

CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

# MARK SCHEME for the October/November 2013 series

# 0470 HISTORY

0470/12

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.

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

# **GENERAL INSTRUCTIONS**

# Applying the Mark Scheme

- ambridge.com When marking a response the overall criteria to be considered should be - 'How good is the 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 levels 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.

rapapers.com

Page 3	Mark Scheme	Syllabus The T
	IGCSE – October/November 2013	0470
(a) Descı	ibe events in Paris in February 1848 leading to t	Syllabus 0470 he Second French Repu address the question howledge
Level	0 No evidence submitted or response does not	address the question
Level	1 General answer lacking specific contextual kn	owledge
e.g. 'T	here was fighting.'	[1]
Level	2 Describes events	
One n	ark for each relevant point; additional mark for supp	porting detail.
•	Reform Banquet planned for 22 February 1848 wa 2 February there was a protest march through Pa	

On 22 February there was a protest march through Paris and barricades went up in the streets.'

'On 23 February Louis Philippe dismissed Guizot.' 'Mole and Thiers were offered the leadership, but both refused.'

'Odilon Barrot assumed control.'

'Louis Philippe abdicated in favour of his grandson.'

[2–5]

		Syllabus	.COI
Page 4	Mark Scheme	Syllabus Syllabus	
	IGCSE – October/November 2013	0470	
., -	revolutions occur across Europe in 1848? No evidence submitted or response does not a	address the question	1
Level 1	General answer lacking specific contextual kn		Con
e.g. 'Peo	pple wanted more freedom.'	[1]	
Level 2	Identifies AND/OR describes reasons		

(One mark for each point)

e.g. 'People wanted a greater say in how their countries were governed.'

'There was dissatisfaction with the existing methods of government.'

'In countries where revolution occurred there were significant economic and social problems.' 'Nationalism contributed.'

'There was a common demand for freedom of speech and freedom of the press.' [2–3]

# Level 3 Explains reasons

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

e.g. 'In countries where revolution occurred there were significant economic and social problems. Many countries experienced a series of economic downturns and crop failures especially during 1846–7. This resulted in starvation amongst the peasants and discontent among the working urban poor. People turned to revolution as they felt their governments were not helping them.'

		2	
Page 5	Mark Scheme	Syllabus Syllabus	
	IGCSE – October/November 2013	0470	
(c) How far your ans	were the revolutionaries of 1848 responsible swer.	e for their own failures	
Level 0	No evidence submitted or response does not a	address the question	
Level 1	General answer lacking specific contextual kno	owledge	3

# Level 1 General answer lacking specific contextual knowledge

e.g. 'The revolutionaries were partly responsible for their own failures, but there were other reasons.' [1]

# Level 2 Identifies AND/OR describes responsibility of revolutionaries/other reasons

(One mark for each point)

e.g. 'Popular enthusiasm was short-lived.'

'The revolutionaries were not united.'

'Revolutions were often regional.'

'In Hungary the Magyar nationalists and the Croat nationalists fought each other.'

'The failure of the revolutionaries was due to the ability of the Austrian military commanders.'[2]

# Level 3 Explanation of responsibility of revolutionaries OR other reasons

e.g. 'In Hungary the revolutionaries were not united. The Magyar nationalists fought the Croat nationalists instead of joining together to gain their independence from Austria. As a result the revolution led by Kossuth was brutally supressed.'

OR

e.g. 'The Austrians had a number of outstanding military commanders, such as Windischgrätz and Radetsky. In June 1848, Windischgratz subdued Prague and set up a military dictatorship, while Radetsky defeated Piedmont at Custozza in July 1848. The revolutionaries were powerless against such strong military commanders.' [3–5]

# Level 4 Explanation of responsibility of revolutionaries AND other reasons

[5–7]
L - J

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

[8]

rapapers.com

			2	
	Page 6	Mark Scheme	Syllabus	N N
		IGCSE – October/November 2013	0470	02
2		e the dispute over Schleswig-Holstein in 1863– No evidence submitted or response does not a		Cambridge
	Level 1	General answer lacking specific contextual kno	owledge	COM
	o a 'lt w	as a dispute over ownership '		[4]

#### 2 (a) Describe the dispute over Schleswig-Holstein in 1863–4.

# Level 1 General answer lacking specific contextual knowledge

e.g. 'It was a dispute over ownership.'

### Level 2 Describes dispute

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

e.g. 'Government officials in Holstein refused to swear allegiance to Christian IX, the new King of Denmark.'

'The son of the Prince of Augustenburg claimed both Schleswig and Holstein on the grounds that his father had not signed away his rights to them.'

'In 1863 the new Danish King, Christian IX, tried to make Schleswig part of Denmark. This went against the 1852 Treaty of London.'

'In December 1863 the smaller states of the German Confederation sent an army into Holstein.'

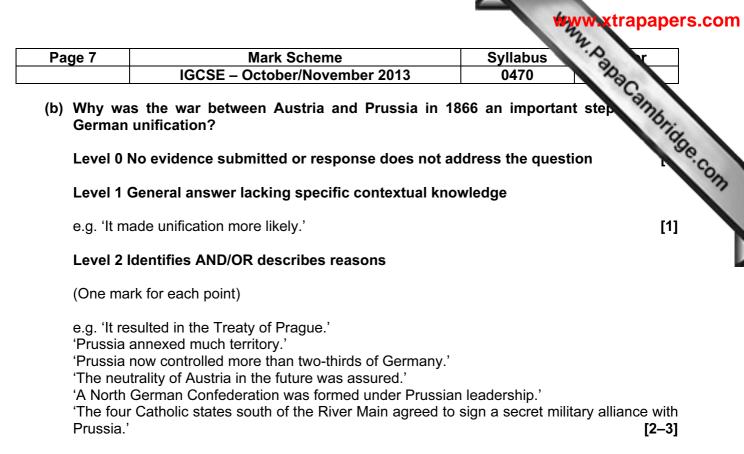
'Austria and Prussia issued an ultimatum to Denmark, threatening to occupy Schleswig unless the new constitution was withdrawn within 48 hours. Denmark refused to do this.'

'In January 1864 a combined Prussian and Austrian army marched through Holstein and into Schleswig.' [2–5]



trapapers.com

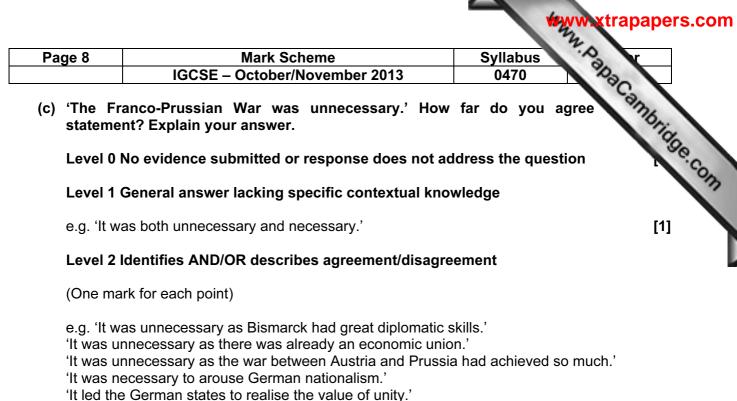
[1]



# Level 3 Explains reasons

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

e.g. 'Austria had dominated the German Bund during the first half of the nineteenth century. With Austria's defeat, the North German Confederation was formed and this meant that Bismarck had control of foreign policy, the armed forces, trade, transport and other functions linking the different states together. This was a step towards German unification.' **[4–7]** 



'It increased popular pressure for permanent union.'

[2]

# Level 3 Explanation of agreement OR disagreement

e.g. 'The Franco-Prussian War was unnecessary because economic unity was already showing the benefits of a united Germany. States had to co-operate to build railway lines running across Germany; the railways helped industries to prosper. As people travelled across Germany they saw it as one country rather than a collection of separate states and thus a united Germany was the next step.'

e.g. 'The Franco-Prussian War was necessary because it led the German states to realise the value of a united Germany. The attack by the French united the German states against a common enemy. Bavaria, Württemberg and Baden had demonstrated their support by sending troops to fight alongside those of the North German Confederation. After the war they agreed to join the other German states in a new federation under the leadership of Prussia.'

### Level 4 Explanation of agreement AND disagreement

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

		Syllabus 0470 rican Civil War. address the question owledge
Page 9	Mark Scheme	Syllabus r
	IGCSE – October/November 2013	0470
(a) Describe	e Northern attitudes to slavery before the Ame	rican Civil War.
Level 0 I	No evidence submitted or response does not a	address the question
Level 1 (	General answer lacking specific contextual kno	owledge
e.g. 'Peo	ple did not like it.'	[1]
Level 2 [	Describes attitudes	
One mar	k for each relevant point; additional mark for supp	orting detail.
'There we	North was against slavery.' ere many abolitionists in the North.' orth people believed that no man should be held ir	n bondage by another man '

'In the North people believed that no man should be held in bondage by another man.' 'The North was free.'

'Northern states wanted to prevent the extension of slavery into new states opened up by western settlers.' [2–5]

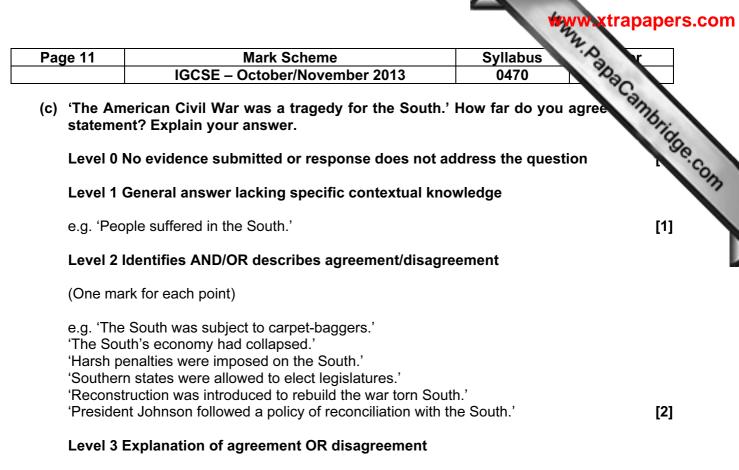
Page 10	Mark Scheme	Syllabus r
	IGCSE – October/November 2013	0470
	e decisions taken by Congress and the Sup ortant for slave states?	Syllabus 0470 oreme Court between ddress the question
Level 0 N	o evidence submitted or response does not a	ddress the question
Level 1 G	eneral answer lacking specific contextual kno	wledge
e.g. 'Decis	sions were made about slavery.'	[1]
Level 2 lc	lentifies AND/OR describes reasons	
(One mar	k for each point)	
•	ouri was admitted as a slave state to the Union in	1821.'
•	tightened up the Fugitive Slave Law.' ouri Compromise of 1850 was declared illegal.'	
	he Supreme Court decided that a slave was not a	citizen of the United States '

'In 1857 the Supreme Court decided that a slave was not a citizen of the United States.' 'In 1857 the Supreme Court decided that slaves could not bring actions in an American court.'

