

# MARK SCHEME for the October/November 2013 series

# 0470 HISTORY

0470/11

Paper 1, maximum raw mark 60

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

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

		2
Page 2	Mark Scheme	Syllabus r
	IGCSE – October/November 2013	0470

#### **GENERAL INSTRUCTIONS**

#### Applying the Mark Scheme

- mbridge.com When marking a response the overall criteria to be considered should be - 'How good is response to this question?'
- The 'Level Descriptor' should be used to decide the Level into which the quality of the answer fits.
- 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.
- WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE. 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 level and given an appropriate mark within that level. If you cannot resolve the issue please contact your team leader.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- Every effort must be made to read an answer. If it is impossible the matter should be referred to your team leader, who should be informed of the script reference.
- 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.
- 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. 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. Marking starts at the bottom of a level and builds-up as the answer is developed.
- Be consistent from script to script.
- Indicate that all answers have been seen. Place a tick at the bottom of the final page of the answer. This shows you have been through every page.

#### **Assessment Objectives**

The Assessment Objectives being tested in each part of a question are:

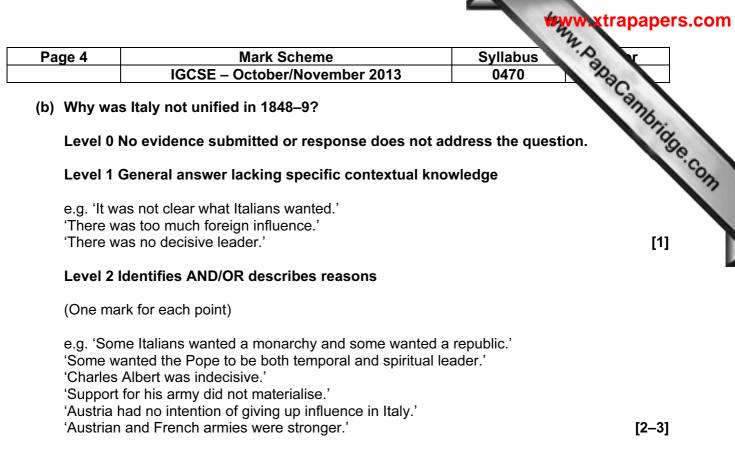
- (a) recall, description
- (b) recall, explanation
- (c) recall, explanation and analysis.

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Page 3	Mark Scheme	Syllabus Syllabus
	IGCSE – October/November 2013	0470
a) Describ	e the creation and the collapse of the Roman Re	Syllabus 0470 epublic (1849). dress the question.
Level 0	No evidence submitted or response does not ad	dress the question.
Level 1	General answer lacking specific contextual know	wledge
e.g. 'The	re was an uprising in the city.'	[1
Level 2	Describes events	
(One ma	rk for each relevant point; additional mark for suppo	orting detail.)
'The nex 'Eight da	lovember 1848, the Pope's prime minister, Count R t day, the 16 <sup>th</sup> of November, there was an uprising i ys later, the Pope fled the city.' ary 1849, Mazzini founded the new Roman Republ	n the city.'

'The Republic was run by a triumvirate of Mazzini, Armellini and Saffi.' 'The Pope appealed to Catholics for help. Louis Napoleon wanted to keep the support of French Catholics and, therefore, decided to invade.' 'In July, Mazzini and Garibaldi tried unsuccessfully to defend the city against the army of

[2–5] Louis Napoleon.'



(One mark for an explanation, additional mark for full explanation.)

e.g. 'Liberals and nationalists could see no reason why the Austrians should not be driven out of Italy for good. Charles Albert was urged to invade Lombardy first and help the people of Milan defeat the Austrians. He delayed too long. This gave the Austrians time to get reinforcements, while Charles Albert did not get the support from the people of Lombardy. As a result, Charles Albert was defeated and northern Italy remained largely in Austrian hands.'

[4–7]

<ul> <li>(c) 'Cavour was responsible for the creation of the Kingdom of Italy.' How fa agree with this statement? Explain your answer.</li> <li>Level 0 No evidence submitted or response does not address the question.</li> <li>Level 1 General answer lacking specific contextual knowledge</li> <li>e.g. 'Mazzini, Cavour and Garibaldi were all responsible.' [1]</li> <li>Level 2 Identifies AND/OR describes reasons</li> <li>(One mark for each point)</li> <li>e.g. 'Mazzini formed the Young Italy movement.'</li> <li>'Garibaldi liberated Sicily and Naples.'</li> <li>'Napoleon helped liberate northern Italy.'</li> <li>'Cavour brought about reform and industrial growth.'</li> </ul>	Page 5	Mark Scheme	Syllabus	N.
<ul> <li>e.g. 'Mazzini, Cavour and Garibaldi were all responsible.' [1]</li> <li>Level 2 Identifies AND/OR describes reasons</li> <li>(One mark for each point)</li> <li>e.g. 'Mazzini formed the Young Italy movement.'</li> <li>'Garibaldi liberated Sicily and Naples.'</li> <li>'Napoleon helped liberate northern Italy.'</li> <li>'Cavour brought about reform and industrial growth.'</li> </ul>		IGCSE – October/November 2013	0470	
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Level 2 Identifies AND/OR describes reasons (One mark for each point) e.g. 'Mazzini formed the Young Italy movement.' 'Garibaldi liberated Sicily and Naples.' 'Napoleon helped liberate northern Italy.' 'Cavour brought about reform and industrial growth.'	Level 1	General answer lacking specific contextual kno	owledge	
(One mark for each point) e.g. 'Mazzini formed the Young Italy movement.' 'Garibaldi liberated Sicily and Naples.' 'Napoleon helped liberate northern Italy.' 'Cavour brought about reform and industrial growth.'	e.g. 'Maz	zzini, Cavour and Garibaldi were all responsible.'		[1]
e.g. 'Mazzini formed the Young Italy movement.' 'Garibaldi liberated Sicily and Naples.' 'Napoleon helped liberate northern Italy.' 'Cavour brought about reform and industrial growth.'	Level 2	Identifies AND/OR describes reasons		
'Garibaldi liberated Sicily and Naples.' 'Napoleon helped liberate northern Italy.' 'Cavour brought about reform and industrial growth.'	(One ma	rk for each point)		
	'Garibalo 'Napoleo 'Cavour	li liberated Sicily and Naples.' on helped liberate northern Italy.' brought about reform and industrial growth.'	ar '	[2]

e.g. 'Following an agreement that France would support him if Austria attacked, Cavour provoked Austria into declaring war. Austria was defeated in 1859 by the combined power of Piedmont and France.'

OR

e.g. 'Garibaldi led an expedition to Sicily and he liberated the whole of southern Italy. In 1860, he recognised Victor Emmanuel II as King of Italy when he surrendered his conquests.' [3–5]

#### Level 4 Explanation of Cavour's influence AND other reasons

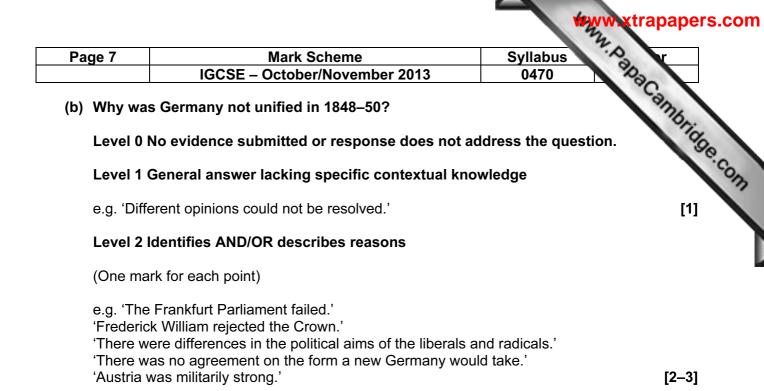
Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

#### Level 5 Explains with evaluation of 'how far'

Page 6	Mark Scheme	Syllabus r
	IGCSE – October/November 2013	0470 23
(a) What p	roblems faced the Frankfurt Parliament.	Address the question.
Level 0	No evidence submitted or response does not a	address the question.
Level 1	General answer lacking specific contextual know	owledge
e.g. 'It v	vas a new idea in fast changing times.'	[1]
Level 2	Describes problems	
(One m	ark for each relevant point; additional mark for sup	porting detail.)
	position politicians had met at Heidelberg and sug election of state representatives to go to Frankfurt.'	
	r-parliament suggested that states chose their own	
'Establi	shing its role and mode of operation '	

'Establishing its role and mode of operation.'
'Establishing fundamental rights.'
'Consideration of the boundaries of the unified Germany.'
'The issue of Austria.'
'The rejection of the crown by Frederick William.'

[2–5]



(One mark for an explanation, additional mark for full explanation.)

e.g. 'Frederick William refused the Crown because he thought the offer should come from fellow kings and princes of the Germanic states, rather than from representatives of the states in the Frankfurt Parliament.'

'Frederick thought there were vital issues which were not totally sorted out by the Parliament. Would the Imperial Crown include or exclude Austria? Was it Grossdeutschland or Kleindeutschland?' [4–7]

Page 8	Mark Scheme	Syllabus
	IGCSE – October/November 2013	0470
	was German unification caused by nationalis No evidence submitted or response does not a	
Level 1	General answer lacking specific contextual kn	owledge
e.g. 'The	re was a sense of belonging which helped unifica	tion.'
Level 2	dentifies AND/OR describes reasons	
(One ma	rk for each point)	
'Trade re 'The gap 'Prussia 'Unificati	re was a sense of nationalism among German sp elations helped improve relationships.' with Austria was widening.' was becoming stronger.' on was achieved because of the skill of Bismarck of force removed the opposition to unification.'	

#### Level 3 Explanation of nationalism OR other reasons

e.g. 'By the 1850s, many of the middle-classes were rediscovering an appetite for national politics such as the National Society and these emphasized their common German identity.' 'Many southern states feared Napoleon III, and realised they had more in common joining together to form a strong Germany.'

OR

e.g. 'The Zollverein provided a form of economic union bringing benefits to member states. It provided a model of closer co-operation.' [3–5]

#### Level 4 Explanation of nationalism AND other reasons

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

			2	
	Page 9	Mark Scheme	Syllabus	
		IGCSE – October/November 2013	0470	Da
3	black pe	easures were taken as a result of the Civil V eople? No evidence submitted or response does not a General answer lacking specific contextual kno	ddress the question.	101160

#### 3 (a) What measures were taken as a result of the Civil War to improve the black people?

#### Level 1 General answer lacking specific contextual knowledge

e.g. 'Black people were set free.'

#### Level 2 Describes events

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'Slavery was abolished and, therefore, black labourers on the plantations of the South now had to be paid.'

'Civil rights for all was established, although in practice black people in the South were still considered as second class citizens.'

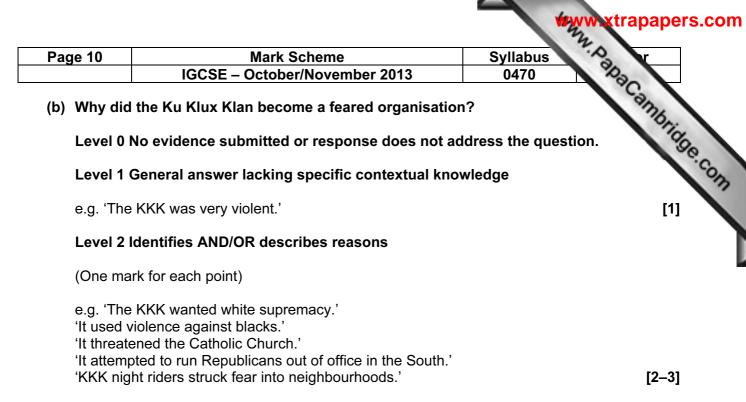
'There was education provision for black people both in the form of schools and colleges. Much of the funding came from private sources.'

'Despite Southern white opposition, black men could vote in elections.' [2–5]

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[1]



(One mark for an explanation, additional mark for full explanation.)

e.g. 'The KKK was feared as an organisation because it sought to restore white supremacy by threats and violence, including murder, especially against blacks and white Republicans.' 'The KKK was feared because attacks often came at night by the Night Riders who adopted masks and robes to hide their identity. Their targets were black political leaders, heads of families, leaders of churches and community groups.'

Page 11	Mark Scheme	Syllabus M. D
	IGCSE – October/November 2013	0470
c) How far	was the Civil War a disaster for the South? Exp	Syllabus 0470 Iain your answer. Idress the question. wledge
Level 0	No evidence submitted or response does not ac	ldress the question.
Level 1	General answer lacking specific contextual know	wledge
e.g. 'It w	as never the same again.'	
Level 2	Identifies AND/OR describes reasons	
(One ma	ark for each point)	
'It had to	e South was devastated by war.' suffer harsh penalties.' ffected by carpetbaggers.'	

