

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2007 question paper

0470 HISTORY

0470/01

Paper 1, maximum raw mark 60

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

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

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

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

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



Page 2	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

APPLICATION OF THE MARK SCHEME

1. Use of the Mark Scheme

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

2. Marking

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

3. Assessment Objectives

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

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

SECTION A – CORE

1 (a) What was the ‘Young Italy’ movement?

Level 1 General answer **1–2**

e.g. ‘A new force in Italy.’

Level 2 Describes the movement **2–5**

e.g. ‘It was a movement founded by Mazzini in 1831.’

‘It was brought about by the failure of the Carbonari.’

‘It was directed at students and young patriots.’

‘It was designed to ‘unite the whole of Italy in one republic.’

‘Unity, Republic, Liberty, Independence, God and the People were slogans for the movement.’

‘It gained over 60,000 supporters in two years.’

‘It was a new force in Italian nationalism in the movement to unification.’

(b) Why did revolutions in Italy during 1848–49 fail?

Level 1 General answer **1**

e.g. ‘Because opposition was stronger.’

Level 2 Identifies why **2–4**

e.g. ‘Charles Albert was indecisive.’

‘Support did not materialise.’

‘Austrian and French armies were stronger.’

Level 3 Explains why **4–7**

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 hated Austrians. But he delayed too long. This gave the Austrians time to get reinforcements. Charles Albert was let down by the people of Lombardy who failed to flock to join his army and the Pope who sent an army and then withdrew his support. As a result Charles Albert was decisively defeated. Later he was again defeated at the Battle of Novara.’

‘In July 1849 Mazzini and Garibaldi were defeated by a stronger French army which retook Rome from the nationalists.’

‘The cause of Italian nationalism seemed lost when Sicilian villagers were bombed into submission with thousands being massacred by King Ferdinand.’

Page 4	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) ‘Garibaldi was more important in the unification of Italy than Cavour.’ How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. ‘They were both important.’

Level 2 Identifies work of one/both **2–3**

e.g. ‘Cavour worked with France in secret.’

‘He brought about reform and industrial growth.’

‘Garibaldi liberated Sicily and Naples.’

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

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

e.g. Cavour

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

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

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

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

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

‘P-S now formed a union of states in n-w Italy. Only Venetia was missing.’

Garibaldi

‘He led an expedition to Sicily and he liberated the whole of southern Italy and had no difficulty, because of his personality, in getting volunteers.’

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

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

‘When he died in 1882 he was widely revered as the patriotic fighter who had liberated Sicily and Naples.’

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

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

2 (a) Describe the events at Harper’s Ferry in October 1859

Level 1 General answer **1–2**

e.g. ‘There had been an attack.’

Level 2 Describes events **2–5**

e.g. ‘John Brown was captured and hanged.’

‘John Brown led an attack on an armoury at Harper’s Ferry to seize weapons for his slave revolt.’ (2)

‘He was trying to persuade slaves to join a rebellion against plantation owners.’

‘He was treated as a martyr by the abolitionists.’

‘It encouraged pro-slavery extremists.’

(b) Why was there mistrust between North and South before the Civil War?

Level 1 General answer **1**

e.g. ‘Because of slavery.’

Level 2 Identifies why **2–4**

e.g. ‘Because of the different attitude to protection between North and South.’

‘Fear of the Constitution being changed.’

‘Over the Missouri compromise.’

‘Over the principle of self-determination.’

‘Because of the Dred Scott decision.’

‘Fear of a slave rebellion caused by the North.’

‘Because of the election of Lincoln.’

Level 3 Explains why **4–7**

e.g. ‘Ever since independence the northern and southern states had a different attitude to the Federal Union. The manufacturers of the north wanted high tariffs on imported manufactured goods for protection. The plantation owners wanted free trade. This came to a head in 1833 when South Carolina refused to accept the tariff and ordered its people not to pay. The Federal government threatened to use force.’

‘There was always a fear that the states of the north would eventually outvote the slave-owning southern states. If this happened the constitution could be amended to abolish slavery.’

‘The Missouri Compromise over whether it should be or not be a slave state caused much argument. In the end it was admitted as a slave state but a dividing line between north and south was established.’

‘A principle of self-determination was allowed in relation to Kansas and Nebraska. This resulted in violence and caused a split in the main parties with the formation of the Republican Party dedicated to resist the expansion of slavery.’

‘The Dred Scott decision infuriated the abolitionists and hardened the attitude of many northerners against the south. It also strengthened the new Republican Party.’

‘Following the capture and hanging of John Brown he was treated as a martyr and the fear of a slave rebellion haunted many southerners and encouraged the pro-slavery extremists.’

‘As soon as the Republican Lincoln was elected President the southern states made preparations to leave the Union because of his hostility to slavery.’

Page 6	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) How far was Reconstruction a success? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'Problems were not overcome.'