# Level 3 Explains reasons

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

e.g. 'In 1857 the Supreme Court decided that just because a slave had been resident in a free state, it did not free him from slavery in his home state. This meant that a slave would always remain a slave in his home state if slavery was legal there.' [4–7]



e.g. 'The Civil War had devastated the South. Buildings, roads and railways all needed rebuilding. The South's economy had collapsed and inflation soared. It would take a long time to recover.'

OR

e.g. 'President Johnson in general followed a policy of reconciliation towards the South. The Southern states were allowed to elect legislatures and send their senators and representatives to Washington. They had a say in the country's government.' [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]

Pag	e 12	Mark Scheme	Syllabus	2
		IGCSE – October/November 2013	0470	Day
		stitutional changes were introduced in Japar eenth century?	n during the last twe	nt) Campridge
	Level 0 No	o evidence submitted or response does not a	ddress the question	100
	Level 1 G	eneral answer lacking specific contextual kno	owledge	
	e.g. 'There	e were many changes to introduce a different app	proach.'	[1]
	Level 2 De	escribes changes		
	One mark	for each relevant point; additional mark for suppo	orting detail.	

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

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

'In 1888 a privy council was formed as the most senior group of advisors to the Emperor.' 'In 1889 the new constitution was announced. This was a 'gift' from the Emperor to the Japanese people.' [2–5]

Page 13	Mark Scheme	Syllabus
	IGCSE – October/November 2013	0470
(b) Why did	war break out between China and Japan in 18	94? Ann
Level 0	No evidence submitted or response does not a	Syllabus 0470 94? address the question owledge
Level 1	General answer lacking specific contextual kn	owledge
e.g. 'Chi	na and Japan disagreed.'	
Level 2	dentifies AND/OR describes reasons	
(One ma	rk for each point)	
-	arists wanted to bring glory to the Japanese force	·s.'
	jued about Korea.'	
	anted to defend her right to control Korea.' aw Korea as a route-way into Asia.'	
	sians were showing an interest in Korea.'	
	ue to the Tonghak Rebellion.'	[2-

# Level 3 Explains reasons

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

e.g. 'In 1894 the Tonghak Rebellion led the Koreans to ask for help from the Chinese. The Chinese immediately sent troops and also notified Japan of their action. The Japanese sent an even larger army and refused to leave when asked to do so. Armed clashes between the Chinese and Japanese quickly led to a full scale declaration of war.' [4–7]

Page 14	Mark Scheme	Syllabus	·
	IGCSE – October/November 2013	0470	
betweer	portant was western influence in increasing n 1868 and 1914? Explain your answer. No evidence submitted or response does not a	the power and status	nbridge
	General answer lacking specific contextual kn		
e.g. 'Western influence was important, but it was not the only reason.'		[1]	
Level 2	Identifies AND/OR describes western influenc	e/other reasons	

e.g. 'The Japanese army was modelled first on the French system and later influenced by the Germans.'

'The Japanese navy was developed based on British ideas.'

'Western learning influenced Japanese education.'

'Delegations from Japan were sent to Europe and the United States to learn about the West.' 'Steps were taken to introduce a constitutional monarchy.'

'A Ministry of Industry was created.'

'The Sino-Japanese War strengthened Japan.'

[2]

# Level 3 Explanation of western influence OR other reasons

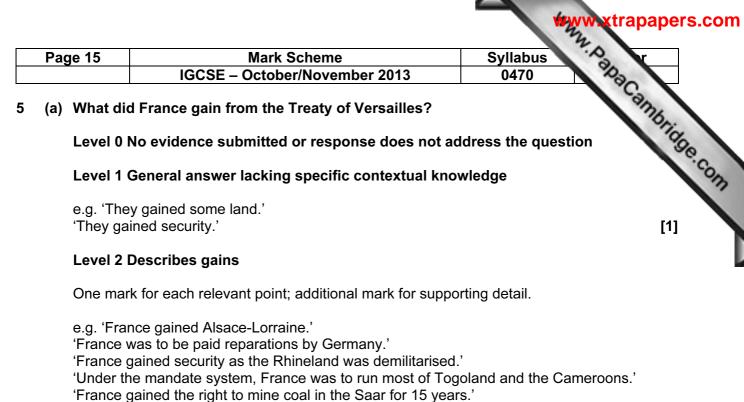
e.g. 'Japanese education was heavily influenced by Western learning; traditional Japanese skills and beliefs were taught alongside Western ideas in Japanese schools. Thousands of Japanese students were sent to study in Western universities; eventually Japan founded her own universities in Tokyo in 1877 and Kyoto in 1897.'

#### OR

e.g. 'Japan's development as an industrial nation increased her status and power. After 1868 many new factories were opened with government money and encouragement. The new Ministry of Industry financed and ran coal mines, shipbuilding yards, cement works and textile mills.'

# Level 4 Explanation of western influence AND other reasons

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



'They gained security as the Rhineland was demilitarised.

[2–5]

Page 16	Mark Scheme	Syllabus
	IGCSE – October/November 2013	0470
(b) Why did	I Germany sign the Treaty of Versailles?	Syllabus 0470 address the question owledge
Level 0	No evidence submitted or response does not a	address the question
Level 1	General answer lacking specific contextual kn	owledge
e.g. 'The	ey had no choice.'	[1]
Level 2	Identifies AND/OR describes reasons	
(One ma	ark for each point)	
'German 'There w 'German	ain and France threatened to continue the war if G by could not continue to fight effectively.' as a British naval blockade in place.' by was afraid that continuing the war would lead to by was running out of resources for war.'	

# Level 3 Explains reasons

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

e.g. 'If Germany did not sign the treaty then war would have resumed. The German generals told the German government that they were unable to continue to fight effectively. They were running out of raw materials, food, ammunition and men.' [4–7]

		4
Page 17	Mark Scheme	Syllabus r
	IGCSE – October/November 2013	0470
	eacemakers at Versailles were successful.' Ho ent? Explain your answer.	ow far do you agree
Level 0	No evidence submitted or response does not ac	ddress the question
Level 1	General answer lacking specific contextual kno	wledge

# (c) 'The peacemakers at Versailles were successful.' How far do you agree statement? Explain your answer.

# Level 1 General answer lacking specific contextual knowledge

e.g. 'They were successful in some ways but not in others.'

# Level 2 Identifies AND/OR describes agreement/disagreement

(One mark for each point)

e.g. 'The peacemakers were successful in giving France more security.'

'The peacemakers were successful in providing the means to repair the damage caused by war.'

'The peacemakers were successful as they created the League of Nations to deal with international issues.'

'The peacemakers were unsuccessful as they created a power vacuum in Europe.'

'The peacemakers were unsuccessful as they made it very hard for Germany to recover economically.'

'The peacemakers were unsuccessful as they left defeated countries wanting revenge.' [2]

# Level 3 Explanation of agreement OR disagreement

e.g. 'The peacemakers were successful in giving France more security. The Rhineland was demilitarised giving France a buffer zone, and Germany's armed forces were greatly reduced. Germany was no longer able to threaten the French.'

OR

e.g. 'The peacemakers were unsuccessful in Central Europe as they created states with too many rival minorities, such as the Serbs, Bosnians and Croats forming Yugoslavia. Countries such as Yugoslavia were not strong enough to stand up to powerful neighbours.' [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]

trapapers.com

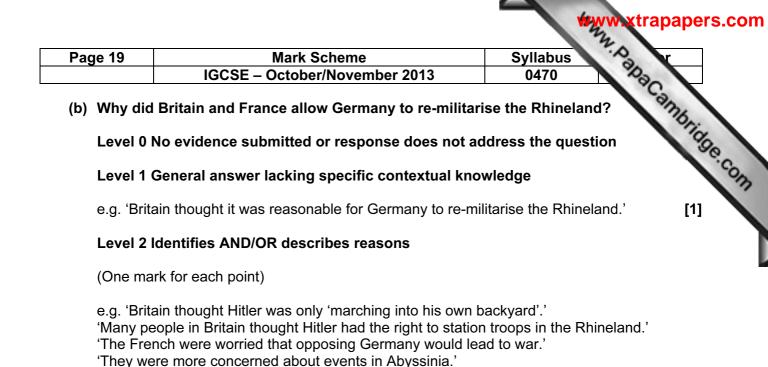
[1]

Page 18	Mark Scheme	Syllabus 0470
	IGCSE – October/November 2013	0470
(a) How did	Hitler make use of the Spanish Civil War?	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. 'Hitle	er used it to fight.'	
Level 2	Describes how Hitler made use of the Spanish C	civil War
One mar	k for each relevant point; additional mark for support	rting detail.
•	er used this as an opportunity to fight against Comm ed the Spanish Civil War to test the strength of his :	

'Hitler used the Spanish Civil War to test the strength of his armed forces.' 'Hitler wanted to test Blitzkrieg tactics. He used carpet bombing tactics for the first time.'

'By supporting the Nationalists, Hitler hoped to gain raw materials for his armaments industry in return.'

'Hitler used the Spanish Civil War to divert British and French attention from Central and Eastern Europe.' [2–5]



# Level 3 Explains reasons

'France would not act without British support.'

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

e.g. 'The French were worried that opposing Germany in the Rhineland would lead to war. An election was due in France, and none of the French leaders was prepared to take the responsibility for plunging France into a war as it would adversely affect their chances of winning the election.'

[2–3]

		2.
Page 20	Mark Scheme	Syllabus r
	IGCSE – October/November 2013	0470
	was the Nazi-Soviet Pact responsible for war your answer.	breaking out in Europe
Level 0	No evidence submitted or response does not a	address the question
Level 1	General answer lacking specific contextual kno	owledge

# (c) How far was the Nazi-Soviet Pact responsible for war breaking out in Europe Explain your answer.

# Level 1 General answer lacking specific contextual knowledge

e.g. 'The Nazi-Soviet Pact was partly responsible, but there were also many other reasons.'

[1]

[8]

rapapers.com

# Level 2 Identifies AND/OR describes Nazi-Soviet Pact/other reasons

(One mark for each point)

e.g. 'The Nazi-Soviet Pact meant that Hitler invaded Poland.' 'The Nazi-Soviet Pact meant that Stalin would not stop Hitler.' 'Due to the Nazi-Soviet Pact, Hitler could avoid fighting a war on two fronts.' 'The Treaty of Versailles was the main reason why war broke out.' 'The policy of appeasement contributed to the outbreak of war.' 'The isolationist policy of the USA was an important reason why war occurred in 1939.' [2]

# Level 3 Explanation of Nazi-Soviet Pact OR other reasons

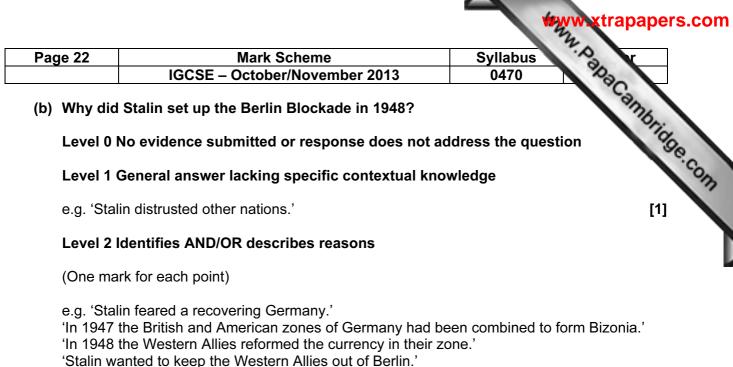
e.g. 'The Nazi-Soviet Pact was the final cause of war as Hitler could now invade Poland without interference from Stalin. Britain and France declared war on Germany as they had guaranteed Poland's independence.' OR

e.g. 'Appeasement was responsible for the outbreak of war in 1939. The appeasers assumed that if they made concessions to Hitler it would reduce the chances of war. Instead the actions of the appeasers encouraged Hitler to demand more and more, until eventually there was no option other than war if he was to be stopped.' [3–5]

# Level 4 Explanation of Nazi-Soviet Pact AND other reasons

Level 5 Explains with evaluation of 'how far'

			Syllabus 0470 rolled in 1948
	Page 21	Mark Scheme	Syllabus v
		IGCSE – October/November 2013	0470
7	(a) Describe	e how Czechoslovakia became communist-cont	rolled in 1948. Idress the question
	Level 0 I	No evidence submitted or response does not ad	dress the question
	Level 1	General answer lacking specific contextual know	wledge
	e.g. 'The	y got rid of opposition.'	[1]
	Level 2 I	Describes events	
	One mar	k for each relevant point; additional mark for suppo	rting detail.
	'Many no 'Jan Mas 'Rigged e	948 the communists used the army to seize control on-communists were arrested.' saryk, the non-communist foreign secretary, was mu elections were held and the communists won a land cal parties other than the communists were banned	urdered.' Islide victory.'