#### Level 3 Explanation of agreement OR disagreement

'It was not a disaster because Johnson offered reconciliation.'

'Many people were killed.'

e.g. 'Much of the South had been devastated by war including buildings, roads and railways. The economy had collapsed and inflation soared.'

'The hard line radical Republicans wanted to punish the South and they prevented the representatives from sitting in Congress. They passed the Basic Reconstruction Act which prevented Confederate leaders from standing for office.'

OR

e.g. 'Johnson tried to follow a policy of reconciliation to help bridge differences and the southern states were allowed to send representatives to Washington.' [3–5]

#### Level 4 Explanation of agreement AND disagreement

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

#### Level 5 Explains with evaluation of 'how far'

[2]

			34.0	
	Page 12	Mark Scheme	Syllabus v	
		IGCSE – October/November 2013	0470	
4	. ,	e the feudal system that existed in Japan in 18 No evidence submitted or response does not a	1011	
	Level 1	General answer lacking specific contextual kno	owledge	m
	e a 'Jan	an had different lavers in society '	[1]	

#### 4 (a) Describe the feudal system that existed in Japan in 1850.

#### Level 1 General answer lacking specific contextual knowledge

e.g. 'Japan had different layers in society.'

#### Level 2 Describes system

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'The Emperor and court nobles headed society but had little power.'

'The Shogun, (the military warlord), and the daimyo or feudal lords had all the power.'

'The Samurai were linked to senior lords and had hereditary rights to collect taxes and received stipends.'

'These 3 privileged groups made up 6% of society.'

'Over 80% were made up of peasants who paid taxes but were poor.'

'The remainder of society was made up of two small groups: merchants and artisans; beggars and thieves.'

'The country was backward in agriculture and industry.'

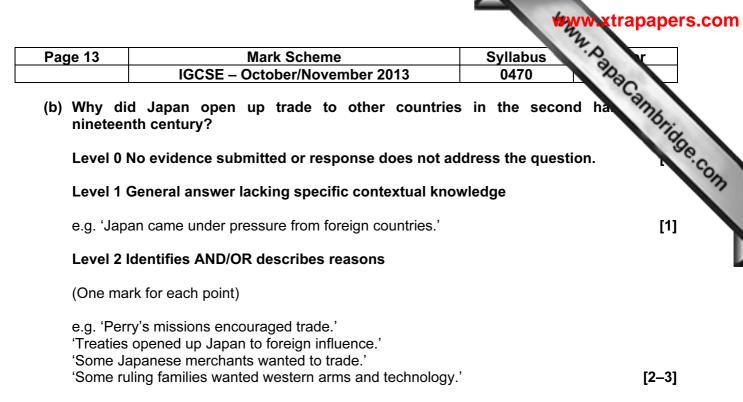
'It had no uniform education system and no universities.'

'Japan lacked electricity and did not have gas lighting.'

[2–5]

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[1]



(One mark for an explanation, additional mark for full explanation.)

e.g. 'Perry's missions led to treaties, such as the Treaty of Kanagawa, which encouraged trade but also gave foreigners rights to live in certain areas under their own laws.'

'Perry's success meant that other nations, as well as the USA, began to trade and sign treaties with Japan. Britain, Russia and Holland all signed treaties soon after Perry's missions.'

'These treaties encouraged some to gain weapons from the West and to learn more about western ways and technology to improve the lives of the Japanese people. Students went to New York and London.' [4–7]

Page 14	Mark Scheme	Syllabus	
	IGCSE – October/November 2013	0470	22
stateme	4 Japan was still only a regional power.' H nt? Explain your answer. No evidence submitted or response does not a	How far do you agree address the question.	bacambridge.
Level 1	General answer lacking specific contextual kn		
e.g. 'Jap	an was a leading power in the Pacific.'		[1]
Level 2	Identifies AND/OR describes reasons		
(One ma	rk for each point)		
ʻlt had a ʻThe mo	an had defeated the Chinese and Russians.' dopted a constitutional parliament.' dernisation programme developed industry and fin ment depended on bribery and police bullying.'	nance.'	
'Ite arme	d forces had not been tested against the USA, Br	ritain or France.'	[2]

#### Level 3 Explanation of agreement OR disagreement

e.g. '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 was further strengthened by the spectacular victory against Russia (1904–5). The USA was now concerned about the Japanese threat to the Philippines.'

OR

e.g. '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. Ministers, however, remained unelected as they were chosen by the Emperor.' [3–5]

#### Level 4 Explanation of agreement AND disagreement

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

Page 15	Mark Scheme	Syllabus Syllabus
	IGCSE – October/November 2013	0470 23
(a) What	nilitary restrictions were imposed on Germany b	y the Treaty of Versail
. ,		01
Level	0 No evidence submitted or response does not a	ddress the question.
Level	1 General answer lacking specific contextual knc	Syllabus 0470 y the Treaty of Versail ddress the question.
e.q. 'T	ne size of the armed forces was reduced.'	
-	any was only allowed a small navy.'	[1]
Level	2 Describes restrictions	
(One r	nark for each relevant point; additional mark for supp	porting detail.)
e.g. 'T	ne army was limited to 100 000.'	
	ription was banned OR soldiers had to be volunteers	s.'
	any was not allowed armoured vehicles/tanks.'	
	any was not allowed submarines.'	
	any was not allowed (military) aircraft.'	
	avy could only build six battleships.' (Six ships not ac	cceptable.)
	avy could have 15 000 men.'	[2_5]
· I ho H	hinoland bocamo a domilitarisod zono '	F2 -

'The Rhineland became a demilitarised zone.'

[2–5]

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[1]

Page 16	Mark Scheme	Syllabus	2 r
	IGCSE – October/November 2013	0470	Do.
Level 0 Level 1	s Clemenceau disappointed with the peace settl No evidence submitted or response does not ad General answer lacking specific contextual ceau wanted or what he did not get	dress the question.	000

#### (b) Why was Clemenceau disappointed with the peace settlement?

e.g. 'He wanted a weak Germany.' 'He wanted Germany punished more severely.' 'The Treaty was not harsh enough.'

#### Level 2 Identifies AND/OR describes reasons for his disappointment

(One mark for each point)

#### Specifically identifies what he did not get:

'He did not get Germany split into many states.' 'He did not get the Rhine as the frontier and so was disappointed.' 'He did not get immediate reparations.' 'He did not think France was getting sufficient reparations.' AND/OR Specifically identifies what he wanted:

'He had wanted even smaller German forces.'

'He failed to get the Saar permanently and so was disappointed.'

'To please the French public but knew the French public would be dissatisfied with him.' AND/OR

#### Specifically identifies what he wanted, explaining why but without link to Treaty:

'He wanted Germany to be permanently disarmed so that they would not pose a threat to France as they had in the past.' [2–3]

#### Level 3 Explains why disappointed – what he did not get/what he wanted explained in relation to Treaty/'Big Three'

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Clemenceau wanted Germany broken up into many small states. This would have made them weak and therefore not a threat to France in the future. This was not acceptable to Wilson and Lloyd George.'

'Clemenceau was unhappy that reparations were not paid immediately to France, but referred to a commission which did not report until 1921. There was impatience because France had sustained enormous damage during the War in lives and property.'

'He would lose the public support as he realised that the Treaty was not severe enough for the French public, who expected a treaty like the Treaty of Brest-Litovsk.'

'He wanted Germany to lose its military strength and so was disappointed when the Treaty allowed 100 000 men, which he felt still threatened France.' [4–7]

	Mark Scheme	Syllabus	
	IGCSE – October/November 2013	0470	
agree wit	v <u>deserved</u> the treatment it received in the V h this statement? Explain your answer. o evidence submitted or response does not a	ersailles Treaty.' How h	bildge
	eneral answer lacking specific contextual kn		
e.g. 'The ⊺	Freaty was reasonable; it could have been harsh	ner.'	[1]
Level 2 Id	entifies AND/OR describes reasons		

e.g. 'It was deserved because of the harsh treaty imposed on Russia by Germany.'
'It was deserved as Germany had done severe damage to property in Belgium and France.'
'It was not fair as Germany's armed forces were left too depleted.'
'It was not deserved as it was too harsh on the ordinary German people.'
'It was not deserved because all the blame was placed on Germany.'

#### Level 3 Explanation of agreement OR disagreement

e.g. 'At the time it was seen as a reasonable treaty. A more generous treaty would have been seen as unreasonable by the people of Britain and France. They felt that, as Germany had invaded Belgium and France, it was to blame for the War and, therefore, should pay compensation to them for damage to property and loss of life.'

OR

e.g. 'The Treaty was undeserved and unreasonable. Germany was forced to accept war guilt when other countries also played a part in the outbreak of war. Austria-Hungary had invaded Serbia first and Germany only became involved to support its ally, just like Russia became involved to support Serbia.'

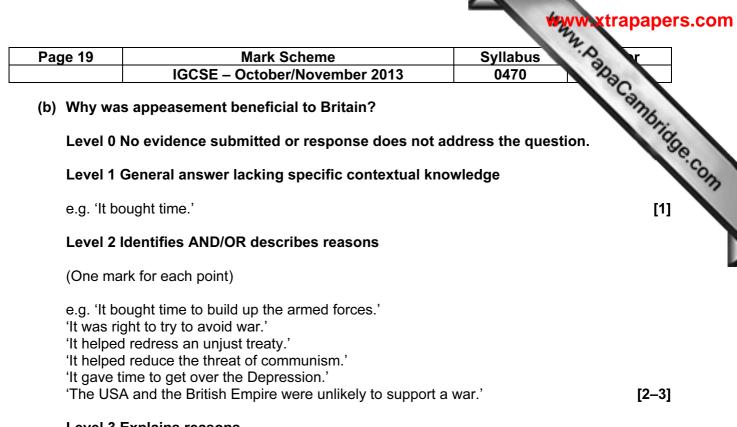
#### Level 4 Explanation of agreement AND disagreement

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

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	Page 18	Mark Scheme	Syllabus Syllabus	
		IGCSE – October/November 2013	0470	
6	(a) Descr	ibe <u>events</u> in the Rhineland in 1936.	Syllabus 0470 oddress the question.	
	Level	0 No evidence submitted or response does not a	ddress the question.	
	Level	1 General answer lacking specific contextual kno	owledge	Con
	e.g. '⊢	litler planned a lucky move.'	[1]	
	Level	2 Describes actions		
	(One r	mark for each relevant point; additional mark for sup	porting detail.)	
	-	Sermany re-militarised the Rhineland.'		
		broke the Treaty of Versailles.' any moved troops into the Rhineland.' OR 'Hitler ma	rched into his own backvard '	
		was taking a huge gamble.'	Tened into his own backyard.	
		German troops were welcomed by many.'		
		was no opposition to the move.'		
		arched in under-equipped.'		
	Britair	n and France took no action.' (The League)		

'German troops told to withdraw if there was opposition.'

[2–5]



(One mark for an explanation, additional mark for full explanation.)

e.g. 'After the First World War, Britain's forces were run down and little was spent on new equipment. Appeasement gave Britain time to put into effect a re-armament programme. It began in 1936 and was not planned for completion until 1940.'

'The spread of communism was considered a great threat after the First World War. British politicians feared the power of the Soviet Union in helping spread communism to Western Europe. Hitler was a known enemy of communism and he was acting as a bulwark against Soviet communism spreading. British politicians, therefore, were reluctant to oppose Hitler.'

[4–7]

Page 20	Mark Scheme	Syllabus r
	IGCSE – October/November 2013	0470
	Europe started in 1939 because of decisions t agree with this statement? Explain your answe	
Level 0	No evidence submitted or response does not a	address the question.
Level 1	General answer lacking specific contextual kn	owledge
e.g. 'It w	as the result of Hitler's actions not appeasement.'	[1]
Level 2	Identifies AND/OR describes reasons	
(One ma	ark for each point)	
	sisions taken at Munich:	
	as decided over Czechoslovakia – betrayed, lost azi-Soviet Pact and invasion of Poland.	ally, end of appeasement, brought

#### Other reasons:

'Hitler's aggressive foreign policy.'
'The policy of appeasement encouraged Hitler.'
'The terms of the Treaty were too severe.'
'Hitler's aim was to destroy the Treaty of Versailles.'
'The League proved to be a failure.'
'The isolationist policy of the USA encouraged Hitler.'
'The Depression made countries aggressive.'
'The Nazi-Soviet Pact gave Hitler a link to the USSR.'
'It was the invasion of Poland which caused the War.'

