

CAMBRIDGE INTERNATIONAL EXAMINATIONS

IGCSE HISTORY PAPER 0470/4 NOVEMBER 2001

MARKING SCHEME

Depth Study A: Germany, 1918 – 1945

(a)

(i)

- Level 1 Repeats material stated in source, no inference made, e.g. he says what the audience wants to hear. (1 – 2)
- Level 2 Makes valid inference, not supported from source, e.g. he is learning quickly. (3 – 4)
- Level 3 Makes valid inference with reference to the source, e.g. developing from agitator to statesman by becoming respectable, choosing speech and action to suit the occasion etc. (5 – 6)

(ii)

- Level 1 Agrees OR disagrees that it shows Nazi Party methods, no support from the source, e.g. they believed in democratic votes. (1 – 2)
- Level 2 Agrees OR disagrees that it shows Nazi methods, supported from the source, e.g. Yes, flags, uniforms, intimidation. No, one event, one person's view etc. (3 – 5)
- Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of "How far?" (6 – 7)

(iii)

- Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information than the other, but does not specify what information. (1)
- Level 2 Not useful – We do not know who wrote the first source, the second is by an opponent, so they could both be biased/unreliable. (2)
- Level 3 Choice made on the nature or amount of information given. Must specify what information. (3 – 5)
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be based on valid evaluation of source(s) in context. Include at this level answers which cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both. (6 – 7)

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- (b)
- (i) One mark for each valid reason to a maximum of two, e.g. thought he could trust him, election results, Papen's failure etc. (1 – 2)
- (ii)
- Level 1 One mark for each valid element to a maximum of two, e.g. rule by decree, rule without parliamentary approval in emergency (1 – 2)
- Level 2 Award an extra mark for explanation of how these powers could be used to maintain a dictatorship. (2 – 4)
- (iii)
- Level 1 Single reason.
One for the reason, one for explanation. (1 – 2)
- Level 2 Multiple reasons.
One for the reason, one for each reason explained e.g. Got rid of opponents in the Party, got rid of other opponents, example to potential enemies, got the army on his side etc (2 – 6)
- (iv)
- Level 1 Simple assertions.
Yes, the Nazis always used terror. (1)
- Level 2 Explanation of use of terror OR other methods. Single factor given (2)
- Level 3 Explanation of use of terror OR other methods with multiple factors given, e.g.

Yes – SA, SS, Gestapo, Concentration Camps etc.

No – Control of media, no unions, popularity with many Germans, control of Churches and education etc.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)
- Level 4 Answers that deal with both sides of the question. BOTH the use of terror AND use of other methods must be addressed to come to a balanced conclusion. (6 – 8)

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Depth Study B: Russia, 1905 – 1941

(a)

(i)

Level 1 Repeats material stated in source, no inference made, e.g. officers were often shot. (1 – 2)

Level 2 Makes valid inference, but not supported from the source, e.g. fear and intimidation was used. (3 – 4)

Level 3 Makes valid inference with reference to the source, e.g. used intimidation and fear to motivate by threatening execution and harm to families etc. (5 – 6)

(ii)

Level 1 Agrees OR disagrees about Trotsky's importance, no reference to the source, e.g. Yes, he was second only to Lenin. (1 – 2)

Level 2 Agrees OR disagrees about Trotsky's importance, supported from the source, e.g. yes, morale boost, promises, changes in battle. No, no extra weapons, only promise of troops, no mention of outcome of battle. (3 – 5)

Level 3 Agrees AND disagrees on Trotsky's importance, supported from source. Addresses the issue of "How far?" (6 – 7)

(iii)

Level 1 Not useful – They are about different things OR choice made on the basis that one is more detailed/gives more information than the other, but does not specify what information. (1)

Level 2 Not useful – One is British, one is Russian, so they must be biased/unreliable etc. (2)

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

Level 4 Choice made on grounds of reliability. Discussion of utility must be based on valid evaluation of source(s) in context. Include at this Level answers which cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both. (6 – 7)