'Stalin wanted to make Berlin entirely dependent on the USSR.'

'Stalin wanted to stop the economic development of western Germany.'

[2–3]

# Level 3 Explains reasons

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

e.g. 'Stalin felt that the Western Allies were being provocative in their dealings with Germany. He was very concerned by the introduction of a new currency, the Deutschmark, as he felt that a prosperous western Germany would be a threat to the USSR's security. He introduced the blockade in an attempt to halt any economic development in western Germany.' [4–7]



	2	
Mark Scheme	Syllabus	
IGCSE – October/November 2013	0470	Da
Explain your answer. evidence submitted or response does not a	address the question	Cambridge.com
(	IGCSE – October/November 2013 policy towards Eastern Europe from 1945 Explain your answer. evidence submitted or response does not a	IGCSE – October/November 2013 0470 policy towards Eastern Europe from 1945 to 1948 aggressive or

# Level 1 General answer lacking specific contextual knowledge

e.g. 'Soviet policy was both aggressive and defensive in nature.'

# Level 2 Identifies AND/OR describes aggressive in nature/defensive in nature

(One mark for each point)

e.g. 'Stalin was determined to spread communism.' 'Stalin kept the Red Army as an occupying force in Eastern Europe.' 'Stalin ensured the secret police dealt harshly with any opposition to communism.' 'Stalin felt threatened by the Truman Doctrine.' 'Stalin felt that the USA's handling of western Germany was provocative.'

'Stalin felt he needed to defend communism against the threat posed by a recovering Germany.' [2]

# Level 3 Explanation of aggressive in nature OR defensive in nature

e.g. 'Having freed much of Eastern Europe from Nazi control, the Red Army remained in occupation. Rather than allowing free elections the Red Army ensured that the new governments in Eastern Europe were communist controlled. This was seen as an aggressive act, and the beginning of a Soviet attempt to spread communism around the world ' OR

e.g. 'Stalin feared that a recovering Germany would threaten the Soviet Union. When a new currency, the Deutschmark, was introduced in the zones of the Western Allies Stalin decided he needed to defend the Soviet Union's interests by introducing the Berlin Blockade. By doing so he hoped to halt the economic recovery of Germany.' [3–5]

### Level 4 Explanation of aggressive in nature AND defensive in nature

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

trapapers.com

[1]

		Syllabus 0470
Page 24	Mark Scheme	Syllabus v
	IGCSE – October/November 2013	0470
indeper	happened in the Congo in 1960 immediate idence? No evidence submitted or response does not ad	ly following the gra the
Level 1	General answer lacking specific contextual know	wledge
e.g. 'The	ere were problems.'	[1]
Level 2	Describes events	
One ma	rk for each relevant point; additional mark for suppo	rting detail.
•	ite Belgian officers in the National Army refused to the rank of officer.'	to promote any black Congolese

'The Congolese soldiers mutinied and attacked their white officers and other white people.' 'The Belgian government sent paratroopers to defend European people in the Congo.' 'Tshombe, the Katangan leader, declared Katanga to be an independent state.' 'Tshombe used white mercenaries to build up a new army in Katanga.' [2–

# **PA CAMBRIDGE**

[2–5]

		WWW N	w.xtrapapers.com
Page 25	Mark Scheme	Syllabus	Papaca
	IGCSE – October/November 2013	0470	102
	is it difficult for the United Nations Organisation No evidence submitted or response does not ad	to secure peace in	n the man
Level 1	General answer lacking specific contextual know	wledge	Com
e.g. 'The	e members of the United Nations did not all work tog	jether.'	[1]
Level 2	Identifies AND/OR describes reasons		1
(One ma	ark for each point)		
'The UN 'The US 'The gov	e Belgians refused to leave Katanga.' refused to invade Katanga.' SR supported Lumumba.' /ernment of the USSR disregarded UN policy.' government secretly supported Mobutu.'		[2–3]

# Level 3 Explains reasons

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

e.g. 'The UN was undermined by the two superpowers. Lumumba asked the USSR for help to invade Katanga. Even though the USSR was a member of the Security Council, the USSR government ignored UN policy and gave Lumumba military aircraft for his invasion plan.'[4–7]

Page 26	Mark Scheme	Syllabus	Ľ
	IGCSE – October/November 2013	0470	
stateme	rean War was a success for the United Nations nt? Explain your answer.		nbridg
Levelu	No evidence submitted or response does not a	ddress the question	
Level 1	General answer lacking specific contextual kno	owledge	
e.g. 'The	Korean War was both a success and a failure for	the United Nations.'	[1]
Level 2	dentifies AND/OR describes agreement/disagr	eement	
(One ma	rk for each point)		
'The Uni	United Nations took firm action in the face of aggined respect from its members.' nism did not take a hold of South Korea.' ted Nations failed to unite North and South Korea.		

# Level 3 Explanation of agreement OR disagreement

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

OR

e.g. 'The United Nations' policy was that Korea should become one country with free elections supervised by the United Nations. The war did not achieve this as Korea remained divided, and Kim ruled North Korea as a dictator until his death in 1984.' [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]

			2	
	Page 27	Mark Scheme	Syllabus	2
		IGCSE – October/November 2013	0470	Da
9		t the Nazi Party benefit from the Munich Putsch No evidence submitted or response does not a		Cambridge
	Level 1	General answer lacking specific contextual kn	owledge	C.Com
	o a 'The	Nazi Party realised they needed to change '		[4]

#### (a) How did the Nazi Party benefit from the Munich Putsch? 9

# Level 1 General answer lacking specific contextual knowledge

e.g. 'The Nazi Party realised they needed to change.'

# Level 2 Describes benefits

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

e.g. 'The Nazi Party gained nationwide publicity.'

'The trial following the Munich Putsch gave Hitler and the Nazi Party a national platform on which to speak.'

'It highlighted to the Nazi Party that they needed to clearly outline their main beliefs.'

'The trial was used by Hitler to attack the Weimar Republic.'

'The Nazi Party realised that power in Germany could best be achieved through the ballot box rather than through an armed uprising.'

'The Nazi Party benefitted as the trial established Hitler as the natural leader of extreme right-wing nationalist groups throughout Germany.' [2–5]

# **PA CAMBRIDGE**

trapapers.com

[1]

Page 28	Mark Scheme	Syllabus
1 490 20	IGCSE – October/November 2013	0470
., ,	s the Nazi Party, in its rise to power, dependent No evidence submitted or response does not ac	01
	General answer lacking specific contextual know	wledge
e.g. 'The	ey created fear.'	[1]
Level 2	Identifies AND/OR describes reasons	
(One ma	ark for each point)	
'The SA 'The SA	e SA gave Hitler protection at his meetings.' disrupted the meetings of Hitler's opponents.' gave an impression of discipline and order.' ermans were pleased that the SA were prepared to	o fight the Communists.'

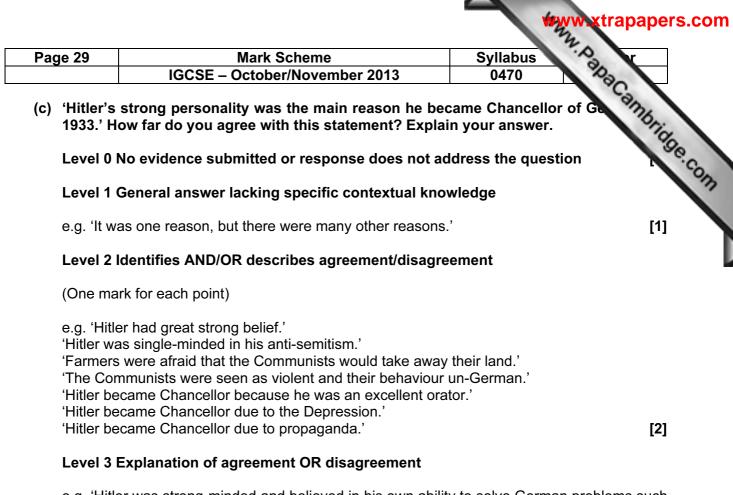
'The SA attracted many unemployed and unhappy young people.'

# Level 3 Explains reasons

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

e.g. 'The SA was important to the rise of the Nazi Party because they attracted further followers to the Nazi Party. Many unemployed and unhappy young people were keen to follow the Nazis because they admired the discipline and fighting qualities of the SA.' [4–7]

[2–3]



e.g. 'Hitler was strong-minded and believed in his own ability to solve German problems such as the Treaty of Versailles and the economy. This gained him support from many different sections of German society.'

#### OR

e.g. 'Hitler became Chancellor due to the use of propaganda. Goebbels organised Nazi propaganda, using posters, pamphlets and mass rallies to spread the Nazi message throughout Germany. Hitler was portrayed as the potential saviour of the German people.'[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]

		2	
Page 30	Mark Scheme	Syllabus	N N
	IGCSE – October/November 2013	0470	Do.
Level 0 Level 1	tions did the Nazis take in 1933–4 to create a c No evidence submitted or response does not a General answer lacking specific contextual kn	address the question	Cambridge.com

# Level 1 General answer lacking specific contextual knowledge

e.g. 'They dealt with opposition.'

# Level 2 Describes actions

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

e.g. 'Hitler used the decree for the Protection of the People and State to prevent his political opponents from holding public meetings.'

'Hitler used the emergency decree to prevent the Communists from taking up the 81 seats they had won in the March 1933 election.'

'In March 1933 the Enabling Act was introduced, meaning that Hitler could pass laws without the consent of the Reichstag for the next four years.'

'In May 1933 the Nazis destroyed the newspapers and confiscated the funds of the Social Democratic Party.'

'In May 1933 the Nazis confiscated all the property and funds of the Communist Party.'