# Level 3 Explanation of decisions at Munich OR how did other reasons increase tension between countries leading to war

e.g. 'Chamberlain and Daladier assumed that, if they conceded the Sudetenland to Hitler, it would reduce the chances of war. In fact, it encouraged Hitler to demand more land.' **OR** 

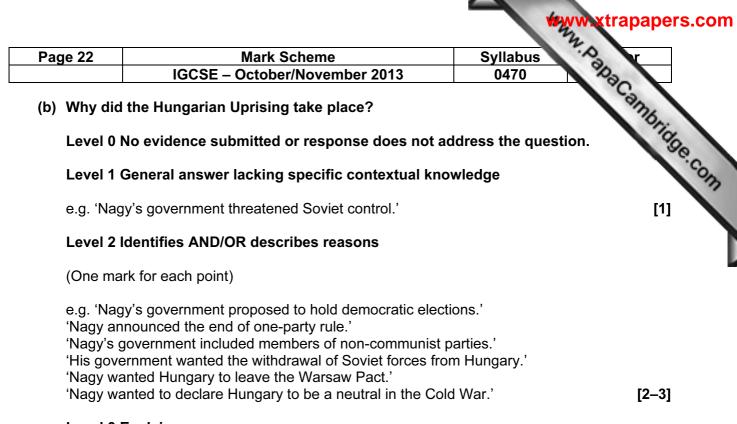
e.g. 'It was Hitler's destruction of the Treaty by his aggressive foreign policy which was the main cause of the War. He re-armed, introduced conscription, re-occupied the Rhineland and united with Austria. These actions demonstrated his determination to avenge the Treaty.'[3–5]

# Level 4 Explanation of decisions at Munich AND how did other reasons increase tension between countries leading to war

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

[2]

Page 21	Mark Scheme	Syllabus	V.
	IGCSE – October/November 2013	0470	
(a) What ac	tions did the Soviet Union take against the Hu	Syllabus 0470 ngarian people in 1956. address the question. owledge	ambr
Level 0	No evidence submitted or response does not a	address the question.	1
Level 1	General answer lacking specific contextual kn	owledge	
e.g. 'lt u	sed force.'		
'It used t	the military.'		[1]
Level 2	Describes actions – dates not required		
(One ma	ark for each relevant point; additional mark for sup	porting detail.)	
•	ate October 1956, Khrushchev sent in tanks into H	lungary.'	
	anks were soon withdrawn.'		
	ovember, (200,000) Soviet troops and (2,500) tank	s entered Budapest.'	
	/ere two weeks of street fighting.' ungarians died.'		
	viets regained control.'		
	as captured and hanged in Moscow (1958).'		
nayy w			



(One mark for an explanation, additional mark for full explanation.)

e.g. 'Hungarians hated the restrictions imposed upon them by Rakosi and then Gero. They were bitter about losing their freedom of speech. They resented the secret police and the thousands of Soviet troops in their country. Some areas of Hungary had Russian street signs, Russian schools and shops. Worst of all, Hungarians had to pay for Soviet forces to be in Hungary.'

'There was an uprising because Soviet forces moved into Budapest in large numbers after the reforms were announced by Imre Nagy. This provoked freedom fighters to fight the Soviet forces.'

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Mark Scheme	Syllabus 7 Syllabus
IGCSE – October/November 2013	0470
r could Solidarity be blamed for the decline of ? Explain your answer.	oride
General answer lacking specific contextual know	owledge
as important because it started the decline.'	[1]
Identifies AND/OR describes reasons	
rk for each point)	
idarity became a legitimate political party.' by set an example to other communist countries.' by gained support in the West.' onomy of the Soviet Union was failing.' nev introduced perestroika and glasnost.' stan was a major issue.' oport of the Red Army was withdrawn.'	[2]
	IGCSE – October/November 2013 could Solidarity be blamed for the decline P Explain your answer. No evidence submitted or response does not a General answer lacking specific contextual knowns as important because it started the decline.' Identifies AND/OR describes reasons Irk for each point) darity became a legitimate political party.' y set an example to other communist countries.' y gained support in the West.' nomy of the Soviet Union was failing.' hev introduced perestroika and glasnost.' stan was a major issue.'

# Level 3 Explanation of how Solidarity impacted on the decline of Soviet control OR other reasons

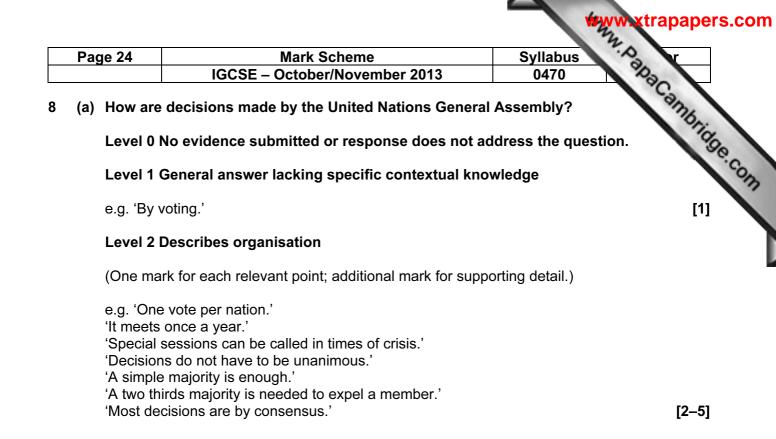
e.g. 'Solidarity had forced a strong communist government, backed by the Soviet Union, to give way by using non-violent methods. This acted as an example to other Eastern European countries, who felt that they too could stand up for their rights and freedom from Soviet control.'

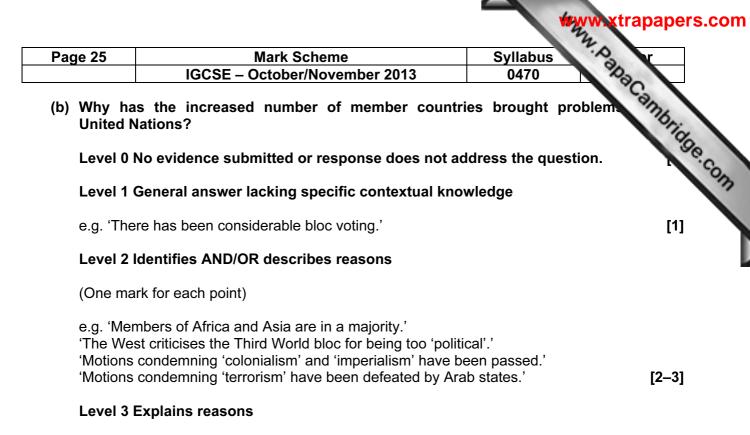
#### OR

e.g. 'Gorbachev cut spending on defence and in 1988 he signalled an end to the Brezhnev Doctrine. Eastern European countries realised that this meant that communist governments could no longer expect support from the Red Army to deal with any disturbances.' [3–5]

# Level 4 Explanation of how Solidarity impacted on the decline of Soviet control AND other reasons

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]





(One mark for an explanation, additional mark for full explanation.)

e.g. 'As African and Asian nations began to work together, it meant that only they could be certain of having their resolutions passed, and it became increasingly difficult for both Western and former Communist blocs to get their resolutions through the General Assembly.' [4–7]

Dogo 26	Mayle Cabama	Cullaburg 4		
Page 26	Mark Scheme	Syllabus	V	
	IGCSE – October/November 2013	0470 23		
· · /	fective has the United Nations been in carryi your answer.	ng out its <u>humanitari</u>	ambrid	
Level 0	Level 0 No evidence submitted or response does not address the question.			
Level 1	General answer lacking specific contextual kno	wledge	917	

#### (c) How effective has the United Nations been in carrying out its humanitar Explain your answer.

#### Level 1 General answer lacking specific contextual knowledge

e.g. 'It has many achievements around the world.'

#### Level 2 Identifies the agencies AND/OR describes their work

(One mark for each point)

e.g. 'WHO - raises health standards and aims to eradicate epidemics and diseases. It promotes health education.'

'Food and Agriculture Organisation - aids farmers of the developing world to improve agricultural production.'

'UNICEF – raises health and living standards of children especially in poorer countries.'

'ILO – tries to secure minimum standards of employment, training and safety for workers.'

'UNESCO - promotes education, science and culture worldwide.' [2]

#### Level 3 Explanation of effectiveness OR ineffectiveness

e.g. 'The WHO has successfully financed education programmes on hygiene, family planning and basic health care. It trains people to deal with health issues in the world's less developed nations and is working to stamp out killer diseases such as malaria. It has eradicated smallpox.'

OR

e.g. 'There have been claims that some of the UN's agencies were moving away from their purpose and becoming politically biased. The USA and Britain temporarily withdrew from UNESCO and the US from the ILO as a result of what they saw as political interference. [3-5]

#### Level 4 Explanation of effectiveness AND ineffectiveness

Both sides of Level 3.	[5–7]

Level 5 Explains with evaluation of 'how far'

[8]

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[1]

			Syllabus 0470 Udress the question.
Pa	ge 27	Mark Scheme	Syllabus r
		IGCSE – October/November 2013	0470
) (a)	Describe	e the Kapp Putsch.	Cannbr.
	Level 0	No evidence submitted or response does not ac	Idress the question.
	Level 1	General answer lacking specific contextual kno	wledge
	e.g. 'It wa	as a rebellion.'	[1]
	Level 2	Describes events	
	(One ma	rk for each relevant point; additional mark for supp	orting detail.)
		o mark for date. for – He was hunted down and died while awaiting	trial
	INU Mark	ioi – The was furthed down and died while awaiting	
	e.g. 'In N	larch 1920, Dr.Kapp led an attempt to take power.'	
		wers were a group of Freikorps(ex-soldiers/extremi	sts).'
	•	ere right-wing extremists.	
		empted to take power in Berlin.' ere unhappy with the Weimar and wanted strong lea	adership' – idea of motivation
		iv refused to fire on the Freikorps.'	
		as though Ebert's government was doomed and K	app would take control.'
		commont was saved by the Corman needle as	••

'The government was saved by the German people, especially the industrial workers of Berlin. They declared a general strike which brought the capital to a halt.' 'After a few days, Kapp realised he could not succeed and fled the country.' [2–5]

Page 28	Mark Scheme	Syllabus 0470 Germany in the years 19 address the question.
raye zo	IGCSE – October/November 2013	0470
(b) Why we	re there many uprisings and disturbances in C	Germany in the years 19
Level 0	No evidence submitted or response does not a	address the question.
Level 1	General answer lacking specific contextual kn	nowledge
e.g. 'The	ere were threats from the left and the right.'	
Level 2	Identifies AND/OR describes reasons	
(One ma	rk for each point)	
•	ere was chaos after the War in all areas of life.' ns of the Treaty were too harsh for the German p	eople.'

'The Weimar Republic was a democracy and Germans found it alien.'

'Communists wanted Germany run by workers' councils or soviets.'

'Right wing opponents of the government wanted a dictatorial style of government.'

'The people had lost faith in the Weimar.'

'There was unhappiness with the Treaty.'

'Left-wing opponents wanted a communist approach.'

[2–3]

#### Level 3 Explains reasons

(One mark for an explanation, additional mark for full explanation.)

e.g. 'A Communist group, known as the Spartacists, wanted Germany governed like Russia after the October 1917 Revolution. The leaders, Karl Liebknecht and Rosa Luxemburg, argued strongly against Ebert's plans for a democratic Germany. They wanted Germany ruled by workers' councils or soviets.'

'A crisis hit the new Republic in May 1919 when the terms of the Treaty of Versailles were announced. Most Germans were appalled. In the minds of many Germans, Ebert and his Weimar Republic were forever to blame for the Treaty. The injustice of the Treaty became a rallying point for all Ebert's opponents.' [4–7]

Page 29	Mark Scheme	Syllabus	Y.
	IGCSE – October/November 2013	0470	
How fa	opments in art and culture were the main achie ar do you agree with this statement? Explain you	evements of the Weima ar answer.	Cambridge.c
Level (	) No evidence submitted or response does not a	ddress the question.	
Level <sup>2</sup>	1 General answer lacking specific contextual kno	owledge	
e.g. 'Tł	nere was a cultural revival.'		[1]
Level 2	2 Identifies AND/OR describes main achievemen	its	
(One m	nark for each point)		
'Writers 'It was 'The ec 'Germa 'Germa	nere was an end to censorship.' s, poets and artists flourished.' a golden age of German cinema.' conomy was stabilised.' any was accepted as a responsible power.' any was accepted into the international community.' awes Plan was negotiated.'		[2]

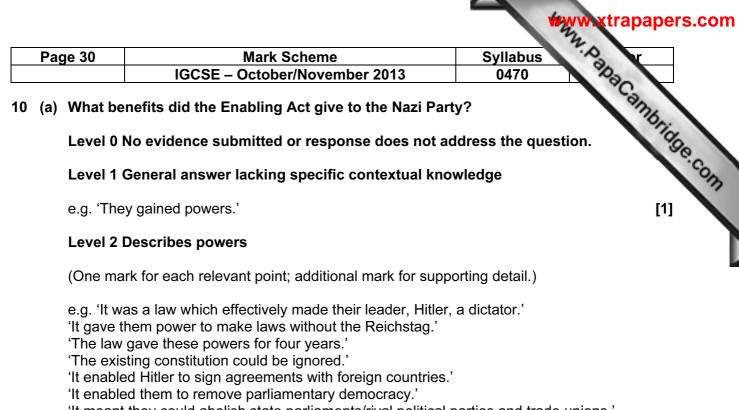
e.g. 'The Weimar constitution allowed free expression of ideas and this encouraged writers, poets and artists, especially in Berlin. There were new styles of painting and architecture, while Marlene Dietrich became a great international star in the golden age of German cinema.'