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- (b)
- (i) One mark for each valid reason to a maximum of two, e.g. to oppose communism, to protect national interests, to grab land etc. (1 – 2)
- (ii)
- Level 1 Allow one mark for each factor, one for explaining it. (1 – 2)
- Level 2 Award an extra mark for each factor which is described in extra detail, e.g. central control to aid war effort, control of grain to keep soldiers and factory workers fed, control means of production and raw materials to deny the enemy etc. (2 – 4)
- (iii)
- Level 1 Single reason.
One for the reason, one for explaining it. (1 – 2)
- Level 2 Multiple reasons.
One for each reason, one for each reason explained, e.g. Trotsky's leadership, single command, centralised area and plan. Whites separated, different agendas, taint of foreign intervention etc. (2 – 6)
- (iv)
- Level 1 Simple assertions.
Yes, grain was not requisitioned any more. (1)
- Level 2 Explanation of change OR lack of change. Single factor given.

Yes - Some degree of free enterprise, Nepmen, small industries given incentives etc.

No - Heavy industry, transport still under state control, upset some Bolsheviks, Lenin ban on factions, still a gruelling life style for most etc. (2)
- Level 3 Explanation of change OR lack of change with multiple factors given.
Allow single factors with multiple reasons given.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)
- Level 4 Answers that deal with the issue of "To what extent?"
BOTH sides of change AND lack of change must be addressed. (6 – 8)

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Depth Study C: The United States, 1919 – 1941

(a)

(i)

- Level 1 Repeats material stated in source, no inference made, e.g. Roosevelt had done his part. (1 – 2)
- Level 2 Makes valid inferences, unsupported from source, e.g. everybody has to do something. (3 – 4)
- Level 3 Makes valid inferences with reference to the source, e.g. the author lists way of spending which will kick start the economy, it's only very early on in Roosevelt's measures etc. (5 – 6)

(ii)

- Level 1 Agrees OR disagrees the cartoon is critical, with no reference to the source, e.g. No, it's confused. (1 – 2)
- Level 2 Agrees OR disagrees supported from the source, e.g. Yes, there are leaks suggesting it is a waste of money. No, Roosevelt looks confident that this amount of money will do the trick. (3 – 5)
- Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of the extent of the cartoonist's support. (6 – 7)

(iii)

- Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Not useful – One is from a factory owner, the other is one man's point of view, so they are biased/unreliable etc. (2)
- Level 3 Choice made on the nature or amount of information given. Must specify what information. (3 – 5)
- Level 4 Choice made on grounds of reliability. Discussion of utility must be based on valid evaluation of the source(s) in context. Include at this Level answers which cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both. (6 – 7)

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- (b)
- (i) One for each valid reason to a maximum of two, e.g. find temporary employment for young men, give protection to US natural resources etc. (1 – 2)
- (ii)
- Level 1 One mark for each valid aspect to a maximum of two, e.g. to create work, harness water supply, to plant trees etc. (1 – 2)
- Level 2 Award an extra mark for each aspect explained with additional detail, e.g. work created jobs and spending, water supply to create electricity, trees to stop soil erosion etc. (2 – 4)
- (iii)
- Level 1 Single reason.
One for the reason, one for the reason explained. (1 – 2)
- Level 2 Multiple reasons.
One for each reason, one for each reason explained, e.g. more work available, Wagner Act 1935 gave unions legal foundation and right to bargain for their members, success brought increased membership etc. (2 – 6)
- (iv)
- Level 1 Simple assertions.
No, Americans would never let him do that. (1)
- Level 2 Explanation of agreement OR disagreement with the statement. Single factor given.

Yes – Many said that he was, elected four times, Supreme Court said he was taking illegal powers etc.

No – It was jealous opponents who said that, his popularity and success got him elected, large and steady support does not make him a dictator etc. (2)
- Level 3 Explanation of agreement OR disagreement with the statement.
Multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)
- Level 4 Answers that deal with the issue of “How far?”
BOTH sides of agreement AND disagreement must be addresses. (6 – 8)

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Depth Study D: China, 1945 – c.1990

(a)

(i)

Level 1 Repeats material seen in source, no inference made, e.g. had guns in court, lot of people present etc. (1 – 2)

Level 2 Makes valid inferences, not supported by source, e.g. the courts were set up to settle old scores etc. (3 – 4)

Level 3 Makes valid inferences with reference to the source, e.g. the courts were intimidating – people there, guns, man on knees etc. (5 – 6)

(ii)

Level 1 Agrees OR disagrees with no reference to the source, e.g. most landlords lost their land. (1 – 2)

Level 2 Agrees OR disagrees supported from the source, e.g. yes, the decisions were made in court and some were let off etc. No, the peasants made the decisions and they were biased etc. (3 – 5)

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

(iii)

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

Level 2 Not useful – One is a photo, the other is written much later, so they could be biased/unreliable etc. (2)

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

Level 4 Choice made on the grounds of reliability. Discussion of utility must be based on valid evaluation of source(s) in context. Include at this Level answers which cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both.