'In July 1933 Hitler introduced the Law against the Establishment of Parties, which stated that the Nazi Party was the only political party allowed in Germany.' [2–5]

trapapers.com

[1]

		www.xtrapa	pers.c
Page 31	Mark Scheme	Syllabus r	
	IGCSE – October/November 2013	0470	
(b) Why did t	he Nazis persecute the Jews in Nazi society?	anne	
Level 0 N	o evidence submitted or response does not ac	dress the question	1000

# Level 1 General answer lacking specific contextual knowledge

e.g. 'The Nazis hated the Jews.'

# Level 2 Identifies AND/OR describes reasons

(One mark for each point)

e.g. 'Hitler hated the fact that many Jews were successful business people.' 'The Nazis blamed the Jewish bankers and businessmen for Germany's defeat in the First World War.'

'Hitler believed the Jews had been responsible for the surrender of the German army.'
'The Nazis believed the Jews had been trying to ruin the German economy since 1918.'
'The Nazis viewed the Jews as an inferior race.'

# Level 3 Explains reasons

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

e.g. 'The Nazis persecuted the Jews because they undermined Hitler's views about the superiority of the Aryans. He knew that many Jews were extremely successful businessmen or had well paid professional jobs. Hitler believed the Jews were subhuman and therefore should not be more successful than the Aryans.' [4–7]

# **PA CAMBRIDGE**

[1]

Page 32	Mark Scheme	Syllabus	NC
	IGCSE – October/November 2013	0470	
agree w	est effective method of control by the Nazis wa ith this statement? Explain your answer. No evidence submitted or response does not a		ambridge
	General answer lacking specific contextual kno		
e.g. 'Pro	paganda was very effective, but there were also ot	her methods of control.'	[1]
Level 2	Identifies AND/OR describes agreement/disagre	eement	
(One ma	rk for each point)		
'Hitler's s 'Propaga 'The Ges 'Educatio	paganda brainwashed the German people.' speeches were broadcast repeatedly on the radio.' anda taught that Hitler was the saviour of Germany stapo were an effective method of control.' on ensured young Germans were controlled.' ermany was a police state.'		[2]
Level 3	Explanation of agreement OR disagreement		

e.g. 'Hitler and the Nazis used propaganda very effectively to control the German people. Goebbels decided exactly what the German people should and should not hear. The media and arts were all supervised to ensure that only ideas that would make the Germans loyal to Hitler and the Nazis were used. The German people were constantly subjected to Nazi ideas wherever they were; propaganda moulded their opinions.' **OR** 

e.g. 'The Gestapo were a very effective method of control. They had the power to arrest anyone they wanted and often used informers to report any activity that might be anti-Nazi. The Gestapo became the most feared organisation in Germany.' [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]

		2.	
Page 33	Mark Scheme	Syllabus	
	IGCSE – October/November 2013	0470	
	ere Lenin's 'April Theses'? No evidence submitted or response does not a	address the question	
Level 1	General answer lacking specific contextual kn	owledge	2
e a 'The	av were Lenin's thoughts '	[1]	

# 11 (a) What were Lenin's 'April Theses'?

# Level 1 General answer lacking specific contextual knowledge

e.g. 'They were Lenin's thoughts.'

# Level 2 Describes the April Theses

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

e.g. 'Lenin said that Russia should withdraw from the war.'

'Lenin thought the Provisional Government should not be supported. There needed to be a second revolution and power should be handed to the Soviets.'

'Lenin thought that capitalism should be wiped out. The factories should be in the hands of the workers.'

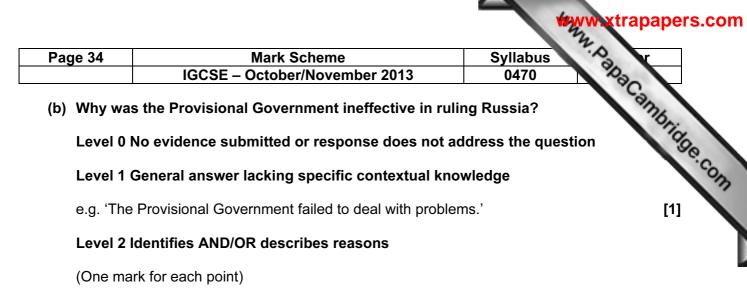
'Lenin thought that all land in Russia should be nationalised. Estates should be divided up and given to the peasants.'

'Lenin promised peace, bread and land.'

[2–5]

w xtrapapers.com

[1]



e.g. 'The Provisional Government was a divided government, consisting of members from several different parties.'

'Ministers quarrelled amongst themselves.'

'The Provisional Government decided to continue the war.'

'The Provisional Government did not deal with the land issue.'

'The Provisional Government did not control the armed forces.'

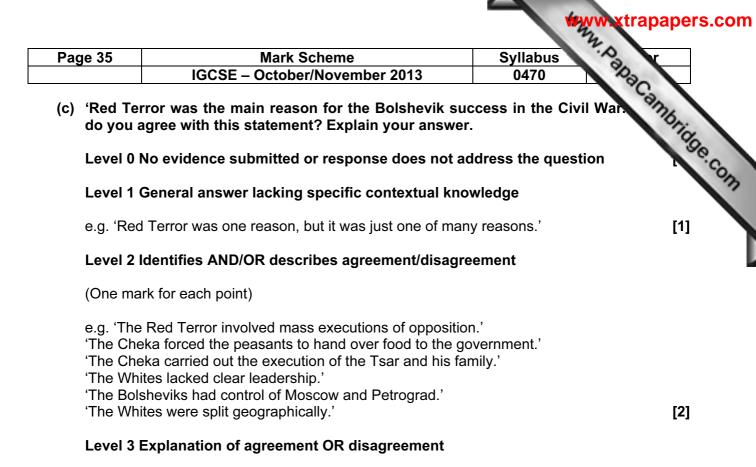
'The Provisional Government did not solve the food shortages.'

[2–3]

# Level 3 Explains reasons

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

e.g. 'The Provisional Government was a divided government, consisting of members from several different parties. The middle class Cadets wanted to create a parliamentary democracy, while the socialists wanted to go further by transferring land to the peasants. This made it difficult for them to make decisions as there was constant quarrelling amongst ministers about policy.'



e.g. 'The Red Terror ensured Bolshevik success in the Civil War by ensuring that the Red Army was fed and equipped. The Cheka forced the peasants to give up all surplus produce to the Bolsheviks so that the Army could be fed. Anyone who resisted would be beaten or even killed.'

OR

e.g. 'The Whites had no single command, and their leaders had many different aims and ambitions. In contrast, the Communists were fighting for a single cause – the revolution. They were united under one leader and one army.' [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]

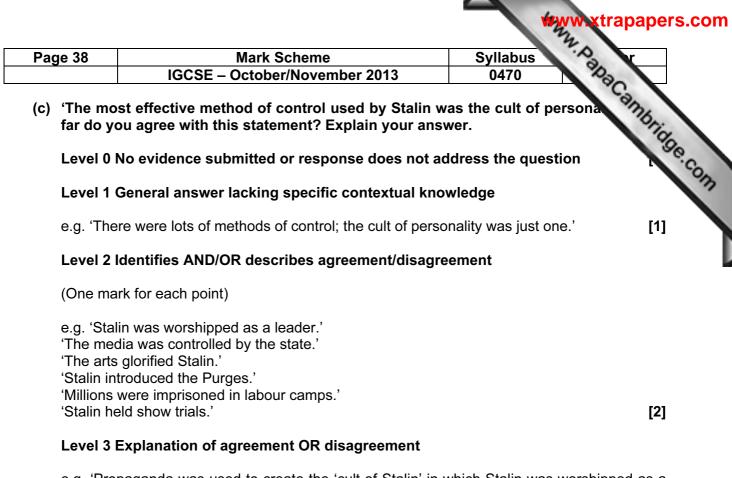
			Syllabus 0470
Page 36		Mark Scheme	Syllabus Syllabus
		IGCSE – October/November 2013	0470
2 (a)	What did Lenin say in his Testament as to who should succeed him? Level 0 No evidence submitted or response does not address the question Level 1 General answer lacking specific contextual knowledge		
	Level 0 No evidence submitted or response does not address the question		
	Level 1 General answer lacking specific contextual knowledge		
	e.g. 'He praised and criticised several people.' [1]		
	Level 2 Describes Lenin's statements		
	One mark for each relevant point; additional mark for supporting detail.		
	e.g. 'Lenin was not sure Stalin was capable of using his authority with sufficient caution.' 'Lenin said he thought that Trotsky was the most capable man in the present committee.'		

'Lenin thought Trotsky was too pre-occupied with the administrative side of the work.' 'Lenin thought Bukharin was rightly considered the favourite of the whole Party.' 'Lenin thought Zinoviev and Kamenev had both wavered at the time of the revolution.' [2–5]

Page 37	Mark Scheme	Syllabus Syllabus
	IGCSE – October/November 2013	0470
b) Why did	Trotsky lose the leadership contest?	Syllabus 0470 ddress the question
Level 0	No evidence submitted or response does not a	ddress the question
Level 1	General answer lacking specific contextual kno	owledge
e.g. 'Trot	tsky was not liked.'	[1
Level 2	dentifies AND/OR describes reasons	
(One ma	rk for each point)	
'Trotsky 'Trotsky	tsky was a Jew.' seemed dismissive of other leading Bolsheviks.' did not build up support in the party.' underestimated Stalin.'	
'Trotsky	was made to look disrespectful by Stalin.' s ideas were viewed as extreme.'	[2-3

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

e.g. 'Trotsky was tricked by Stalin into not attending Lenin's funeral. This made Trotsky appear to be disrespectful towards Lenin. In his absence Stalin was able to present himself as the chief mourner, a close follower of Lenin and therefore the most likely candidate for leadership.'



e.g. 'Propaganda was used to create the 'cult of Stalin' in which Stalin was worshipped as a strong leader. Pictures and statues of him were everywhere and places were named after him. People at meetings had to clap when his name was mentioned. This cult of personality meant that many of the people loved Stalin and would not challenge him.' **OR** 

e.g. 'Stalin was not prepared to accept any challenges to his authority and he planned the purges to clear out his opponents from the Party. His opponents were arrested, tried and sentenced to long periods of imprisonment; some were killed.' [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 39	Mark Scheme	Syllabus 7 Syllabus	
¥	IGCSE – October/November 2013	0470	
	evelopments were there in popular culture in 1 No evidence submitted or response does not a	Onic	
Level 1	General answer lacking specific contextual kn	owledge	COM
o gʻBo	onle had more menov to spend on popular culture	, [4]	

### 13 (a) What developments were there in popular culture in 1920s America?

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

e.g. 'People had more money to spend on popular culture.'

#### Level 2 Describes developments

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

e.g. 'The movie industry developed rapidly with stars like Charlie Chaplin and Mary Pickford becoming household names.'

There was a craze for new and different styles of dancing such as the Charleston and the Black Bottom.'

'The sales of radios increased significantly and brought popular culture directly into the home.'

'Jazz music provided excitement and danger to white Americans who were exposed to black music for the first time. They were able to watch performers like Louis Armstrong and Duke Ellington at the Cotton Club.'