OR

e.g. 'At first Germany was not allowed to join the League because of its actions in the War. Stresemann signed the Locarno Treaties in 1925 guaranteeing the borders with Belgium and France. As a result, Germany was accepted into the League of Nations. [3–5]

#### Level 4 Explanation of culture AND other achievements

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]



'It meant they could abolish state parliaments/rival political parties and trade unions.' 'Did not have to seek emergency powers.'

[2–5]

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Page 31	Mark Scheme	Syllabus 0470
	IGCSE – October/November 2013	0470
(b) Why wa	is the Night of the Long Knives significant?	ddress the question.
Level 0	No evidence submitted or response does not a	ddress the question.
Level 1	General answer lacking specific contextual kno	wledge
e.g. 'To	remove opposition to Hitler.'	[1]
Level 2	Identifies AND/OR describes reasons	
(One ma	ark for each point)	
•	emoved Röhm.' (ed the threat of the SA '	

'It removed the threat of the SA.' 'The SA had lost its purpose.' 'The Army leaders were pleased.' 'It removed rivals.' 'It sent a clear message to the army.' 'It removed threats to Hitler.'

[2–3]

#### Level 3 Explains reasons

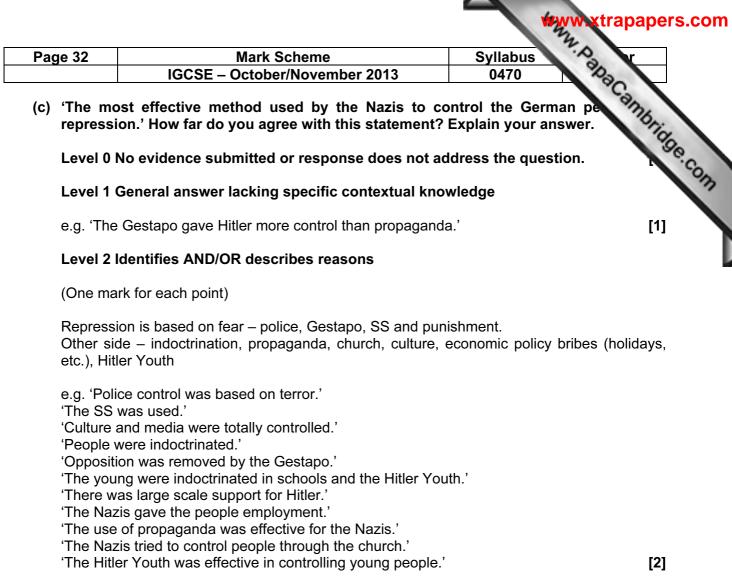
(One mark for an explanation, additional mark for full explanation.)

e.g. 'A significant threat to Hitler came from within the Nazi Party. The SA had become a major problem. Röhm, leader of the SA, had left-wing views which would offend the businessmen who Hitler wanted to work with. So this enabled Röhm to be removed.'

'Rohm wanted to merge the SA into the German army and for him to have control, but Hitler feared this would lose him the army's support, particularly the generals.'

'When Hitler ordered the SS to arrest and murder the leaders of the SA, including Röhm, using the excuse that Röhm was about to plan a revolution, Hitler had removed a potential threat to his overall control.'

'Hitler tightened his control further when he removed political rivals, who were a challenge to Hitler's leadership outside the SA, like von Schleicher and Gregor Strasser.' [4–7]



### Level 3 Explanation of the use of repression OR other reasons

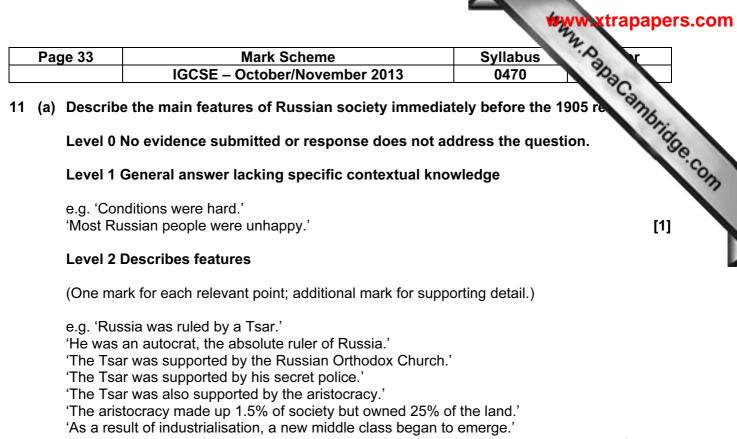
e.g. 'Nazi Germany was a police state with the power of the authorities supreme. This meant that they could arrest and punish people simply because they said something against Hitler and his party.'

OR

e.g. 'Hitler realised the importance of propaganda. It was organised by Goebbels who got the Nazi message across through cheap radios and censoring the press. He promoted spectacular rallies to show the strength of Germany and to encourage patriotism.' [3–5]

#### Level 4 Explanation of the use of repression AND other reasons

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]



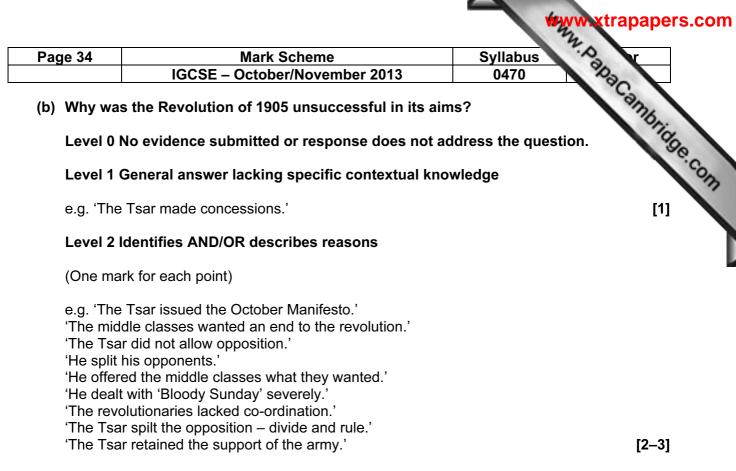
'Up until then, the small middle class consisted of shopkeepers, lawyers and lecturers.'

'Around 80% (a very large section) of the population were peasants.' 'Most had one strip of land.'

'Some peasants moved into the cities to become the industrial workers.'

'Living and working conditions were usually appalling.'

[2–5]

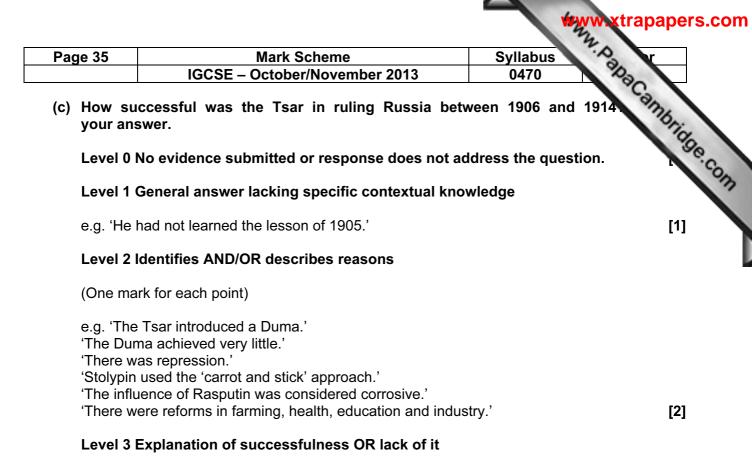


(One mark for an explanation, additional mark for full explanation.)

e.g. 'The October Manifesto gave the Russians basic rights such as freedom of speech and the right to form political parties. He promised that elections would be held and a parliament called the Duma established. This was what the middle classes wanted.'

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

'The opposition was not co-ordinated. There was no one party which led the revolution and co-ordinated the strikes.' [4–7]



e.g. 'The Tsar appointed Stolypin as his chief minister (1906–1911). He introduced land reforms by encouraging peasants to buy land and set up farms. He also introduced a health insurance scheme and improved elementary education. He encouraged industrial growth.' **OR** 

e.g. 'Nicholas dismissed the first two Duma early when concessions were demanded. The third and fourth Duma lasted longer but they had no power to make the Tsar change his policies.'

'Stolypin came down hard on strikers, protesters and revolutionaries. Over 20,000 were exiled and over 1,000 hanged– the noose became known as 'Stolypin's necktie'.' [3–5]

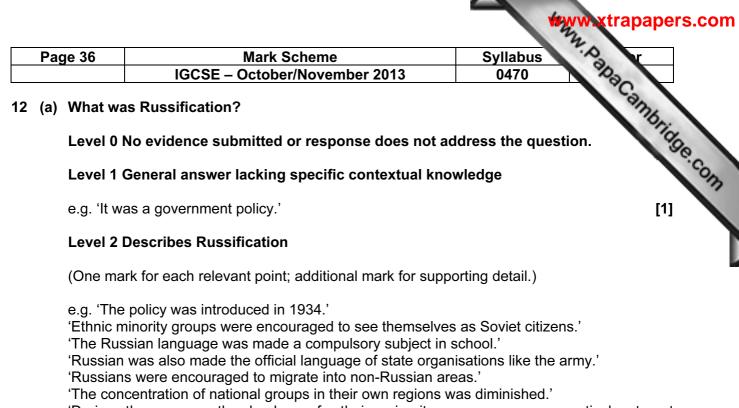
#### Level 4 Explanation of successfulness AND lack of it

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far'

[5–7]

[8]



'During the purges, the leaders of ethnic minority groups were a particular target for persecution.'

Page 37	Mark Scheme	Syllabus	<b>v</b> r
	IGCSE – October/November 2013	0470	
			·O.
	No evidence submitted or response does not a General answer lacking specific contextual kn	address the question.	mbridge.co

(One mark for each point)

e.g. 'Farming methods were outdated and not producing enough food.'

'Collectivisation fitted in with common ownership.'

'To deal with the kulaks.'

'To transform the Soviet Union.'

'To survive against a capitalist attack.'

'To spread communism.'

'To match the West economically.'

'To make the Soviet Union a great power.'

[2–3]

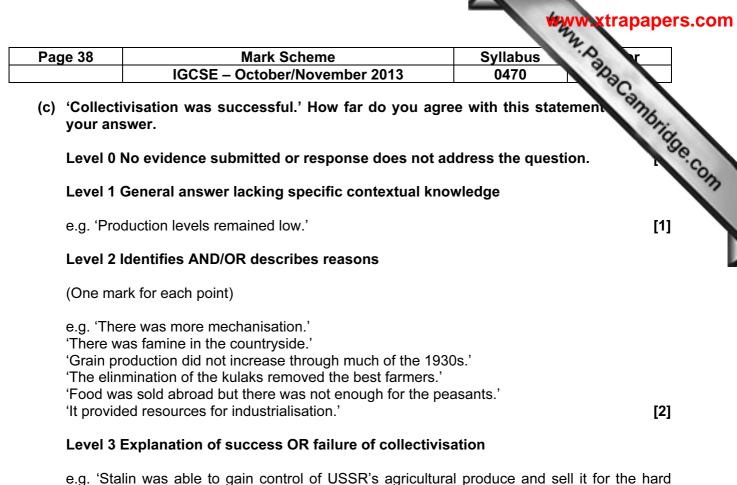
## Level 3 Explains reasons

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The inefficient farming methods were not producing enough food for the workers in the cities and, if the USSR was to industrialise successfully, even more workers would have to be fed.'

'The government wanted a surplus to sell abroad in order to make the money it needed to spend on developing industry.'