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- (b)
- (i) One mark for each valid reason to a maximum of two, e.g. to change the emphasis of industry, local responsibility, to try to increase industrial and agricultural production etc. (1 – 2)
- (ii)
- Level 1 One mark for each valid element to a maximum of two, e.g. units of up to 75 000 people, divided into work teams with an elected council. (1 – 2)
- Level 2 Award an extra mark for each element described in additional detail, e.g. had crèches, technical teams, special local projects, family had share in profits and own small plot of land etc. (2 – 4)
- (iii)
- Level 1 Single reason.
One for the reason, one for the reason explained. (1 – 2)
- Level 2 Multiple reasons.
One for each reason, one for each reason explained, e.g. corruption and inefficiency of GMD Government, treatment from GMD forces, hope of improvement in land situation, good treatment by CCP forces etc. (2 – 6)
- (iv)
- Level 1 Simple assertions.
Yes – there was more food. (1)
- Level 2 Explanation of success OR lack of success. Single reason given, e.g.

Yes – Increases during the period, more land cultivated, famine seemed a thing of the past, land re-allocated successfully.

No – Great Leap Forward emphasis on industry, overlarge communes led to peasant unrest, 1959 Russians go home, 1960 drought, floods, and famine (up to 10m died). (2)
- Level 3 Explanation of success OR lack of success with multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)
- Level 4 Answers that deal with the issue of “To what extent?”
BOTH sides of success AND lack of success must be addressed. (6 – 8)

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Depth Study E: South Africa in the Twentieth Century

(a)

(i)

Level 1 Repeats material stated in source, no inference made, e.g. blacks could only own land in native reserves. (1 – 2)

Level 2 Makes valid inferences, unsupported from source, e.g. whites could acquire more land, foundation of apartheid etc. (3 – 4)

Level 3 Makes valid inferences with reference to the source, e.g. lists measures which harmed black interests to say it was unfair etc. (5 – 6)

(ii)

Level 1 Agrees OR disagrees with no reference to the source, e.g. Yes, because they were poor. (1 – 2)

Level 2 Agrees OR disagrees supported from the source, e.g. yes, it shows they had no land and many children. No, it only refers to one family. (3 – 5)

Level 3 Agrees AND disagrees, supported from source. Addresses the issue of “How far?” Appreciates that this is inadequate evidence upon which to reach a firm conclusion, Only rural problems considered. (6 – 7)

(iii)

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

Level 2 Not useful – One is from an English textbook, the other is from a poor white South African, so they could both be biased/unreliable. (2)

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

Level 4 Choice made on the grounds of reliability. Discussion of utility must be based on valid evaluation of source(s) in context. Include at this Level answers which cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both. (6 – 7)

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- (b)
- (i) One mark for each valid example to a maximum of two, e.g. sharp fall in exports, especially diamonds and wool, farm incomes fell drastically, unemployment, 1932 devaluation. (1 – 2)
- (ii)
- Level 1 One mark for each valid effect to a maximum of two. Unemployment. Lost land and homes. Movement. (1 – 2)
- Level 2 Award an extra mark for each effect which is described in additional detail, e.g. Hertzog's Govt. sacked 'uncivilised' blacks from Govt. departments and railways, jobs reserved for whites. Only whites got Land Bank loans and Govt. subsidies. 1923 Natives (Urban Areas) Act; 1933 Govt. moved 30 000 blacks out Jo'burg – to avoid comparison with white slum area. (2 – 4)
- (iii)
- Level 1 Single reason. One for the reason, one for the explanation. (1 – 2)
- Level 2 Multiple reasons. One for the reason, one for the reason explained, e.g. Smuts' labour laws 1922–4 denied blacks recognition and rights as workers; no solidarity from white unions; not a single organised body meant poor finance and administration; internal power struggles; expulsion of communists; Kadalie's secession in 1929. (2 – 6)
- (iv)
- Level 1 Simple assertion. Yes – More people living in towns. (1)
- Level 2 Explanation of improvement OR lack of improvement. Single factor given, e.g. Yes – Wages compared to African average; rising standard of living; urbanisation created new jobs (usually domestic). No – Loss of land ownership; demotion to labourers; restriction on skilled jobs and workers' rights; migrant status/compound living. (2)
- Level 3 Explanation of improvement OR lack of improvement with multiple factors given. Allow single factors with multiple reasons. OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)
- Level 4 Answers that deal with "To what extent?" BOTH sides of improvement AND lack of improvement must be addressed. (6 – 8)