'The circulation of newspapers and magazines expanded greatly in the 1920s. Newspapers gave a lot of space to popular culture - sports, fashion and movie stars.' [2–5]

trapapers.com

[1]

			r <mark>s.co</mark> m
Page 40	Mark Scheme	Syllabus Syllabus	
*	IGCSE – October/November 2013	0470	
., .	s the lifestyle of the modern young American No evidence submitted or response does not a	101%	
Level 1	General answer lacking specific contextual kn	owledge	e.com
e.g. 'It w	as different.'	[1]	
Level 2	Identifies AND/OR describes reasons		
(One ma	ark for each point)		
ea 'Mo	dern young American women drank alcohol and s	moked '	

e.g. 'Modern young American women drank alcohol and smoked.'
'Modern young American women went out with men without chaperones.'
'Modern young American women wore outrageous new fashions.'
'Modern young American women made their own decisions about how to live their lives.'
'Their lifestyle was seen by some as immoral.'
'Their lifestyle was different from the traditional lifestyle of women.'

### Level 3 Explains reasons

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

e.g. 'The lifestyle of the modern young American woman was controversial because it was so different from the traditional lifestyle of women. The modern young American woman was financially independent and made her own decisions about how to live her life. The traditional woman was expected to marry young, be financially dependent on her husband and to stay at home caring for her home, husband and children.'

Page 41	Mark Scheme	Syllabus	· ~
	IGCSE – October/November 2013	0470	1030
	ition had a greater impact on American ince.' How far do you agree with this statem	society in the 1920 ent? Explain your ans	
Level 0	No evidence submitted or response does n	ot address the questio	on N
Level 1	General answer lacking specific contextual	knowledge	
e.g. 'Pro	phibition and racial intolerance both had a great	impact on American so	ciety.' [1]
Level 2	Identifies AND/OR describes agreement/dis	agreement	
(One ma	ark for each point)		
	phibition made ordinary American citizens crimi	nals.'	
	tion increased organised crime.' tion caused an increase in bribery and corruptic	n,	
	South, black people suffered under the 'Jim Cro		
	Klux Klan was intolerant.'		
'The 'atl	nletic clubs' were intolerant towards black peop	le.'	[2]
Level 3	Explanation of agreement OR disagreemen	t	
speakea	rohibition had the undesired effect of main asies opened up all over the country and the eople even made their own alcohol called moo	consumption of alcohol	•
e.g. 'In t	the South, black people were subjected to the '		
segrega separate	ited from white people; they had separate	s schools, separate re	

## Level 4 Explanation of agreement AND disagreement

Both sides of Level 3.

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

**PA CAMBRIDGE** 

[5–7]

[8]

		2	
Page 42	Mark Scheme	Syllabus	
	IGCSE – October/November 2013	0470	No.
	be the events of 'Black Thursday', 24 October 19 No evidence submitted or response does not a		Cambridge
Level 1	General answer lacking specific contextual know	owledge	Com
e a 'Th	ere were problems on Black Thursday,'		[4]

## 14 (a) Describe the events of 'Black Thursday', 24 October 1929.

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

e.g. 'There were problems on Black Thursday.'

#### Level 2 Describes events

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

e.g. 'Prices on the stock market moved downwards almost from the beginning of trading.'

'The 'ticker-tape' was running almost an hour late. This meant it was impossible for investors to be sure about how prices were moving.'

'In the morning there was panic selling.'

'13 million shares were sold.'

'Representatives of the USA's biggest banks started to buy shares in an effort to bolster up the market.'

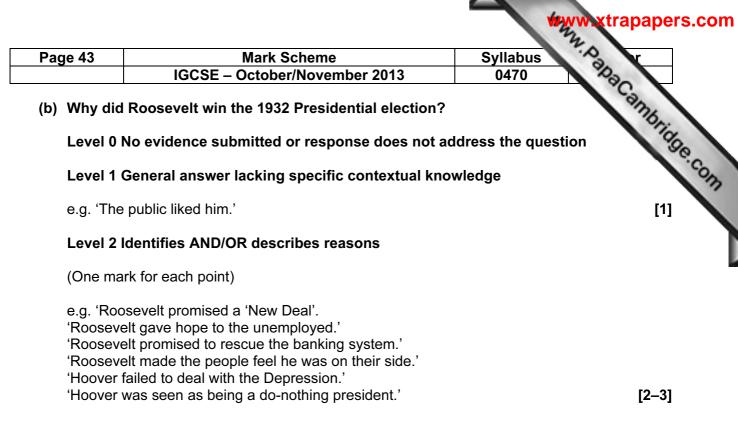
'The banks spent nearly \$250 million buying shares to encourage investors to buy shares instead of selling them.'

'By the end of the day prices had recovered somewhat.'

[2–5]

trapapers.com

[1]



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

e.g. 'Roosevelt won the election because he made the people feel that he was on their side. He offered them hope, promising active government to revive the economy, and promising to make the USA a better place for ordinary people. He was a complete contrast to Hoover, who was seen as being uncaring.'



Dava 44	Mark Calerra	Cullaburg 20
Page 44	Mark Scheme	Syllabus r
	IGCSE – October/November 2013	0470
do you a Level 0	eatest impact of the Wall Street Crash was on agree with this statement? Explain your answe No evidence submitted or response does not a General answer lacking specific contextual kno	r. address the question

## (c) 'The greatest impact of the Wall Street Crash was on the American econom do you agree with this statement? Explain your answer.

### Level 1 General answer lacking specific contextual knowledge

e.g. 'There were huge effects on the economy, but other aspects of people's lives were also affected.' [1]

#### Level 2 Identifies AND/OR describes agreement/disagreement

(One mark for each point)

e.g. 'The American banking system collapsed.' 'There was a Depression.' 'Industries collapsed.' 'People lost their homes.' 'People had to queue for food.' 'People committed suicide.'

[2]

apapers.com

#### Level 3 Explanation of agreement OR disagreement

e.g. 'The American economy was seriously affected by the Wall Street Crash. The Wall Street Crash caused a banking crisis, with 4,500 banks failing between 1929 and 1931. Many people lost their investments and their deposits in the banks. The economy slowed drastically as the demand for consumer goods reduced as people had no money.' OR

e.g. 'The greatest impact was on the ordinary people. There was no welfare state, so people who lost their jobs faced ruin. They lost their homes and had to live in shanty towns on the edge of towns and cities, and had to rely on charity hand-outs of food.' [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]

Pac	je 45	Mark Scheme	Syllabus	o r
		IGCSE – October/November 2013	0470	Sp3
15 (a)		China's relations with the USSR in the 1950 o evidence submitted or response does not		Cambridge
	Level 1 G	eneral answer lacking specific contextual k	nowledge	Com
	e.g. 'Relati	ions cooled between them.'		[1]

## 15 (a) Describe China's relations with the USSR in the 1950s and 1960s.

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

e.g. 'Relations cooled between them.'

#### Level 2 Describes relations

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

e.g. 'They wanted to be allies and signed the Treaty of Friendship, Alliance and Mutual Assistance in 1950.'

'The hostility of the UNO and the USA made relations between China and the USSR much stronger.'

'There were armed clashes between Soviet and Chinese troops on the border and the USSR refused to help China in the border war with India in 1962.'

'In 1959 Khrushchev criticised the Great Leap Forward.'

'The USSR stopped all economic aid to China in 1960.'

'Tension increased in 1964 when China tested its nuclear bomb.'

'Mao disapproved of the Soviet invasion of Czechoslovakia in 1968.' [2–5]

trapapers.com

Page 46	Mark Scheme	Syllabus
rage 40	IGCSE – October/November 2013	0470
., .	e relations between Mao's China and America o evidence submitted or response does not a	Onic
	eneral answer lacking specific contextual kno	owledge
C C	use they did not agree with each other.'	[1]
	( for each point)	
ʻIn 1964 th ʻThe USA	JSA saw China as part of the worldwide advance the Chinese exploded a test nuclear bomb.' was concerned by China's actions in Korea (Vie	tnam, Tibet).'

'China was upset that the USA was helping Chiang Kai-shek.' 'The USA kept China out of the UN.'

'China was worried by American involvement in Korea (Vietnam).'

[2–3]

### Level 3 Explains reasons

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

e.g. 'The USA was hostile to China as they viewed China as part of the worldwide advance of Communism. When the Chinese helped Communist North Korea against the American backed South Koreans, this confirmed American fears. When the Chinese exploded a test nuclear bomb in 1964, the danger of international Communist revolution became even greater.'

		www.xtrapap	are c
		way wanapap	-13.0
Page 47	Mark Scheme	Syllabus r	
	IGCSE – October/November 2013	0470	
• •	ns with Taiwan were a more important issue s with other neighbours.' How far do you agr swer.		. yoe
Level 0 I	No evidence submitted or response does not a	ddress the question [0	1.6
Level 1 (	General answer lacking specific contextual kno	owledge	
e.g. 'Rela	ations with other neighbours were just as importan	t as relations with Taiwan.'	]
Level 2 I	Identifies AND/OR describes agreement/disagr	eement	
(One ma	rk for each point)		
•	949 Chiang Kai-shek and the Nationalists fled to T seat at the UN was occupied by Taiwan '	aiwan.'	

'China's seat at the UN was occupied by Taiwan.' 'Chiang Kai-Shek made repeated threats to invade and reconquer China.' 'The Tibetan leader, the Dalai Lama, asked the UN for help.' 'In 1959 there were border clashes with India.'

'In 1979 Chinese troops invaded Vietnam.'

## Level 3 Explanation of agreement OR disagreement

e.g. 'The Nationalists in Taiwan were supported by the USA, who considered them to be the true Chinese government. This support meant that China's seat at the UN was occupied by Taiwan. Communist China resented this greatly, and considered it to be an insult.' **OR** 

e.g. 'The border between Tibet and India had never been settled, as it was high up in the Himalayas. The Chinese wanted to build a highway into Tibet and quarrelled with India over the placing of the border. There was fighting between China and India in 1962 and the Chinese advanced slightly.'

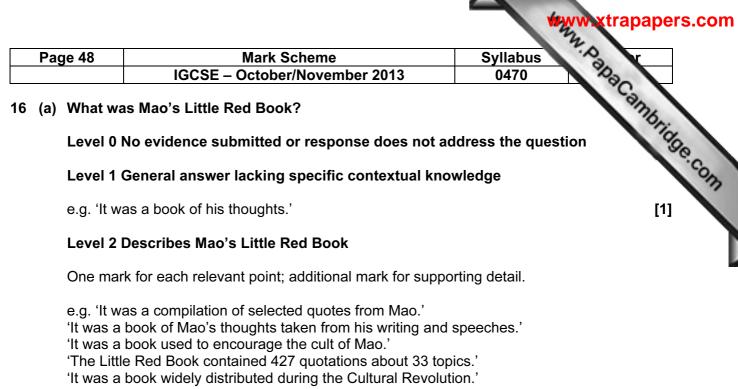
## Level 4 Explanation of agreement AND disagreement

Both sides of Level 3.	[5–7]

Level 5 Explains with evaluation of 'how far'

[2]

[8]



'It was a book emphasising self-sacrifice, self-reliance and the importance of continuing struggle.' [2-5]

		www.xtra	papers.com
Page 49	Mark Scheme	Syllabus 7.0	<b>v</b>
	IGCSE – October/November 2013	0470	
(b) Why was	s the Cultural Revolution important to Mao?	~	papers.com
Level 0 N	No evidence submitted or response does not ac	dress the question	1900
Level 1 C	General answer lacking specific contextual kno	wledge	Com
e.g. 'He v	vanted change.'		[1]
Level 2 le	dentifies AND/OR describes reasons		1
(One mar	rk for each point)		
•	elp him change the culture of China.'		
	e perfect communism.' him to regain power.'		
	stop the move towards capitalism.'		
	ve the 'Four Olds'.'		[2–3]

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

e.g. 'Mao did not like the new culture within China. A new class of peasants had been created and bonus payments had resulted in a new privileged class of workers. Mao wanted to change this new culture and return to the values and beliefs of perfect communism. He saw this being achievable through the Cultural Revolution.' [4–7]

		2
Page 50	Mark Scheme	Syllabus
	IGCSE – October/November 2013	0470

(c) 'The greatest impact of the Cultural Revolution was on education.' How fa agree with this statement? Explain your answer.