'Stalin believed the Five Year Plans were the only way to transform the Soviet Union into an industrial power in a short space of time. He feared an attack from surrounding capitalist countries at any time. Only a strong industrial economy could produce wealth and modern weapons to survive if an attack happened.' [4–7]

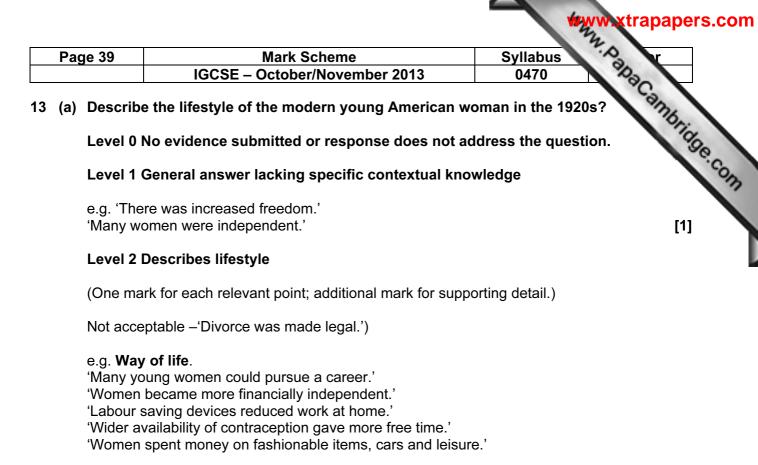


e.g. 'Stalin was able to gain control of USSR's agricultural produce and sell it for the hard currency he desperately needed. 1930 and 1931 were excellent years for exports.' **OR** 

e.g. 'Nearly 10 million kulaks were executed or removed from their land. These peasants had the skill but they were replaced by many who had little idea about modern farming. Most kulaks had slaughtered their animals and burnt their crops rather than hand them over to the state.'

## Level 4 Explanation of success AND failure of collectivisation

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]



#### **Social activities**

'The lifestyle revealed itself in greater freedom. This showed itself when young women smoked/drank in public.'

'The behaviour of some young women, called flappers, was considered outrageous.'

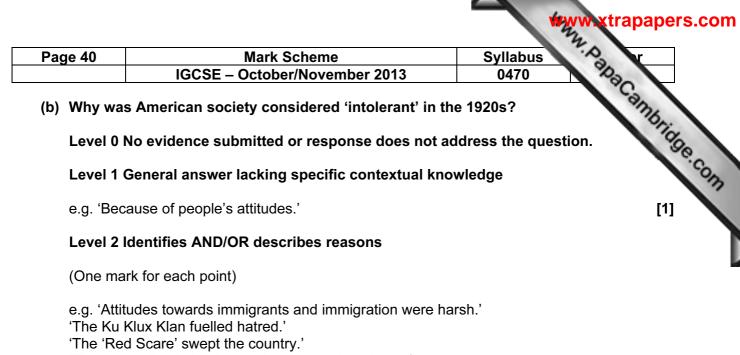
'Women went out with men unchaperoned.'

'Women went dancing/enjoyed jazz music.'

#### Appearance

'Many cut their hair short and wore make up.' 'Shorter skirts became more popular.'

[2–5]



'There was discrimination against Native Americans.' 'Introducing prohibition showed an intolerant attitude.'

[2–3]

## Level 3 Explains reasons

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The KKK became particularly active during the 1920s and showed how intolerant American society could be. It was an organisation mainly in the South that believed in white supremacy. It attacked Jews and Black Americans because it regarded them as inferior.'

'The government feared socialist and communist ideas. These ideas had been 'encouraged' by the Russian Revolution and the government viewed many immigrants from eastern Europe with suspicion. Many agitators were deported. This led to anti-communist hysteria, known as the 'Red Scare'.'

'Most foreigners who entered the USA could only find low paid. Immigrant ghettos began to appear where violence and crime were high. This increased the American distrust of foreigners.' [4–7]

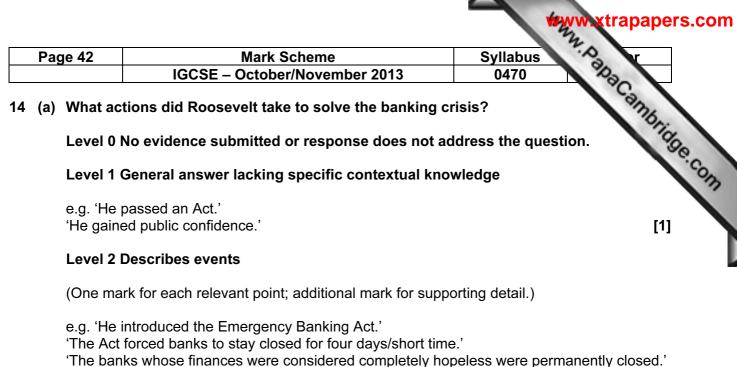
Page 41	Mark Scheme	Syllabus V	2
	IGCSE – October/November 2013	0470	Day
stateme	was the main reason Prohibition was ended.' ent? Explain your answer.	' How far do you ag	orige
Levelu	No evidence submitted or response does not a	address the question	
Level 1	General answer lacking specific contextual kn	owledge	
e.g. 'Pro	hibition ended because many people changed the	əir minds.'	[1]
Level 2	Identifies AND/OR describes reasons		
(One ma	ark for each point)		
'Many of 'The boo 'The gan 'Jobs cou 'Taxes co	American people carried on going to illegal spea the law enforcers were corrupt.' otleggers continued supplying and selling alcohol.' ngsters controlled the trade through violence.' uld be created if alcohol was legal.' ould be raised if alcohol was legal.' could be raised if alcohol was legal.'	,	[2]

e.g. 'Prohibition was repealed because the boost to organised crime was easily the most significant long-term consequence of prohibition. The profits made from the production and movement of illegal alcohol were so vast that the Mafia was able to extend its power into other areas of criminality such as prostitution, labour rackets and illegal gambling.' **OR** 

e.g. 'The Depression put millions out of work and yet the government was spending huge amounts of money enforcing an ineffective law. By making alcohol legal again, an enormous number of jobs would be created and tax revenues could be raised on its sale.' [3–5]

## Level 4 Explanation of Crime ending Prohibition AND other reasons

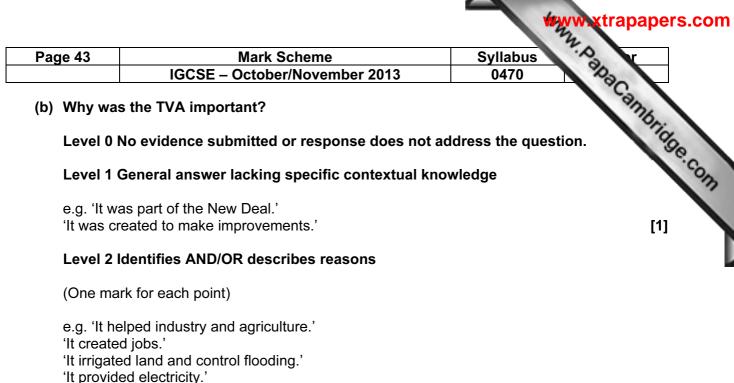
Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]



'The remaining banks were promised government grants to help gain public confidence.'

'These banks re-opened after four days.'

'Roosevelt broadcast to the public reassuring them that the banks were now safe and viable.' 'He encouraged them to deposit money in these banks.' [2–5]



'It made the Tennessee navigable.'

'It created leisure facilities.'

[2–3]

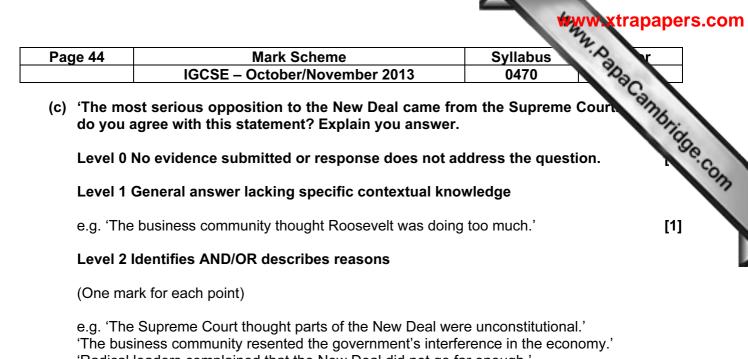
## Level 3 Explains reasons

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The problems of the Tennessee Valley were far too large for one state to deal with. The Tennessee Valley cut across seven states. The TVA was created to cut across the powers of the local states.'

'The TVA was important because Roosevelt wanted it to transform the region. It was an underdeveloped area and he wanted the dams not only to provide electricity but also to irrigate the dried out lands.'

'The area was particularly hit hard by the Depression and the TVA would create thousands of jobs such as the building of dams.' [4–7]



'Radical leaders complained that the New Deal did not go far enough.' 'Republicans still believed in 'rugged individualism'.'

'The wealthy thought the government was giving away their money.'

[2]

## Level 3 Explanation of the Supreme Court OR other reasons

e.g. 'In 1935, the Schechter Poultry Corporation had been found guilty of breaking NRA regulations. It appealed to the Supreme Court. The Court ruled that the government had no right to prosecute the company because the NRA was unconstitutional.' **OR** 

e.g. 'The business community and the wealthy objected strongly to the New Deal because of the increased taxes. They argued that high taxes discouraged people from working hard and gave money to people for doing nothing or doing unnecessary jobs.' [3–5]

## Level 4 Explanation of the Supreme Court AND other reasons

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

			2	
Pa	ge 45	Mark Scheme	Syllabus	2
		IGCSE – October/November 2013	0470	No.
15 (a)		d the Communists gain from the war with Japar No evidence submitted or response does not a		Cambridge
	Level 1	General answer lacking specific contextual kno	wledge	Com
	e.a. 'Influ	uence over a large part of China.'		

## 15 (a) What did the Communists gain from the war with Japan?

## Level 1 General answer lacking specific contextual knowledge

e.g. 'Influence over a large part of China.' 'Support from large numbers of peasants.'

#### Level 2 Describes impact

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'The Communists attacked the Japanese when the KMT seemed reluctant. This made the Communists appear more patriotic.

The Communists worked with the peasants and used guerrilla tactics against the Japanese. This meant the Communists gained peasant loyalty.'

'When the Communists controlled an area, they reduced land rents, opened schools and provided medical care. This gained peasant support.'

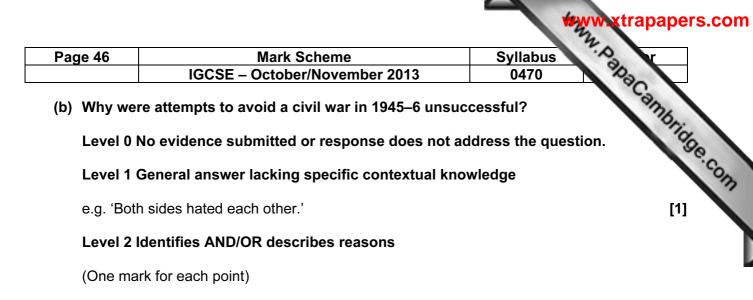
'The Red Army would help in the fields and around the villages and they were seen as the friends and defenders of the peasants.'

'The Communists created a strategically good base so that they were able to control large areas of the north-west of China.'

'By 1945, the Communists controlled 95 million peasants and 300,000 square miles of territory.' [2–5]

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[1]



e.g. 'Ideology was so different.' 'Peasant support was with Mao.' 'Chiang was weakened more by the Japanese war.' 'Neither side trusted each other.'

[2–3]

#### Level 3 Explains reasons

(One mark for an explanation, additional mark for full explanation.)

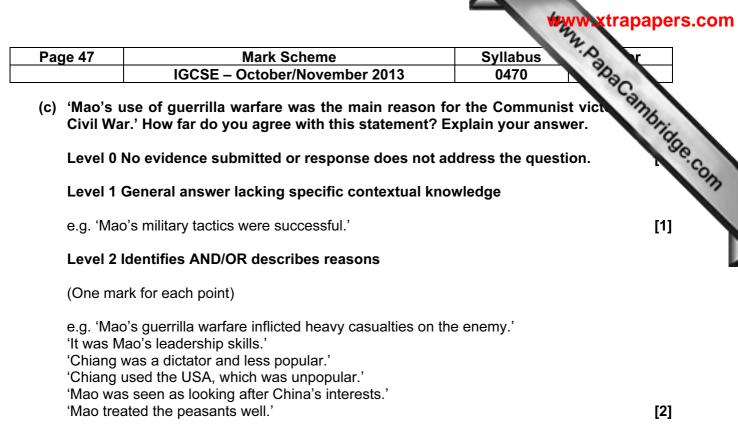
e.g. 'The Communists had peasant support as many were fed up with the way the Nationalists treated them. Mao's reputation from the Long March was also strong.'

'When the Japanese surrendered in 1945, the Communists controlled 300,000 square miles and 95 million people. They did not want to give this up.'

'The Nationalists and the Communists believed in different ideologies which could not be reconciled. The Communists believed in helping the working class whereas Chiang got his support from landlords, generals and people with privilege. It was a corrupt regime. Both believed they were the rightful rulers.'

'Despite the work of General Marshall, neither side trusted the other and so war broke out.'

[4–7]



#### Level 3 Explanation of the success of guerrilla warfare OR other reasons

e.g. 'Mao had used guerrilla warfare against the Japanese. This had been highly successful inflicting heavy casualties on the enemy with few casualties for the Communists. Mao continued these tactics in the Civil War, resisting fighting in pitch battles.' **OR** 

e.g. 'Mao won the Civil War because he was extremely popular with the peasants. He had fought the Japanese hard in the Second World War and during the Civil War the Communists were always considerate towards the peasants.'

