
 'Patriotism was important to the man in the street and the acquisition of an empire was something of which to be proud.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3.

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

| | | | |
|----------------|--------------------------------------|-----------------|--------------|
| Page 51 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

25 (a) What was decided at the Berlin Conference of 1884-85?

Level 1 General answer [1–2]

e.g. 'That Africa would change.'

Level 2 Describes the decisions [2–5]

e.g. 'That territories should only be acknowledged as colonies where there was 'effective occupation'.'

'Germany's claim to Tanganyika was accepted.'

'The Congo Free State was recognised as King Leopold's personal property, although it was agreed that all nations were free to trade there.'

'There was to be free navigation along the Congo and the Niger.'

'Slavery was abolished.'

'Africans were not to be exploited.'

(b) Why did most of Africa remain uncolonised in the first half of the nineteenth century?

Level 1 General answer [1]

e.g. 'It was known as the dark continent.'

Level 2 Identifies why [2–4]

e.g. 'Because of the climate and terrain.'

'It did not have a governmental policy.'

'Others countries were not expanding.'

'Dealing with the Dominions.'

Level 3 Explains why [4–7]

e.g. Candidates may well develop any of the above into an explanation.

| | | | |
|---------|-------------------------------|----------|-------|
| Page 52 | Mark Scheme | Syllabus | Paper |
| | IGCSE – October/November 2008 | 0470 | 01 |

(c) 'European imperialism was beneficial to Africa.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertion [1]

e.g. 'It was beneficial as Africa became more developed.'
'It introduced conflict.'

Level 2 Identifies benefits or harmful effects [2–3]

e.g. 'It gained cultural benefits.'
'New buildings appeared.'
'Trade developed.'
'Europeans made a lot of money.'

Level 3 Explains benefits to Africa OR harmful effects [3–5]

e.g. 'Africa gained the benefits of great civilisations with customs, languages, Christian religion, medicine and a sophisticated way of life.'
'They had built for them roads, dams, schools and clinics. These replaced mud huts.'
'Europeans opened mines and started plantations to produce cocoa, groundnuts, palm oil, rubber and other valuable cash crops.'

OR

'Many traditions already existed before the Europeans including languages and religions. It was wrong for Europeans to assume that theirs was a superior culture.'
'All Europeans wanted to do was to make as much money as possible.'
'Communications were improved to benefit trade.'
'The wealth from minerals and crops produced was taken by the West.'

Level 4 Explains benefits to Africa AND harmful effects [5–7]

Both sides of Level 3.

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