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

### Level 1 General answer lacking specific contextual knowledge

e.g. 'There was a great impact on education, but there was also an impact on other areas.'[1]

### Level 2 Identifies AND/OR describes agreement/disagreement

(One mark for each point)

e.g. 'Middle schools were closed between the autumn of 1966 and spring 1967.'

'All universities were closed for two years.'

'Students refused to sit examinations.'

'There was a cultural purge.'

'About 500,000 people were killed.'

'China's great cities such as Beijing and Shanghai were brought almost to a standstill by the activities of the Red Guards.'

'There were some improvements in medical care in rural areas.'

[2]

apapers.com

mbridge.com

### Level 3 Explanation of agreement OR disagreement

e.g. 'Education was greatly affected by the Cultural Revolution. Teachers were targeted because they were the people mainly responsible for instilling knowledge and ideas into the young. Many teachers were attacked and killed. This, coupled with the closure of schools and universities, seriously damaged the long term prospects of millions of young Chinese as they were unable to complete their education.'

OR

e.g. 'China's culture was seriously affected by the revolution. Many scholars, writers and intellectuals were imprisoned and killed. Theatres and cinemas were only allowed to show revolutionary plays and films. Libraries and museums were closed and their valuable collections of books and artefacts were damaged or destroyed.'

#### Level 4 Explanation of agreement AND disagreement

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

Page 51	Mark Scheme	Syllabus 70 r			
	IGCSE – October/November 2013	0470			
7 (a) What pro World Wa	blems faced white South Africans in the yea ar?	Syllabus 0470 rs immediately after the address the question			
Level 0 N	Level 0 No evidence submitted or response does not address the question				
Level 1 G	eneral answer lacking specific contextual kno	owledge			
e.g. 'They	were unsure about the future.'	[1]			
Level 2 D	escribes problems				
One mark	for each relevant point; additional mark for supp	orting detail.			
'The num	k people took up jobs in the new industries.' ber of black people living in towns and cities grea	tly increased.'			

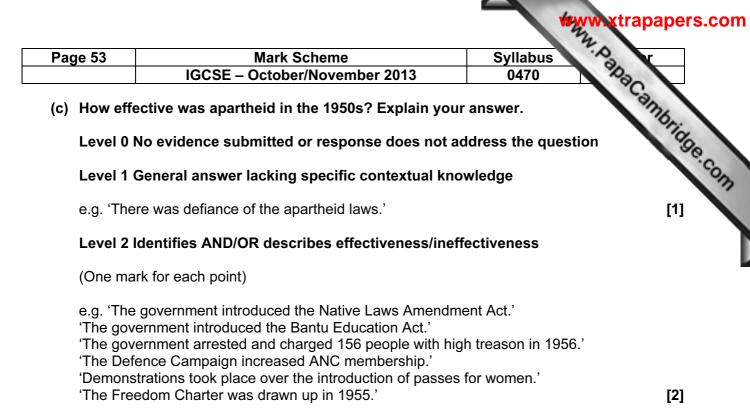
'The pass laws were relaxed.'
'Many white people felt that Smuts lacked a clear policy on how to deal with black people and segregation.'
'The number of strikes increased.'

[2–5]

age 52	Mark Scheme	Syllabus	V.
	IGCSE – October/November 2013	0470	2
o) Why dic	the National Party win the 1948 election?		Cambrids
Level 0	No evidence submitted or response does not ac	ldress the question	19
Level 1	General answer lacking specific contextual know	wledge	
e.g. 'The	ir campaign was more organised.'		[1]
Level 2	Identifies AND/OR describes reasons		
(One ma	rk for each point)		
'They ap 'They se 'The Nat	e electoral system worked in their favour.' pealed to the white voters.' cured the Afrikaner vote.' ionalist Party said that Smuts would lead the count d the support of the press.'	ry to destruction.'	[2–3]
Level 3	Explains reasons		-

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

e.g. 'The electoral system worked in favour of the Nationalist Party. Though they gained 40% of the votes against the UP's 50%, they won most of the smaller rural seats and a Constitution Clause gave rural areas greater weighting.' [4–7]



## Level 3 Explanation of effectiveness OR ineffectiveness

e.g. 'The government took action against the events of 1955 and in 1956 arrested and charged 156 people with high treason. The people charged included most of the leaders of the ANC and of the Indian community. Eventually all the accused were released, but they had been on trial and out of action for five years, so opposition to apartheid was severely weakened in those years.' OR

e.g. 'The Defiance Campaign was planned as a peaceful black protest against the apartheid laws. It gave confidence to government opponents that mass protest could bring change. They drafted the Freedom Charter, the most important single document of resistance to apartheid. They were not prepared to simply accept the system of apartheid.' [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]

Level 5 Explains with evaluation of 'how far'

		Syllabus 0470
Page 54	Mark Scheme	Syllabus 7.0 r
	IGCSE – October/November 2013	0470
18 (a) What wa	as President Botha's 'Total Strategy' policy?	dress the question
Level 0	No evidence submitted or response does not ad	dress the question
Level 1	Level 1 General answer lacking specific contextual knowledge	
e.g. 'It in	volved change.'	[1]
Level 2	Describes policy	
One mar	k for each relevant point; additional mark for suppo	rting detail.

e.g. 'The 'Total Strategy' policy involved winning the hearts and minds of black people.' 'The security forces were to be strengthened.'

'A National Security Management System was created, which divided the country into a network of security units in order to deal with resistance groups quickly and effectively.'

'The 'Total Strategy' policy destabilised the black states on South Africa's borders.'

'The 'Total Strategy' policy in effect ensured civil wars continued in Angola and Mozambique, so that these countries would be weakened.'

'The 'Total Strategy' policy meant that commissions of enquiry were set up. These led to reforms between 1979 and 1983.' [2–5]

		www.xtrapapers.	. <b>CO</b>
Page 55	Mark Scheme	Syllabus r	
	IGCSE – October/November 2013	0470	
(b) Why did D	e Klerk change his views about Mandela?	Syllabus 0470 address the question owledge	
Level 0 No	evidence submitted or response does not a	address the question	1
Level 1 Ge	neral answer lacking specific contextual kno	owledge	COL
e.g. 'De Kle	erk felt it was the right time to do so.'	[1]	
Level 2 Ide	entifies AND/OR describes reasons		
(One mark	for each point)		
'There was 'He needed	erk's National Party had a new policy.' a threat of anarchy.' I Mandela to play a part in the future of South A vas legalised.'		
THE ANG V	vas iegaliseu.	[2–3]	

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

e.g. 'De Klerk decided that changes were needed in South Africa to ensure the economic survival of the country. His policy included the abolition of apartheid; this movement involved the legalisation of the ANC, the PAC and the SACP and the release of hundreds of political prisoners, including Mandela. He needed to work with Mandela if democracy was to be achieved.'

		www.xtrapa
Page 56	Mark Scheme	Syllabus r
	IGCSE – October/November 2013	0470
do y	on Mandela was the most important factor in end u agree with this statement? Explain your answer 0 No evidence submitted or response does not a	r. Č
Leve	1 General answer lacking specific contextual kno	owledge
e.g. '	landela was only one factor. Change was needed in	South Africa.'
Leve	2 Identifies AND/OR describes agreement/disagre	eement
(One	mark for each point)	
'Man 'Man 'In 19 'The	Iandela's charisma was very important.' ela refused to accept freedom from prison in exchang ela and De Klerk signed a Record of Understanding.' 36 the Common Market banned the purchase of Sout and of the Cold War turned the focus of the world on the erk genuinely wanted to work towards change.'	, h African iron and steel.'

## Level 3 Explanation of agreement OR disagreement

e.g. 'Mandela was extremely important in ending white minority rule. Continuing violence in South Africa meant that the country was on the verge of civil war. Mandela contacted De Klerk, and they signed a Record of Understanding to reduce violence and also to restart the constitutional talks.'

OR

e.g. 'Foreign investors were increasingly unhappy with apartheid in South Africa and began to withdraw their business from the country. Barclays Bank sold its large South African bank network, and the Chase Manhattan Bank of New York cut its links with South Africa. This caused great problems for South Africa.' [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]

			the second secon	anang
			Syllabus 0470	apape
Paç	ge 57	Mark Scheme	Syllabus	Nr.
		IGCSE – October/November 2013	0470	
19 (a)	Describe	e how South Africa came to govern Namibia.		Cambrid
	Level 0 I	No evidence submitted or response does not ad	Idress the question	11
	Level 1 (	General answer lacking specific contextual know	wledge	
	e.g. 'Sou	th Africa was given the power to govern.'		[1]
	Level 2 I	Describes events		
	One mar	k for each relevant point; additional mark for suppo	rting detail.	
	e.g. 'At	the end of the First World War, former German	colonies were placed u	nder the

control of the League of Nations.'

'Namibia was a mandated territory.' 'The mandate for Namibia was given to the British.' 'South Africa was a member of the British Empire, and it was given the task of administering Namibia.'

'Namibia was a 'C' mandate, which gave South Africa the widest powers.' [2–5]

		www.xtrapapers.co
Page 58	Mark Scheme	Syllabus r
	IGCSE – October/November 2013	0470
1966?	re South Africa and the United Nations in disp	onig
	No evidence submitted or response does not ac General answer lacking specific contextual kno	adress the question
Levente	Selleral answer lacking specific contextual kno	wiedge
e.g. 'Sout	th Africa and the United Nations had different view	s on the future of Namibia.' [1]
Level 2 lo	dentifies AND/OR describes reasons	
(One mar	rk for each point)	
•	th Africa wanted to rule in its own way.'	
	rica wanted SW Africa as a fifth province.'	
	ed Nations wanted a trusteeship.' rica said the mandate had ended.'	

'South Africa stopped sending reports about Namibia to the UN.'