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

(a)

(i)

Level 1 Repeats material stated in source, no inference made, e.g. Israeli troops would still be in control. (1 – 2)

Level 2 Makes valid inferences, not supported from source, e.g. there is little chance of the Israelis compromising etc. (3 – 4)

Level 3 Makes valid inferences with reference to the source, e.g. too many aspects to remain in Israeli hands, if Sadat accepted these terms he would lose face with the Arab world etc. (5 – 6)

(ii)

Level 1 Agrees OR disagrees with no support from source, e.g. Yes, Begin never wanted a settlement. (1 – 2)

Level 2 Agrees OR disagrees with support from the source, e.g. Yes, Begin's plan would leave the West Bank under Israeli control. No, It's the interpretation of an Egyptian Minister. (3 – 5)

Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of "How far?" (6 – 7)

(iii)

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

Level 2 Not useful – One is from a British newspaper, the other is from an Egyptian Minister, so they could be biased/unreliable etc. (2)

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

Level 4 Choice made on the grounds of reliability. Discussion of utility must be based on valid evaluation of source(s) in context. Include at this Level answers which cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both. (6 – 7)

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- (b)
- (i) One mark for each valid reason to a maximum of two, e.g. strategic importance, focus of nationalist conflict etc. (1 – 2)
- (ii)
- Level 1 Allow one mark for each aspect of help to a maximum of two, e.g. general support, advice etc. (1 – 2)
- Level 2 Award an extra mark for each example which is described in additional detail, e.g. specific support, debates at UN, directives etc. (2 – 4)
- (iii)
- Level 1 Single reason.
One for the reason, one for the explanation. (1 – 2)
- Level 2 Multiple reasons.
One for each reason, one for each reason explained, e.g. need to reach a formal peace, need to support Sadat and Begin, US got involved to pressure, US need to protect Israel (Jewish lobby) in a framework acceptable to the world community etc. (2 – 6)
- (iv)
- Level 1 Simple assertions.
No, the Arab peoples will never trust Israel. (1)
- Level 2 Explanation of peace OR lack of peace. Single factor given.

Yes – Peace between Israel and Egypt, Israel's oil supplies guaranteed, Mubarak continued Sadat's policy etc.

No – Guerrilla campaigns, hostility of Syria, Lebanon. Some might comment on Iran/Iraq War. (2)
- Level 3 Explanation of peace OR lack of peace with multiple factors given.
Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)
- Level 4 Answers that deal with both sides of the question to reach a balanced conclusion. BOTH sides of peace AND lack of peace must be addressed. (6 – 8)

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Depth Study G: The Creation of Modern Industrial Society

(a)

(i)

Level 1 Repeats material stated in sources A and B, no inference made, e.g. boys and girls can manage two steam looms. (1 – 2)

Level 2 Makes valid inferences, not supported from sources, e.g. the workers work hard for little reward. (3 – 4)

Level 3 Makes valid inferences with reference to the sources, e.g. detail of work load in B and poverty in A indicates production and profit was more important than the welfare of the workers. (5 – 6)

(ii)

Level 1 Agrees OR disagrees with no support from source, e.g. Yes, all workers are suspicious of inventions which might threaten their jobs. (1 – 2)

Level 2 Agrees OR disagrees with support from the source, e.g. Yes, it shows that Ned Lud's organisation felt threatened. No, the source only refers to one industry etc. (3 – 5)