#### Level 4 Explanation of the success of guerrilla warfare AND other reasons

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

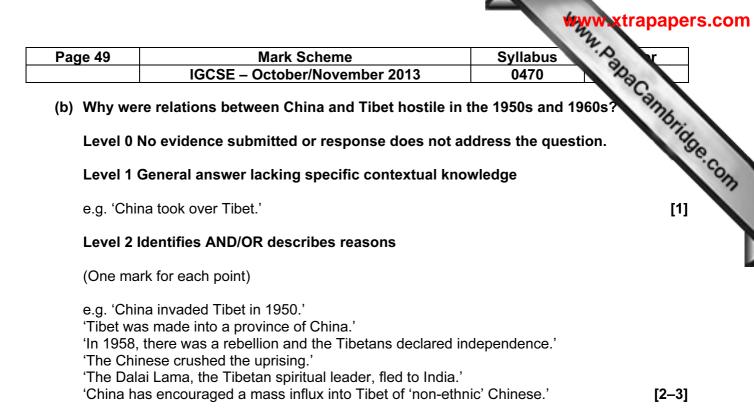
				Syllabus 0470 949–50? Idress the question.
	Pag	je 48	Mark Scheme	Syllabus r
			IGCSE – October/November 2013	0470
6	(a)	What we	ere the outcomes of Mao's visit to the USSR in 1	949–50? Cannus
		Level 0 I	No evidence submitted or response does not ad	Idress the question.
		Level 1	General answer lacking specific contextual know	wledge
		e.g. 'The	y had friendship.'	[1]
		Level 2 I	Describes outcomes	
		(One ma	rk for each relevant point; additional mark for suppo	orting detail.)
		e.g. 'The	ere was recognition that Mao and the Communists v	vere the rightful rulers of China.'

'A Sino-Soviet Treaty of Friendship and Alliance was signed.'

'A \$300 million low interest loan was agreed spread over 5 years.' 'A 30 year military alliance was signed.'

'Technical help was provided by Stalin to help Mao's industrial reforms.' 'Stalin and Mao decided that Outer Mongolia was to remain outside Chinese control as a Russian satellite.'

'Stalin gave Mao a list of all the Comintern agents in China reporting to Moscow.' [2–5]



#### Level 3 Explains reasons

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Chinese invaded Tibet in 1950 and by 1951 they were in control of Tibet. They had turned it into a province of China. The Chinese then began a prolonged campaign to destroy the Tibetan identity by undermining the local culture, religions and traditions. The area was deliberately flooded with Han settlers in order to outnumber the indigenous community.' **[4–7]** 

Page 50	Mark Scheme	Syllabus 7.0 r	
	IGCSE – October/November 2013	0470	
Chinese-	ing of American involvement in Vietnam wa American relations after 1970.' How far do our answer.	as the main reason for you agree with this stat	
Level 0 N	o evidence submitted or response does not	address the question. [0]	3
Level 1 G	eneral answer lacking specific contextual kn		

Level 1 General answer lacking specific contextual knowledge

e.g. 'Policies changed.'

## Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'China was less friendly with the USSR.' 'The USA left Vietnam.' 'The USA changed its foreign policy.' 'Trade developed between the USA and China.' 'China joined the United Nations Organisation.'

[2]

[8]

[1]

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## Level 3 Explanation of the exit of the USA from Vietnam OR other reasons

e.g. 'China had given support to the regime in North Vietnam against the USA in the Vietnam War. In late 1969, the USA began to withdraw troops from Vietnam. This removed one of the main reasons not to have good relations with the USA.' OR

e.g. 'As the Chinese relationship with the USSR deteriorated, Mao believed that it was a good idea to cultivate a relationship with the USSR's traditional enemy, the USA. The provocative behaviour of the Russians along the Chinese border made a positive relationship with the Americans even more attractive.' [3–5]

## Level 4 Explanation of the exit of the USA from Vietnam AND other reasons

Both sides of Level 3.	[5–7]

## Level 5 Explains with evaluation of 'how far'

		32	
Page 51	Mark Scheme	Syllabus	r
	IGCSE – October/November 2013	0470	2
	e the nature of white rule in South Africa in the No evidence submitted or response does not		andridge
Level 1	General answer lacking specific contextual kn	owledge	·com
ea 'The	whites followed a policy of divide and rule '		[1]

## 17 (a) Describe the nature of white rule in South Africa in the years before 1948.

## Level 1 General answer lacking specific contextual knowledge

e.g. 'The whites followed a policy of divide and rule.'

## Level 2 Describes the nature of white rule

(One mark for each relevant point; additional mark for supporting detail.)

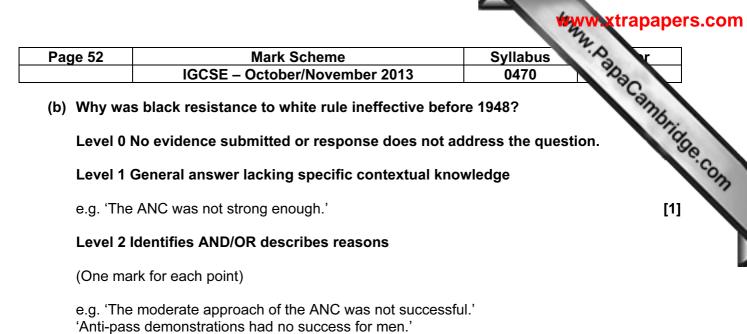
e.g. 'The nature of white rule was summed up in the preamble to an Act of Parliament in 1922. It stated the 'blacks were in towns to minister to the needs of the white man'.' 'It kept the blacks in an inferior position and enabled employers to pay low wages.' 'It limited the black people's control over land and, therefore, freed it for white farmers.' 'A white supremacist view that the white race was superior to all others existed and so enabled black people to be treated badly.'

'Some thought that the native African should live in 'natural conditions' and preserve tribal unity.' [2–5]

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[1]



'There was suspicion about Communism.'

'Non-violent resistance led to mass arrests.' 'A lack of strong leaders.'

[2–3]

## Level 3 Explains reasons

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The ANC was ineffective for many years believing the best way to achieve its aims was to keep on good terms with the whites, gaining their respect. Deputations to London to put their case for a share in government failed.'

'There was a lack of decisive leadership and by 1930 the ANC was in the hands of moderates worried about becoming involved in issues such as the anti-Pass Law protests.'

'When the Pass Laws were introduced, they applied only to men. An attempt to introduce them for women in 1913 was met by an effective protest in Bloemfontein. Many demonstrations by men were not successful except to draw black Africans into political activity.'

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Page 53	Mark Scheme	Syllabus R
	IGCSE – October/November 2013	0470
	evelopment of the South African economy up to an labour.' How far do you agree with this staten	
Level 0	No evidence submitted or response does not ad	dress the question.
Level 1	General answer lacking specific contextual know	wledge
e.g. 'Afr	ican labour worked on the farms and mines.'	[1
Level 2	Identifies AND/OR describes reasons	
(One m	ark for each point)	
'African 'It was t 'Interna	icans worked in the gold and diamond mines.' labourers worked on white owned farms.' he demand for South African goods which made it s tional banks supported the economy.' ernational leaders gave their support.'	uccessful.'
Level 3	Explanation of success due to African labour Ol	R other reasons
and gol	vas the hard work of the African labourers in very of d mines which helped create the wealth to boost the y, the African labourer was crucial in the prosperity of	South African economy.'

OR

e.g. 'From the First World War to the end of the Second World War, there was a continuous international demand for South Africa's raw products, especially gold and diamonds. Prices were high.'

## Level 4 Explanation of success due to African labour AND other reasons

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

		The second secon	
Page 54	Mark Scheme	Syllabus	
	IGCSE – October/November 2013	0470	
	ere the main features of the Black Consciousne No evidence submitted or response does not a		Abridge
Level 1	General answer lacking specific contextual kno	owledge	Se.com
ea 'ltw	as a movement to raise awareness '		[1]

## Level 1 General answer lacking specific contextual knowledge

e.g. 'It was a movement to raise awareness.'

## Level 2 Describes features

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'The Movement taught that Blacks should celebrate their blackness and to stop thinking of themselves as second-class citizens.'

'Many of the group were young and well-educated. They were determined to get their voice heard.'

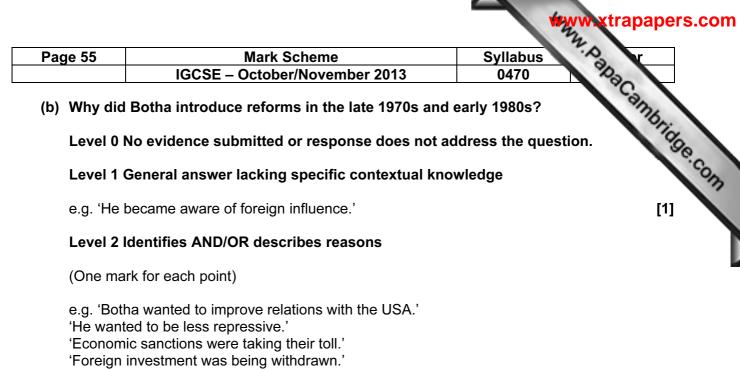
'The Movement took part in many demonstrations.'

'It was led by Steve Biko, a charismatic leader, who was very out-spoken and eventually died under sinister circumstances in police custody.' [2–5]

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[1]



'The Rand was losing value.'

[2–3]

#### Level 3 Explains reasons

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Botha maintained he was trying to introduce a less repressive regime compared with his predecessors, but he was really concerned that the USA, Britain and the Commonwealth were increasingly applying economic sanctions because of South Africa's continued apartheid.'

'Not only were sanctions being applied by governments, but large financial institutions, like Barclays, began to withdraw their investments.' [4–7]

Page 56	Mark Scheme	Syllabus
	IGCSE – October/November 2013	0470
the role Explain	est important reason for the ending of white n played by important individuals.' How far do your answer.	you agree with this state
Level U	No evidence submitted or response does not a	daress the question. [0
Level 1	General answer lacking specific contextual kn	owledge
e.g. 'lt wa	as the threat of violence.'	[1
Level 2	Identifies AND/OR describes reasons	
(One ma	rk for each point)	
'Violence 'Sports te 'Pressure	e United Nations was often a lone voice.' e resulted from the oppressive measures.' eams were boycotted.' e was increasing on the government.' a was released from prison.'	
	k removed the ban on the ANC.'	[2

e.g. 'Mandela and de Klerk worked together to avoid anarchy. A power share was suggested by Joe Slovo. The ANC and the national Party were to share power for five years.' **OR** 

e.g. 'During the mid–80s, the trade unions and resistance movements increased pressure on the government with members of ANC returning in secret to help local resistance. They began to attack military and police installations.'

'From the early 1970s onwards, a worldwide boycott of S. African sports teams meant that the country was isolated in the sporting world.'

'In the 1970s, international sanctions took effect and companies stopped investing in S. Africa. The government realised it could resist no longer.' [3–5]

## Level 4 Explanation of role of individuals AND other reasons

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

		32	trapapers.c
Page 57	Mark Scheme	Syllabus Syllabus	N.
	IGCSE – October/November 2013	0470	2
9 (a) Describ	e how Lüderitz and Vogelsang cheated Chief F	redericks.	36
Level 0	No evidence submitted or response does not a General answer lacking specific contextual kn	address the question.	mbridge.co

## Level 2 Describes events

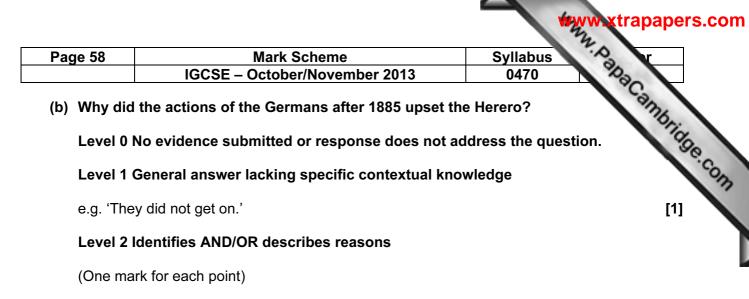
(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'Lüderitz was a German merchant hoping to find mineral wealth, especially diamonds, gold and silver. He was looking for land with minerals before it was claimed by a European power.'

'They bought their first piece of land for a derisory sum in 1883.'

'They acquired land by cheating Chief Frederick using 'geographical miles'.'

'In 1884, they acquired land around Walvis Bay. At that time, his land was placed under the protection of Germany.' [2–5]



e.g. 'The Herero were unhappy with the way they were treated by the Germans.'