[2–3]

## Level 3 Explains reasons

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

e.g. 'South Africa claimed that the mandate had ended and so they could now govern Namibia as they pleased. However, the International Court of Justice ruled that the original mandate had not ended with the demise of the League of Nations, and therefore South Africa was legally bound by the United Nations rulings.' [4–7]

Page 59	Mark Scheme	Syllabus Syllabus
	IGCSE – October/November 2013	0470
	nportance of the United Nations in achieving stimated.' How far do you agree with this statem	
Level	) No evidence submitted or response does not a	address the question
Level '	General answer lacking specific contextual kno	owledge
e.g. 'Tł	ne United Nations was responsible for Namibia gain	ing independence.' [1]
Level	2 Identifies AND/OR describes role of United Nat	tions/other reasons
(One m	nark for each point)	
'The In 'The U 'SWAP	ne General Assembly ended the mandate governing ternational Court ruled that South Africa should be r nited Nations supervised an election in 1989.' O campaigned for the independence of Namibia.' 1–72 the Namibian workers went on strike.'	
	nurch opposed injustice and acts of oppression.'	[2]
Level	B Explanation of role of United Nations OR other	· reasons

General Assembly passed a resolution ending the mandate in October 1966, and in May 1967 a United Nations Council was established to take over until independence.'

e.g. 'SWAPO campaigned tirelessly for the independence of Namibia. They wanted a united and independent Namibia with universal adult suffrage. Their campaigning led to them being recognised by the United Nations as representing the majority of Namibians and therefore being the true voice of the Namibian people.'

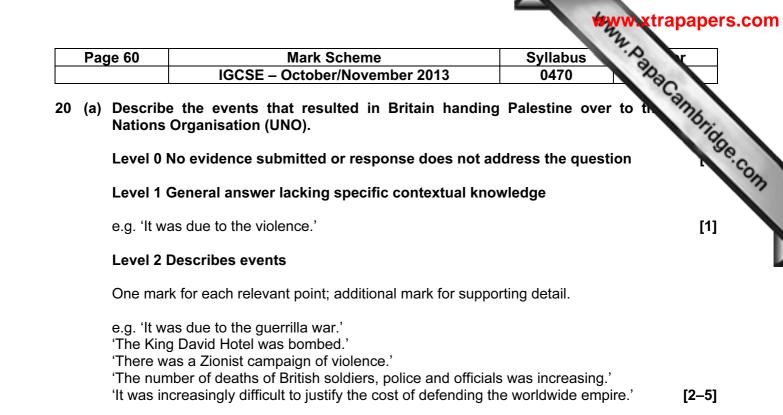
## Level 4 Explanation of the importance of the United Nations AND other reasons

Both sides of Level 3.	[5–7]

Level 5 Explains with evaluation of 'how important'

**PA CAMBRIDGE** 

[8]



Page 61	Mark Scheme	Syllabus r
	IGCSE – October/November 2013	Syllabus 0470
(b) Why wa	s the UNO partition plan unacceptable?	address the question
Level 0	No evidence submitted or response does not	address the question
Level 1	General answer lacking specific contextual kr	nowledge
e.g. 'The	ey did not believe partition was in their interests.'	[1]
Level 2	Identifies AND/OR describes reasons	
(One ma	ark for each point)	
'The Ara	e Jewish state would have more land.' b state would be divided.' and would be lost.'	

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

e.g. 'The Palestinian Arabs believed that the partition plan was unfair to them. The proposed Jewish state would be larger than the Arab state, and would include most of the fertile land. This was seen as unfair, because the Jews were only one third of the population and owned less than one tenth of the land.' [4–7]

Page 62	Mark Scheme	Syllabus Syllabus	
	IGCSE – October/November 2013	0470	
stateme	ab-Israeli War of 1948–9 was unavoidable' Ho nt? Explain your answer. No evidence submitted or response does not ad		bilos
Level 1	General answer lacking specific contextual knov		
e.g. 'The	Arabs and the Israelis disagreed so much there ha	d to be war.'	[1]
Level 2	Identifies AND/OR describes agreement/disagree	ement	
(One ma	rk for each point)		
'The Pal 'The Jev 'King Ab 'The gov	tition ensured there would be war.' estinian Arabs regarded the Israelis as foreign invac /s were unhappy that Jerusalem was excluded from dullah of Transjordan held a secret meeting with the ernments of the neighbouring Arab states did not pl fficial Zionist policy to accept partition.'	the Jewish state.' Israelis before the war.'	[2]

[8]

### Level 3 Explanation of agreement OR disagreement

e.g. 'Many Jews were unhappy with partition because Jerusalem was excluded from the Jewish state and many Jewish settlements were to be included in the Arab state. David Ben-Gurion stated that tens of thousands of young Jewish men were prepared to give their lives to ensure Jerusalem was part of Israel. War was unavoidable.' OR

e.g. 'King Abdullah of Transjordan held a secret meeting with the Israelis before the war began. He led Jewish leaders to understand that he would not invade territory that was part of the new Jewish state. A mutual understanding was reached, and so war was clearly avoidable.' [3–5]

## Level 4 Explanation of agreement AND disagreement

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

Level 5 Explains with evaluation of 'how far'

			- College	xtrapapers.com
	Page 63	Mark Scheme	Syllabus	2
		IGCSE – October/November 2013	0470	No.
21	., .	art did Britain and France play in the Suez cris No evidence submitted or response does not		andrid
		General answer lacking specific contextual kn	nowledge	Se.com

# Level 1 General answer lacking specific contextual knowledge

e.g. 'They acted in their own interests.'

### Level 2 Describes part played

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

e.g. 'The British and French withdrew their pilots who guided ships through the Suez Canal.' 'The British and French held secret meetings with the Israelis.'

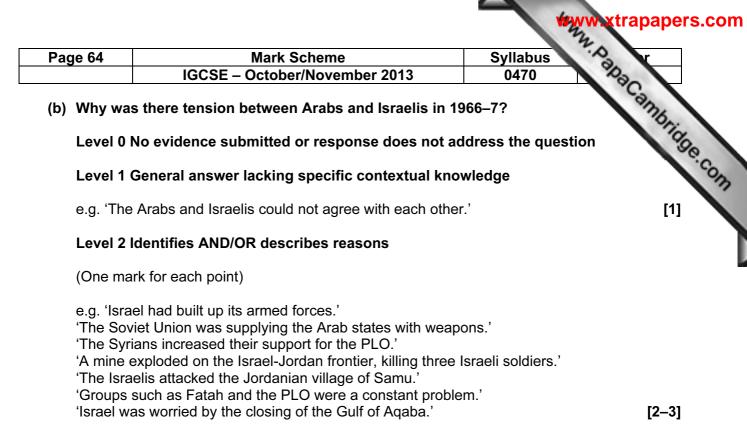
'The British and French planned a joint campaign with Israel against Egypt.'

'On 31 October 1956 British and French planes bombed Egyptian airfields and destroyed most of the Egyptian air force.'

'The British and French bombed Port Said, the city at the northern end of the Suez Canal.' 'On 5 November 1956 British and French troops landed at Port Said and advanced along the Suez Canal.' [2–5]

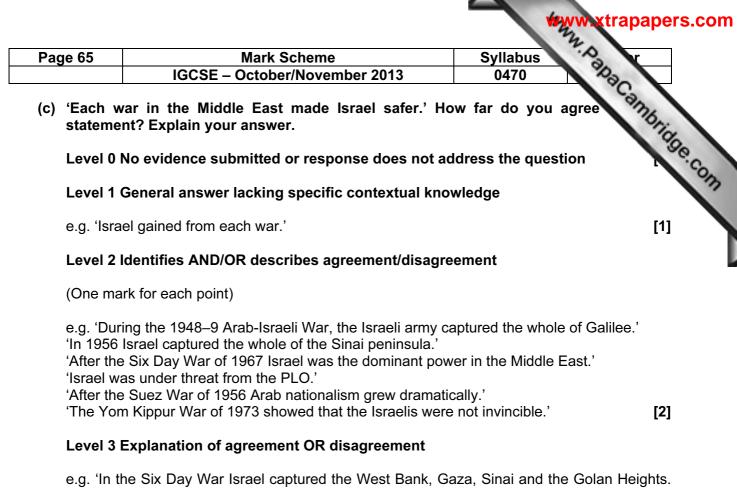
## **PA CAMBRIDGE**

[1]



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

e.g. 'There were constant border skirmishes between the Israelis and the Palestinian guerrilla groups which heightened tension. Tension was constantly increased by retaliation to the activities of the other side. A mine exploded on the Israel-Jordan frontier, killing three Israeli soldiers. The Israelis retaliated by attacking the village of Samu, killing three civilians and destroying over 100 houses.'

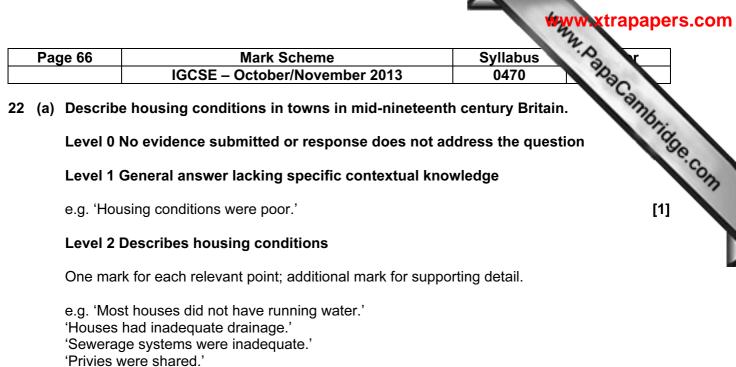


e.g. 'In the Six Day War Israel captured the West Bank, Gaza, Sinai and the Golan Heights. Control of these lands made Israel's borders more secure, as there was now a buffer zone between Israel's land and the land of each of its main enemies.' **OR** 

e.g. 'Although the Yom Kippur War was a military victory for the Israelis, this war showed that Israel was not invincible. The Israelis had been totally surprised by the Arab attack, and Israel had suffered much greater losses of manpower and weaponry than in previous wars.'[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]



'Houses were damp and overcrowded.'

'Many houses were back-to-back.'

[2–5]

Page 67	Mark Scheme	Syllabus Syllabus
	IGCSE – October/November 2013	Syllabus 0470
(b) Why did	living conditions not improve before 1850?	
Level 0	No evidence submitted or response does not ad	dress the question
Level 1	General answer lacking specific contextual know	vledge
e.g. 'No-	one took responsibility for improving living condition	s.' [1]
Level 2	dentifies AND/OR describes reasons	
(One ma	rk for each point)	
•	government policy was 'laissez-faire'.'	
(		

'The richer people believed the poor were responsible for their own bad living conditions.' 'There was no effective local government.'

'The 'Dirty Party' believed that Parliament had no right to force property owners to clean up.' 'Ratepayers did not want to pay more.' [2–3]

## Level 3 Explains reasons

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

e.g. 'Living conditions did not improve because there was not the money available to fund improvements. Ratepayers did not want to pay more than necessary, and would have objected if councillors had introduced costly schemes to clear slums and build drains.' **[4–7]** 

Page 68	Mark Scheme	Syllabus Syllabus
	IGCSE – October/November 2013	0470
(c) 'The act improvir	ions of individuals were more successful thang living conditions after 1850.' How far do	an the actions of govern you agree with this state
Explain	your answer. No evidence submitted or response does not a	Sec.

## Level 1 General answer lacking specific contextual knowledge

e.g. 'Individuals and governments both played an important part.'

[1]

[8]

trapapers.com

## Level 2 Identifies AND/OR describes agreement/disagreement

(One mark for each point)

e.g. 'Joseph Chamberlain improved Birmingham.'