Level 3 Agrees AND disagrees with support from the source. Addresses the issue of "How far?" (6 – 7)

(iii)

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

Level 2 Not useful – One is a ballad, one is from a book at the time and the other is from a secret organisation, so they could all be biased/unreliable etc. (2)

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

Level 4 Choice made on the grounds of reliability. Discussion of utility must be based on valid evaluation of source(s) in context. Include at this Level answers which cross-reference between A, B and C to show reliability. 6 marks for one source, 7 marks for use of all sources. (6 – 7)

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- (b)
- (i) One mark for each valid example to a maximum of two, e.g. spinning jenny, mule etc. (1 – 2)
- (ii)
- Level 1 Allow one mark for each factor to a maximum of two, e.g. coal, water, transport etc. (1 – 2)
- Level 2 Award an extra mark for each example described in additional detail, e.g. the inter-relationship between coal, water and transport, examples of areas where textile factories located and the reasons. (2 – 4)
- (iii)
- Level 1 Single reason.
One for the reason, one for the explanation. (1 – 2)
- Level 2 Multiple reasons.
One for each reason, one for the reason explained, e.g. no Trades Unions, poor communication, strength of employers etc. (2 – 6)
- (iv)
- Level 1 Simple assertions.
Yes, factories were dangerous places. (1)
- Level 2 Explanation of disadvantages OR advantages. Single factor given.

Dis – Working conditions, living conditions, health, pollution etc.

Ad – Created employment, regular pay, working class shared some of improved wealth of country, long term improvements etc. (2)
- Level 3 Explanation of disadvantages OR advantages with multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)
- Level 4 Answers that deal with BOTH sides of the argument to come to a balanced conclusion. BOTH disadvantages AND advantages must be addressed. (6 – 8)

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

(a)

(i)

Level 1 Repeats material stated in source, no inference made, e.g. some say the empire is already big enough. (1 – 2)

Level 2 Makes valid inferences but not supported from the source, e.g. some countries are so backward they need to be colonised. (3 – 4)

Level 3 Makes valid inferences with reference to the source, e.g. English-speaking culture will bring most benefits to uncivilised areas (5 – 6)

(ii)

Level 1 Agrees OR disagrees with no support from the source, e.g. Yes, the Germans only took Empire building seriously at a very late stage. (1 – 2)

Level 2 Agrees OR disagrees with support from the source, e.g. Yes, all the names in the cartoon were affected by German Imperialism. No, they were far more serious about a permanent presence than a tourist would be. (3 – 5)

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

(iii)

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

Level 2 Not useful – One is from a speech by a politician, the other is one person’s view, so they could both be biased/unreliable etc. (2)

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

Level 4 Choice made on the grounds of reliability. Discussion of utility must be based on valid evaluation of source(s) in context. Include at this Level answers which cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both. (6 – 7)

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- (b)
- (i) One mark for each valid example to a maximum of two, e.g. allow diplomatic disputes as well as physical disputes. (1 – 2)
- (ii)
- Level 1 Allow one mark for each aspect to a maximum of two. (1 – 2)
- Level 2 Award an extra mark for each example which is described in additional detail, e.g. Process – which areas affected by Govt. policy, which by actions on the spot. West and North Africa – e.g. Dahomey, Chad, Cameroon etc. Asia – French Indo-China. (2 – 4)
- (iii)
- Level 1 Single reason.
One for the reason, one for the explanation. (1 – 2)
- Level 2 Multiple reasons.
One for each reason, one for each reason explained, e.g. 'place in the sun', national pride after unification, status, to exploit people and resources etc. (2 – 6)
- (iv)
- Level 1 Simple assertions.
Yes, it was the best. (1)
- Level 2 Explanation of difference OR similarity. Single factor given, e.g.

Diff – Administration, Indirect Rule often left chiefs to rule under British protection, Imperialism often followed in the wake of trade and missionary activity – other countries more often went to dominate and exploit etc.

Sim – In the last resort colonies were to serve the Mother Country, a symbol of status and wealth etc. (2)
- Level 3 Explanation of difference OR similarity with multiple factors given.
Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)
- Level 4 Answers that deal with the issue of "To what extent?"
BOTH sides of difference AND similarity must be addressed. (6 – 8)