- 'The Treaty was invalid.'
- 'The Germans took cattle.'
- 'The Germans wanted more land.'

[2–3]

## Level 3 Explains reasons

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Tension still existed after the protection treaty because of the arrogance of the Germans, who disregarded its terms by stealing cattle and taking more land.'

'In 1888, Maherero declared the Treaty with the Germans invalid. This was unacceptable to the Germans.'

'The Germans sent troops to Namibia to put down resistance. It was stated that these troops were on a scientific expedition.' [4–7]

age 59	Mark Scheme	Syllabus
	IGCSE – October/November 2013	0470 230
•	important was the First World War for th nswer.	Syllabus 0470 ne people of Namibia address the question.
Level	0 No evidence submitted or response does not	address the question.
Level	1 General answer lacking specific contextual k	nowledge
e.g. 'N	ost Namibians were not involved in the fighting.'	[1]
Level	2 Identifies AND/OR describes reasons	
(One r	nark for each point)	
'Some 'Many 'The m	ne Germans surrendered to a South African force i Rehobothers were killed as they refused to guard Namibians were forced to move settlements during andate was given to the British.' Africa wanted Namibia.'	South African prisoners of war.'
Level	3 Explanation of importance of First World War	OR not important
Germa 'The d	ne majority of Namibians were not affected by the ny and South Africa.' efeat of Germany removed control from a harsh an	
to leav 'The d	uring the War, the Germans evacuated many set e behind all their possessions.' efeat of Germany did not mean the end of colonial ed by a South African army.'	
	4 Explanation of importance of First World War	
Both s	des of Level 3.	[5–7]
Lavial	5 Explains with evaluation of 'how far'	[8]

			2	
F	Page 60	Mark Scheme	Syllabus	Y
		IGCSE – October/November 2013	0470	5
0 (		e how the British dealt with the Jews in Palestin No evidence submitted or response does not ac		Cambridge
	Level 1	General answer lacking specific contextual kno	wledge	·com
	o a 'The	British approved the lows during this period '		[1]

## 20 (a) Describe how the British dealt with the Jews in Palestine from 1945 to 1948.

## Level 1 General answer lacking specific contextual knowledge

e.g. 'The British annoyed the Jews during this period.'

#### Level 2 Describes events

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'After the Second World War, the British government decided that there would be no partition of Palestine into two states, one for the Jews and one for the Arabs.'

'It hoped that there would be soon an independent state in which Jews and Arabs shared the responsibility of governing.'

This annoyed Jews, who wanted their own state and it annoyed Arabs as they saw their country being taken over.'

'The government annoyed Jews, including many Jews in the USA, because it put limits on the immigration of Jews into Palestine.'

'In 1947, a ship called 'The Exodus', carrying 4,500 Jewish refugees from Europe, was prevented from landing its passengers in Palestine and was sent back to Europe.' [2–5]

## PA CAMBRIDGE

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[1]

		22	anapapers.com
Page 61	Mark Scheme	Syllabus	0 V
	IGCSE – October/November 2013	0470	No.
	re Jews and Arabs in Palestine in opposition t No evidence submitted or response does not		27
Level 1	General answer lacking specific contextual kn	owledge	Com
o a 'Bot	h Arah and Jow looked upon Palastine as their he	moland '	[4]

## Level 1 General answer lacking specific contextual knowledge

e.g. 'Both Arab and Jew looked upon Palestine as their homeland.'

## Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Arabs wanted an independent Palestine.' 'Arabs wanted an end to the immigration of Jews.' 'There was a deep cultural and religious gulf between the two groups.' 'Jews wanted a Jewish state.' 'After the Second World War, many Jews wanted to go to Palestine.' 'The USA supported large scale Jewish immigration.' 'The activities of Irgun.' 'The British left.' 'The state of Israel was declared.'

#### Level 3 Explains reasons

(One mark for an explanation, additional mark for full explanation.)

e.g. 'When the Jews were ejected from Palestine by the Romans in AD 71, the Arabs considered the area as their homeland.'

Throughout the first half of the twentieth century, Jews started to return to Palestine in increasing numbers. In 1945, it was proposed by the USA that 100,000 Jews should be allowed into Palestine. The Arabs objected as it seemed their homeland was being taken over.'

'In May 1948, Ben Gurion declared the independence of the new state of Israel and was immediately attacked by surrounding Arab nations.' [4–7]

[1]

[2–3]

Page 62	Mark Scheme	Syllabus 2 r
	IGCSE – October/November 2013	0470 22
refuge	nost important result of the 1948–9 war was e problem.' How far do you agree with this stat	ement? Explain your answ
Levei	No evidence submitted or response does not	address the question.
Level 1	General answer lacking specific contextual kr	nowledge
ea 'Yo	our view depended on whether you were a Jew or	an Arab.' [1]
o.g. i t		[.]
Level 2	ldentifies AND/OR describes reasons	
(One m	ark for each point)	
-	Jewish state was established.'	
	overnments were humiliated.' N had failed.'	
	rab Palestinians fled.'	
	were large numbers of migrants.'	[2]
Level	Explanation of agreement OR disagreement	
•	Jewish state was established within the territory con numbers of Jewish migrants, particularly from el.'	2

#### OR

e.g. 'The majority of Arab Palestinians fled from Israel and became refugees. Only a minority remained in the Jewish controlled state.'

'The refugees were not absorbed into the populations of nearby Arab states, but they were kept in refugee camps close to the Israeli border, thus storing up potential problems for the future.'

## Level 4 Explanation of agreement AND disagreement

Both sides of Level 3.		[5–7]
------------------------	--	-------

## Level 5 Explains with evaluation of 'how far'

[8]

	170	kirapapers.com
Mark Scheme	Syllabus	
IGCSE – October/November 2013	0470	Da
No evidence submitted or response does not a	address the question.	shbridge.com
	IGCSE – October/November 2013 De Palestinian terrorist actions between 1970 a No evidence submitted or response does not	Mark Scheme Syllabus

## Level 0 No evidence submitted or response does not address the question.

## Level 1 General answer lacking specific contextual knowledge

e.g. 'They hijacked aeroplanes.' 'They took action at the Olympic Games.'

#### Level 2 Describes events

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'In 1970, four aircraft were hijacked by the PFLP and three of the planes were taken to a Palestinian base in Jordan. The passengers were set free but the British plane was blown up.'

'In 1972, a Palestinian group, called Black September, killed eleven Israeli athletes at the Munich Olympic Games.'

'During the early 1970s, PLO regularly bombed Jewish settlements and villages in the Galilee region from their bases in Lebanon.'

'In June 1976, a splinter group of the PFLP hijacked a French plane on its way from Israel to France and took it to Entebbe in Uganda. The Israeli armed forces flew 2500 miles to Entebbe, releasing the hostages and killing the Palestinian terrorists.' [2–5]

[1]

Page 64	Mark Scheme	Syllabus Syllabus
	IGCSE – October/November 2013	0470 23
(b) Why were	e Palestinians opposed to the state of Israel?	Syllabus 0470 ddress the question.
Level 0 N	o evidence submitted or response does not a	ddress the question.
Level 1 G	eneral answer lacking specific contextual kno	owledge
e.g. 'They	thought it was unfair.'	[1]
Level 2 lo	lentifies AND/OR describes reasons	
(One mar	k for each point)	
•	I was larger than the Arab areas.'	
	stinians felt they had lost their homeland.' the rulers discriminated against them.'	

## Level 3 Explains reasons

'There were serious differences in religion.'

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Israel was larger than the Arab areas, even though the Jews were only one-third of the population and owned, before the state of Israel was declared, less than one tenth of the land.'

'The Palestinian areas were disjointed as they were divided into three zones and did not have an easy access to the sea.'

'When the state of Israel was declared, the fertile land was to be Jewish leaving mostly desert country for the Palestinians and this was difficult to farm.' [4–7]

[2–3]

		2	
Page 65	Mark Scheme	Syllabus	Y
	IGCSE – October/November 2013	0470	3
	ccessful was Arafat as leader of the Palestinian No evidence submitted or response does not a		Cambridge
Level 1	General answer lacking specific contextual kno	wledge	·com
ea 'He	failed as there are still problems '		[1]

## (c) How successful was Arafat as leader of the Palestinians? Explain your answe

## Level 1 General answer lacking specific contextual knowledge

e.g. 'He failed as there are still problems.'

## Level 2 Identifies work of Arafat

(One mark for each point)

e.g. 'He put forward the Palestinian view.' 'He established the PLO.' 'He was awarded the Nobel Peace Prize.' 'He was involved in violence.'

[2]

[1]

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## Level 3 Explanation of successes OR failures

e.g. 'Arafat managed to speak at the United Nations putting forward the Palestinian view. He was received sympathetically.'

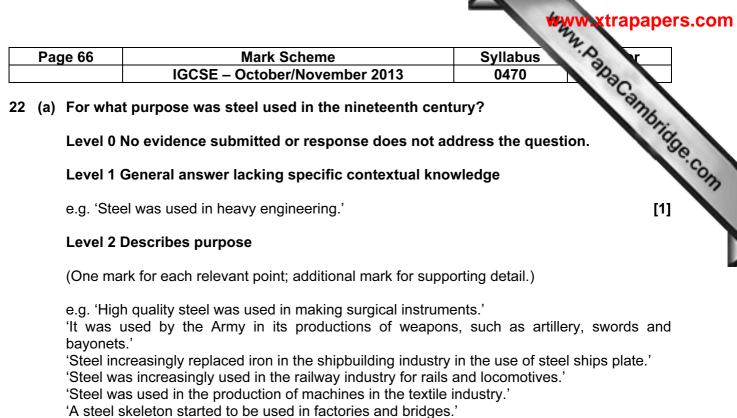
'He established the PLO as an independent voice for the Palestinians rather than the Arab governments.'

## OR

e.g. 'It is questionable whether Arafat had total control over the PLO. It was divided by extremists insisting that Israel should be completely destroyed. This led to terrorist attacks.' 'The methods used by the PLO made it difficult for Arafat to discuss a separate Palestinian state with Israel as they called it a 'murderous organisation.' [3–5]

## Level 4 Explanation of successes AND failures

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

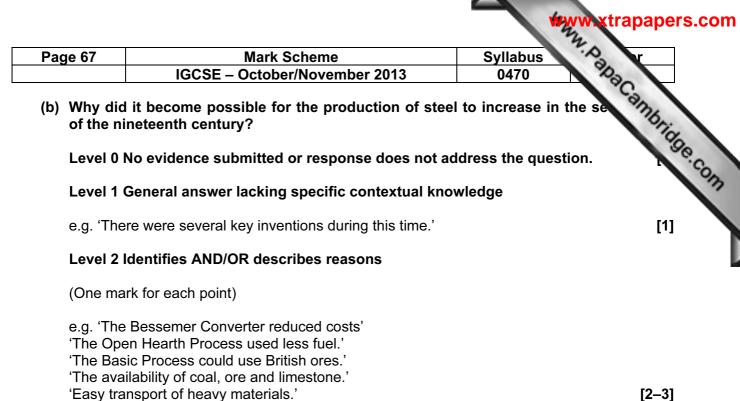


'Mining equipment was made of steel instead of wood or iron.'

'Steel was used for bolts, nails, screws, work tools, springs and wire.'

'Steel was used in razors, watches and some high class jewellery.'

[2–5]



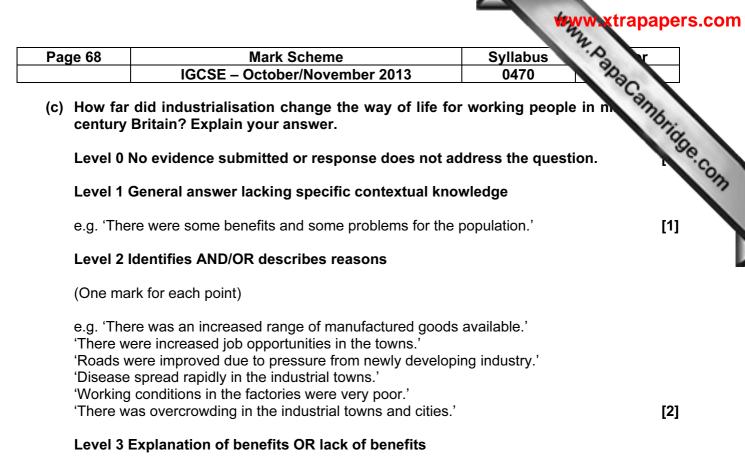
'Easy transport of heavy materials.'

Level 3 Explains reasons

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Bessemer Converter was patented in 1855 and it allowed the blast of hot air required to make steel. The steel was seven times cheaper than before and could be produced in large quantities. The non-phosphoric ores needed could only be found in Cumbria.'