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

'Octavia Hill repaired slums in London.'

'The government introduced the Housing (Torrens) Act in 1868.'

'The Artisans' Dwellings Act of 1875 helped to improve living conditions.'

'The Public Health Act of 1875 was a great step forward in improving living conditions.' [2]

## Level 3 Explanation of agreement OR disagreement

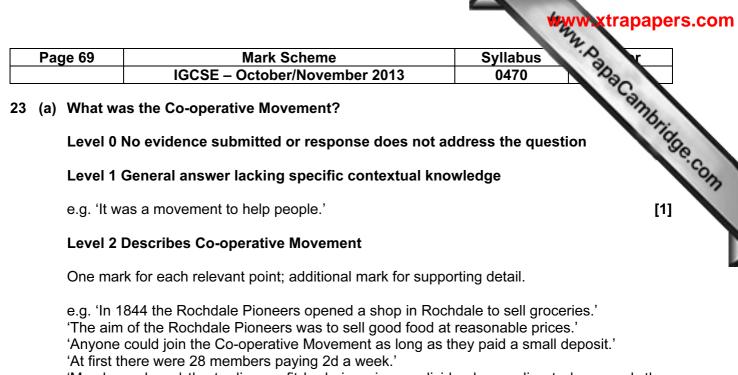
e.g. 'George Cadbury was an individual who greatly improved living conditions for his workers, by building the model village of Bournville. The houses had gardens, there was a village green with shops and also leisure facilities.' OR

e.g. 'The government took action on poor housing, which definitely helped to improve living conditions. The Torrens Act of 1868 said that landlords had to keep their property in good repair, and the Artisans' Dwellings Act of 1875 gave local authorities the power to remove slums.' [3–5]

## Level 4 Explanation of agreement AND disagreement

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

Level 5 Explains with evaluation of 'how far'



'Members shared the trading profit by being given a dividend according to how much they spent in the shop.'

'By 1851 there were 130 retail societies with a total of 15,000 members.' [2–5]

		www.xtrapapers.com
Page 70	Mark Scheme	Syllabus R
	IGCSE – October/November 2013	0470
., -	l attempts to organise working-class people before No evidence submitted or response does not ad	272
Level 1	General answer lacking specific contextual know	wledge
e.g. 'Atte	empts were disorganised.'	[1]
Level 2	Identifies AND/OR describes reasons	1
(One ma	ark for each point)	
'Governr 'Commu 'The wor 'Most fac	ey were restricted by laws.' ments and employers were often hostile towards the nication was a problem.' rking classes had no internal unity.' ctory workers were poorly educated.'	
'Most wo	orkers were afraid of losing their jobs.'	[2–3]

## Level 3 Explains reasons

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

e.g. 'The government was hostile towards any attempt to organise working class people. After the French Revolution they feared that the British working class may also rise in revolution. The events at Peterloo heightened this fear, and in December 1819 the government passed the 'Six Acts' which included giving magistrates the power to ban outside meetings and marches.' [4–7]

Page 71	Mark Scheme	Syllabus r
i uge i i	IGCSE – October/November 2013	0470
Level 0	No evidence submitted or response does not a	address the question
Level 1	General answer lacking specific contextual kn	nowledge
	General answer lacking specific contextual kn ey were successful as more unions were set up.'	nowledge [1]

(One mark for each point)

e.g. 'The Amalgamated Society of Engineers (ASE) established respectability.'

'The match girls gained media publicity.'

'The Trades Union Congress (TUC) was accepted as the central organisation for trade unions.'

'The National Agricultural Labourers' Union (NALU) collapsed.'

'Workers were still afraid they could lose their jobs.'

'The Criminal Law Amendment Act of 1871 weakened trade union action.'

Level 3 Explanation of success OR failure

e.g. 'The London dockers were paid low wages and were not guaranteed work. A claim for 6d an hour was rejected and a five week strike followed in 1889. The strikers picketed the docks and the docks were brought to a standstill. They organised large, orderly marches through London to raise funds and also received a donation from Australian trade unions. The dockers won.'

#### OR

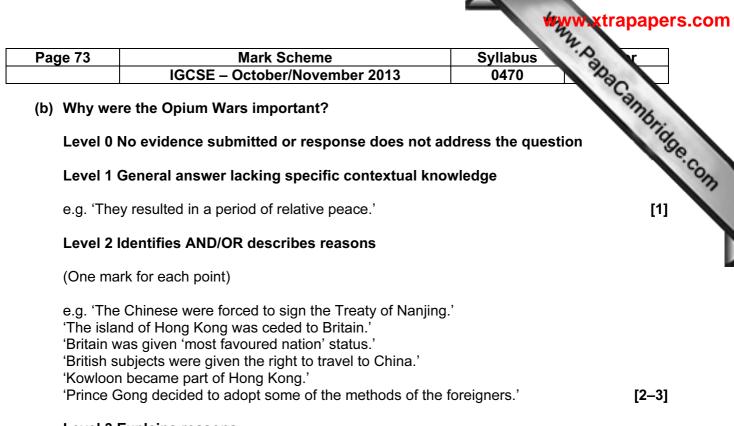
e.g. 'The National Agricultural Labourers' Union was founded in 1872. The landowners were against unions and organised a lock-out in 1874. Many labourers went on strike, but, because of hardship, gave up the struggle. Many labourers lived in tied cottages and could be thrown out of their homes. The NALU collapsed.'

## Level 4 Explanation of success AND failure

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

[2]

Pag	je 72	Mark Scheme	Syllabus
		IGCSE – October/November 2013	0470
4 (a)	Describe	the events of the Opium Wars.	Syllabus 0470 dress the ques vledge
	Level 0 N	lo evidence submitted or response does not ad	dress the ques
	Level 1 G	General answer lacking specific contextual know	vledge
	e.g. 'They	v were a disagreement between Britain and China.'	
	Level 2 D	Describes Opium Wars	
	One mark	for each relevant point; additional mark for suppor	ting detail.
	'British tra 'British tra 'The Britis 'China bo 'China wr	Chinese decided to clamp down on the opium trade aders were made to surrender their chests of opium aders had to sign an undertaking not to import opium sh sent an expeditionary force to China.' arded British ships.' ote to Queen Victoria.' sh made the Chinese sign the Treaty of Nanjing.'	ı.'
		lese were forced to give foreigners special privilege	es.'



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

e.g. 'The Opium Wars were important because they resulted in a number of agreements that were beneficial to the British. Britain was granted 'most favoured nation' status which improved her trading prospects and British subjects were free to travel to China. In addition, British territory was increased when the island of Hong Kong was ceded to Britain.' [4–7]



Page 74	Mark Scheme	Syllabus	۲
	IGCSE – October/November 2013	0470	
• •	d the Boxer rebellion demonstrate that E ad failed? Explain your answer.	Syllabus 0470 European attempts to influence of address the question	mbrid
Level 0 No	evidence submitted or response does no	t address the question	1
Level 1 Ge	neral answer lacking specific contextual l	knowledge	
e.g. 'The B	oxer Rebellion showed that the Europeans w	ere hated.'	[1]
Level 2 Ide	entifies AND/OR describes failure/success	;	
(One mark	for each point)		
• •	Chinese hated the Europeans because of the Rebellion showed Chinese dislike of the trac	•	
'The Germa	an ambassador was murdered during the Box		
<sup>1</sup> I he Self-S	trengthening Movement began.'		

Western technical developments were used.

'The New Army was based on European armies.'

[2]

[5–7]

[8]

## Level 3 Explanation of failure OR success

e.g. 'There was deep resentment at the interference of Christian missionaries and foreigners in everyday Chinese life. During the Boxer Rebellion this hatred was all too clear. The German ambassador was murdered. Chinese Christians were burnt alive at the French Cathedral in Beijing.'

OR

e.g. 'In the 1860s, the Self-Strengthening Movement began. It was applied to Western armaments, steamships, guns, modern industries and military training. The foreigners provided the expertise, but the Chinese would do the strengthening themselves.' [3–5]

## Level 4 Explanation of failure AND success

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far'

			2	
Pag	je 75	Mark Scheme	Syllabus	
		IGCSE – October/November 2013	0470	Do.
. ,		e the Berlin Conference of 1884–5. No evidence submitted or response does not a	ddress the question	Cambridge
Level 1		General answer lacking specific contextual kno	owledge	Se.com
	on 'ltw	as a meeting of several nations '		[1]

### 25 (a) Describe the Berlin Conference of 1884–5.

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

e.g. 'It was a meeting of several nations.'

### Level 2 Describes Berlin Conference

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

e.g. 'Fifteen nations attended the conference.'

'The meeting was called by Bismarck.'

'The delegates wanted to ensure that the partition of Africa would be carried out in an orderly and peaceful fashion.'

'It was decided that territories would only be recognised as colonies where there was 'effective occupation'.'

'The conference accepted Germany's claim to Tanganyika.'

'It was agreed that there should be free navigation along the Congo and Niger rivers.' [2–5]

## PA CAMBRIDGE

trapapers.com

[1]

Page 76	Mark Scheme	Syllabus Syllabus	
	IGCSE – October/November 2013	0470	
(b) Why were	European countries attracted to Africa?	Syllabus 0470 address the question owledge	
Level 0 No	evidence submitted or response does not a	address the question	10.
Level 1 Ge	eneral answer lacking specific contextual kn	owledge	20
e.g. 'Count	ries wanted to outdo each other.'	[1]	
Level 2 Ide	entifies AND/OR describes reasons		
(One mark	for each point)		
'They could 'Gaining co 'They could	wanted to establish trade.' d acquire raw materials.' plonies encouraged patriotism.' d strengthen their empires.' t was their duty to bring civilisation to the Africar	n colonies.'	

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

e.g. 'There was a 'scramble' for colonies in Africa because it made good sense economically. The territories of an overseas empire would contribute raw materials and food products, many of which were unobtainable in the home country. In addition, the colonies would provide markets for the home country's manufactured goods, free of import tariff restrictions.'

[4–7]

Page 77	Mark Scheme	Syllabus	a. V
	IGCSE – October/November 2013	0470	Day
far do y	eans benefited more than Africans from ninete ou agree with this statement? Explain your ans No evidence submitted or response does not a	enth-century imperia	aba Cambridg
	General answer lacking specific contextual kno		
e.g. 'Th	ere were benefits for both Europeans and Africans.	,	[1]
Level 2	Identifies AND/OR describes agreement/disagr	eement	
(One m	ark for each point)		
'The we 'The Eu 'The Afr 'The Afr	ropeans gained markets for their goods.' ealth produced by the mines and plantations was tal propeans were able to produce valuable cash crops ricans had a communications system built for them. ricans benefited from improved health care.'	, ,	,
'African	farmers benefited from the production of cocoa and	d palm oil.'	[2]

## Level 3 Explanation of agreement OR disagreement

e.g. 'The Europeans made great gains financially. They developed plantations to produce cocoa and palm oil. These products would then be processed into semi-luxury goods in Europe; the cocoa was used to make chocolate, and the palm oil to make soap and margarine.'

OR

e.g. 'The Africans benefited greatly from European imperialism. Their countries were transformed by the Europeans, who built roads, dams, schools, clinics and railways. All of these contributed to an improvement in the standard of living.' [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]