Level 2 Identifies impact **2–3**

e.g. 'Initial representation did not happen.'

'Governments were elected by universal suffrage.'

'Carpet baggers took advantage.'

'Southerners took the law into their own hands.'

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

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

e.g. 'The Union victory preserved the Union but the South was treated with 'malice' and the wounds remained open well into the twentieth century.'

'Johnson's policy was one of reconciliation. The Southern states were allowed to elect legislatures and send senators and representatives to Washington. But Congress was controlled by hardliners, radical Republicans who wanted to punish the South.'

'The hardliners prevented Confederate representatives from taking their seats. This gave them a huge majority and they were able to pass laws they saw fit.'

'The Basic Reconstruction Act of 1867 allowed military governors to form governments elected by universal suffrage but Confederate leaders were disqualified from voting and old Confederate politicians could not stand for office.'

'Carpet-baggers and scalawags were able to take control of the state governments in the Deep South and impose their wishes which were often corrupt and spendthrift. This affected the peoples of the South who were trying to restore their towns and plantations to their former prosperity.'

'Southerners took the law into their own hands through the Ku Klux Klan who intimidated ex-slaves and dealt with the scalawags and carpet baggers.'

'By 1877 the white peoples of the southern states controlled their state governments. Treatment of blacks did not improve, the old prosperity had gone and many plantation holders were left bankrupt.'

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

Page 7	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

3 (a) What were the main provisions of the Meiji Constitution?

Level 1 General answer **1–2**

e.g. 'The constitution was a gift from the Emperor.'

Level 2 Describes provisions **2–5**

e.g. 'The legislature was called the Diet and consisted of the House of peers and the House of Representatives.' (2)

'Voters had to be male and over 25, paying at least 15 yen in taxes.' (2)

'Both houses in the Diet had the power to veto legislation. If they refused to pass the annual budget, the previous year's was automatically approved in its place.' (2)

'Supreme power rested in the hands of the Emperor.'

'The Emperor was the supreme commander of the armed forces.'

'The Emperor had the right to veto legislation.'

'Everyone in Japan had the right to free speech, freedom of worship, freedom to join a political party or attend a public meeting.'

(b) Why did the Meiji Restoration occur?

Level 1 General answer **1**

e.g. 'To change Japan.'

Level 2 Identifies why **2–4**

e.g. 'To abolish the feudal system.'

'To introduce a strong central government.'

'To strengthen the army.'

'To introduce reform.'

'To bring about modernisation.'

Level 3 Explains why **4–7**

e.g. 'To restore supreme authority to the Emperor after 268 years of military rule by the Shoguns and abolish the old feudal system.'

'To embark on an ambitious programme of social, economic and constitutional reform to transform Japan from a feudal agricultural state into a modern industrial society.'

'To rid the country of the domains and privileges of the daimyo and samurai. This would allow the strengthening of central government replacing powerful private armies with one army. It would also allow one strong central government based in Tokyo rather than a number of independent regional governments.'

Page 8	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) 'Social changes were more important than economic changes in the modernisation of Japan between 1860 and 1890.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'Both had a great impact on Japan's modernisation.'

Level 2 Identifies impact **2–3**

e.g. 'Used to demonstrate Japan had changed.'

'Education seen as important in establishing social order.'

'Western clothes and customs adopted.'

'Modernisation brought little comfort to the peasant farmers.'

'Government invested in industry.'

'Later industry was bought out by large industrial and financial organisations called zaibatsu.'

Level 3 Explains social changes OR economic changes **3–5**

Level 4 Explains social changes AND economic changes **5–7**

e.g. 'The Japanese Government made a deliberate effort to learn about the West with delegations being sent to Europe and the United States. These visits also had the motive of demonstrating to foreign powers that Japan had changed.'

'To aid this demonstration many western ideas were adopted by Japan including western clothes being adopted by many of Japan's ruling classes.'

'Gas lighting was introduced into the cities as early as 1872 and this was followed by the availability of electricity in Tokyo in 1887.'

'The importance of education was recognised. Elementary and middle schools were built with compulsory education for four year olds being introduced in 1872. Traditional Japanese skills were taught along side western learning. Children were brought up to be patriotic, revere the Emperor and love and obey their parents.'

'At first thousands of students were sent to foreign universities but this reduced as universities were founded from 1877 in Japan.'

'In 1872 Japan was agricultural. Over the years the proportion involved dropped but agriculture improved with new methods, better types of crop and effective use of fertilizers. But poverty remained in the countryside. Modernisation brought little comfort to the peasant farmer.'

'The numbers of workers employed in industry, trade and finance grew rapidly. New factories were opened with government investment but as government expenditure rose in the 1870s and 1880s the government sold off most of their factories to private investors, often cheaply. The zaibatsu later dominated Japanese economy.'

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

Page 9	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

4 (a) Describe the first Moroccan Crisis, 1905–06.