'The Basic Process, introduced by Gilchrist and Gilchrist-Thomas in 1879, used limestone to line the Converter. This meant that iron ore containing phosphorous could be used and that steel could be made using British ores.' [4–7]



e.g. 'Wages for farm workers were very low and mechanisation had resulted in less jobs being available for labourers on farms. Industrialisation meant that thousands of workers were needed to work in the factories. Many farm labourers moved to the towns to take advantage of job opportunities and higher wages.'

e.g. 'Due to industrialisation, thousands of people moved to the towns. Houses were built at great speed, but the houses built were 'back to back' with no proper drainage, no clean water supply and nowhere to deposit rubbish. These were ideal conditions for the spread of disease.'

## Level 4 Explanation of benefits AND lack of benefits

Both sides of Level 3.	[5–7]
	[• .]

Level 5 Explains with evaluation of 'how far'

[8]

			32	
Pa	age 69	Mark Scheme	Syllabus	2
		IGCSE – October/November 2013	0470	No.
23 (a	•	e the main achievements of George Stephenso No evidence submitted or response does not a		andrida
	Level 1	General answer lacking specific contextual kno	owledge	Com
	ea 'He	encouraged the development of the railways '		

## 23 (a) Describe the main achievements of George Stephenson.

#### Level 1 General answer lacking specific contextual knowledge

e.g. 'He encouraged the development of the railways.' 'He was a pioneer in gauges and locomotives.'

Level 2 Describes achievements

(One mark for each relevant point; additional mark for supporting detail.)

e.g. 'Stephenson was the engineer of the Stockton and Darlington Railway, which was the first public railway and was mainly built to transport coal.'

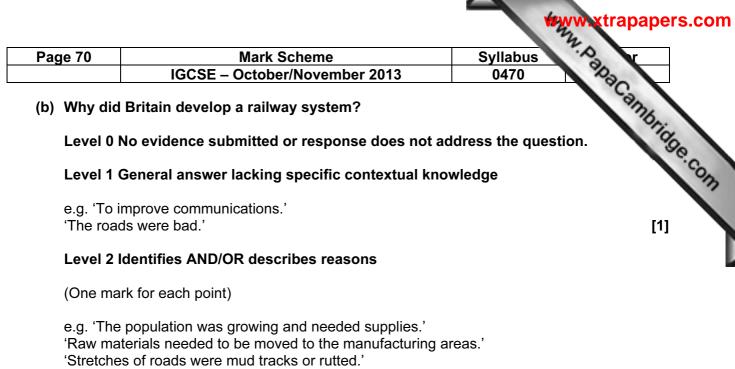
'He introduced the standard gauge of 4' 8 1/2". This is still the gauge used on Britain's railways despite the attempt of Brunel to introduce the broad gauge.'

'George was the chief engineer of the Liverpool to Manchester Railway and overcame many difficulties including Chat Moss.'

'George produced, with Robert, 'The Rocket', perhaps the most famous locomotive in the world. It won the Rainhill Trials.' [2–5]

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[1]



'Turnpike roads were expensive to use.'

'Movement of goods on canals was slow.'

'Diets needed improving.'

[2–3]

## Level 3 Explains reasons

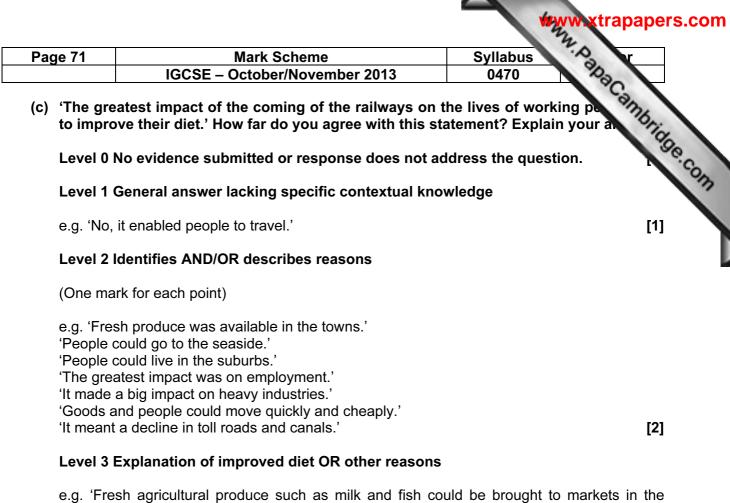
(One mark for an explanation, additional mark for full explanation.)

e.g. 'The growth of industry required a form of transport which was reliable, quick and could carry heavy goods.'

'Horses and wagons were struggling to move bulky goods on many roads because of their poor condition, or, if they had come under a turnpike trust, they were too expensive to use.'

'Canal transport was ideal for the movement of bulky goods if there was no urgency and they were good for moving pottery to market. If the goods were needed to be moved quickly, then both roads and canals struggled. The age of the railway was urgently needed.'

'The population was growing and needed feeding. The railways could transport fresh produce such as milk and fish to the towns. This would improve the diet of the industrial workers and their families.'



e.g. 'Fresh agricultural produce such as milk and fish could be brought to markets in the towns and cities. Fresh vegetables and fruit were available in the towns improving the health of the nation.' **OR** 

e.g. 'Railways were large employers providing jobs for thousands of people. Associated industries, such as iron, steel and coal, had increased employment because of the railways.' [3–5]

## Level 4 Explanation of improved diet AND other reasons

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

		Ann.	trapapers.com
Page 72	Mark Scheme	Syllabus	N.
	IGCSE – October/November 2013	0470	02
Level 0	d explorers and missionaries assist the develo No evidence submitted or response does not General answer lacking specific contextual kn	address the question.	ambridge.co.
	showing natives that they could be beined '		11

## Level 1 General answer lacking specific contextual knowledge

e.g. 'By showing natives that they could be helped.'

## Level 2 Describes impact

(One mark for each relevant point; additional mark for supporting detail.)

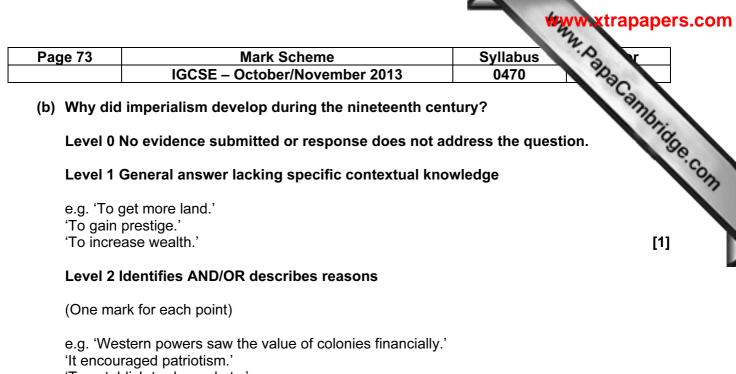
e.g. 'They drew attention to the opportunities presented by hitherto unexplored territories.' 'Missionaries and explorers kept careful records of what they saw, charting their progress through unmapped territory. This proved invaluable to Western countries about to embark upon the colonisation of a new area.'

'These records detailed possible trading opportunities and possible problems.'

'Missionaries tried to impose what they considered to be right on other people. This 'softened up' natives to occupation.' [2–5]

# PA CAMBRIDGE

[1]



'To establish trade markets.'

'To build an empire.'

'To maintain a balance of power.'

[2–3]

## Level 3 Explains reasons

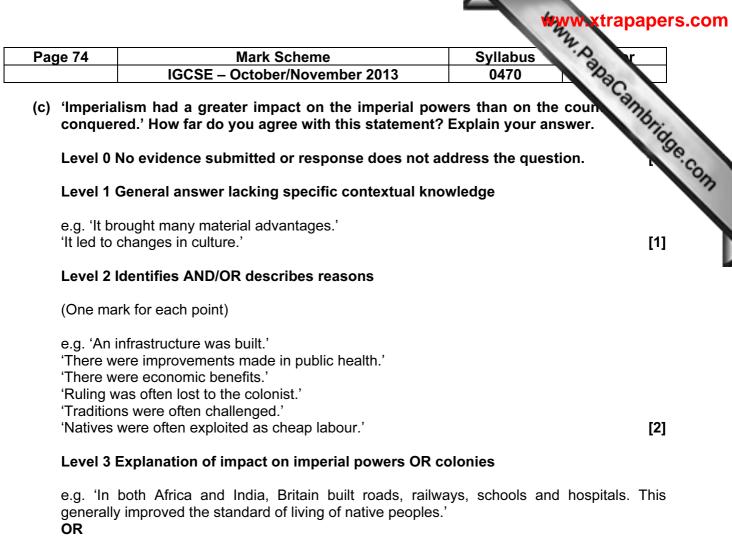
(One mark for an explanation, additional mark for full explanation.)

e.g. 'Many statesmen wanted colonies to balance those acquired by their competitors.'

'There were strong economic reasons. The colony would be expected to contribute raw materials and food products and provide a market for manufactured goods.'

'Some thought the acquisition of an empire would create a sense of pride for the 'mother' country.'

'It gave an opportunity to invest surplus profits into new projects and so create new markets for their manufactures.' [4–7]

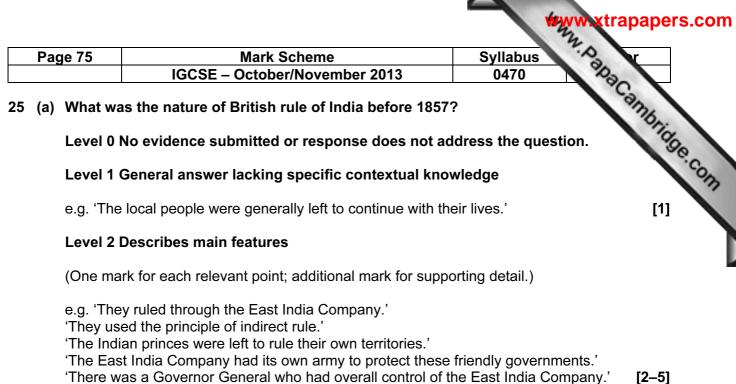


e.g. 'Colonies could provide raw materials and food products unavailable in the home country, such as bananas, palm oil, rubber, cocoa and tea. They would also provide markets for manufactured goods.' [3–5]

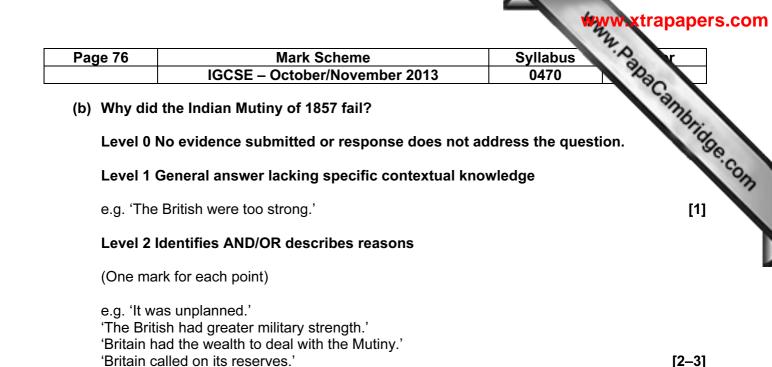
#### Level 4 Explanation of impact on imperial powers AND colonies

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

## Level 5 Explains with evaluation of 'how far'



'There was a Governor General who had overall control of the East India Company.'



## Level 3 Explains reasons

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Mutiny was not a planned and orchestrated rebellion. It was far more a series of localised responses. There was no strategy and no overall leader.'

'The British government was able to afford the £36 million restoring order. This was a full year's worth of Indian revenue.'

'It proved that because of its power, Britain was able to maintain law and order and overthrow such happenings. Britain could call on its armed forces from Britain to support those stationed in India.' [4–7]

Page 77	Mark Scheme	Syllabus V	2
	IGCSE – October/November 2013	0470	Day 1
• •	<sup>.</sup> did the nature of British rule over India cl your answer.	nange after the eve	n. trapapers
Level 0	No evidence submitted or response does not a	address the questior	n. 198
Level 1	General answer lacking specific contextual kn	owledge	
e.g. 'The	re were some beneficial changes.'		[1]
Level 2	Identifies AND/OR describes reasons		
(One ma	rk for each point)		
•	ish rule was handed to the Crown.' nsitivity towards religion.'		
	as still great poverty.'		
	dians still felt they had little say in their country's t	future.'	
ʻInfrastru	icture was improved.'		[2]
	Explanation of change of nature OR little diffe	ranca	

Crown from the East India Company. A Secretary of State and a Viceroy were appointed. These were more sensitive to religious differences and the culture of the population.' OR e.g. 'Many Indians felt they still had little say in the future of their country. They felt it was

unfair that many of the senior administrative jobs in the Indian government were given to Europeans not Indians.' [3–5]

## Level 4 Explanation of change of nature AND little difference

Both sides of Level 3.	[5–7]
Level 5 Explains with evaluation of 'how far'	[8]

#### Level 5 Explains with evaluation of 'how far'