Level 1 General answer

1–2

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

'The Kaiser wanted to split Britain and France.'

Level 2 Describes the Crisis

2–5

e.g. 'To try and stop France extending her North African Empire, the Kaiser visited Tangiers in 1905.' (2)

'There he made a speech declaring that Morocco should remain independent of France.'

'France, supported by Britain, refused to agree but did agree to an international conference.' (2)

'At the conference at Algeciras (1906) the Kaiser suffered an embarrassing defeat with only Austria-Hungary backing his demands.' (2)

'The Kaiser's actions strengthened the Entente.'

(b) Why did events in the Balkans in 1908–09 increase tension in Europe?

Level 1 General answer

1

e.g. 'Because of the actions of Austria-Hungary.'

Level 2 Identifies why

2–4

e.g. 'In 1908 Austria-Hungary added Bosnia-Herzegovina to its empire.' 'Serbia wanted to unite all Slavs.'

'Serbia was looking for revenge.'

'Russia would not back down again.'

'Austria-Hungary could rely on German support.'

Level 3 Explains why

4–7

e.g. 'In 1908 Austria-Hungary added Bosnia-Herzegovina to its empire. This made the Serbians furious and wanting revenge because they wanted Bosnia as part of a 'greater Serbian' state.'

'The Serbians asked Russia for support. Russia called for an international conference to discuss Austria's actions. Austria refused to attend and was supported by Germany. Russia was humiliated as they had to back down as their army was no match for the German forces. This increased tension with Russia unlikely to back down in another crisis.'

'Germany was now fully committed to supporting Austrian policy in the Balkans, even if it led to war.'

'Italy was concerned by Austria-Hungary's actions, and feared it could be drawn into war. This made Italy less enthusiastic towards the Triple Alliance.'

Page 10	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) 'The assassination of Franz Ferdinand was the main reason for war breaking out in 1914.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'Yes it was a short-term cause of war.'

Level 2 Identifies reasons **2–3**

e.g. 'War was caused by the arms race.'

'The alliances created 'two sides'.'

'Colonial rivalry was a cause of war.'

'The Balkans crises were the main cause of war.'

'Germany's aggressive attitude was responsible for war.'

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

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

e.g. 'Following the assassination at Sarajevo of the heir to the A-H throne, Austria declared war on Serbia despite the Serbs not wanting war. This brought Russia into conflict as it supported the Serbs and was determined not to back down this time. Germany supported its ally Austria-Hungary by declaring war on Russia and then France. This was the immediate cause of war.'

'The Kaiser adopted a more aggressive approach to the rest of the world. He ended friendly relations with Russia and as a result other countries saw Germany as a threat.'

'Germany had grown equal to Britain in wealth and industry and wanted an Empire like Britain. The Kaiser's aggressive attitude suggested he might take parts of the Empire's of Britain and France (Morocco) and this was seen as a threat.'

'Germany entered the arms race building up a navy to challenge British supremacy. There was a race to see who could build the largest battleships. Germany's army was already powerful and Britain feared German world domination if it had the strongest navy as well.'

'The development of the Triple Entente and the Triple Alliance had effectively created 'two camps' in Europe and each became increasingly suspicious of the other.'

'There was intense rivalry in the Balkans where the Balkan League had been formed with Serbia emerging as the strongest Balkan state. This alarmed Austria who was determined to crush the Serbians who were supported by Russia. Austria was supported by Germany.'

'Germany invaded Belgium to get to France and Britain entered the war as they had agreed to guarantee Belgium's neutrality by the Treaty of London signed in 1839.'

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

Page 11	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

5 (a) What did Clemenceau want to achieve from the peace settlement of 1919–20?

Level 1 General answer **1–2**

e.g. 'He wanted revenge.'
'He wanted a weak Germany.'

Level 2 Describes aims **2–5**

e.g. 'He wanted Germany to pay for the cost of the damage.'
'He wanted revenge on Germany for all the suffering.'
'He wanted revenge for the defeat in the war of 1870–71 (1) and the loss of Alsace-Lorraine.'
(2)
'He wanted to ensure Germany could not attack France again (1) by taking land and weakening industry, reducing her armed forces.'
(2)
'He wanted to split Germany into a number of small states. (1) If not Germany should lose the Rhineland, Saarland, Upper Silesia, Danzig and East Prussia.' (Max 2 for naming countries)

(b) Why did the terms of the Treaty of Versailles cause so much bitterness in Germany?

Level 1 General answer **1**

e.g. 'The terms were harsh and unfair.'
'They were humiliated.'

Level 2 Identifies why **2–4**

e.g. 'They were not based on the Fourteen Points.'
'They did not believe they had lost the war.'
'They were not represented at the talks.'
'It led to events in 1923.'
'They were bitter because of the war guilt clause.'
'They were not allowed self-determination.'
'They were not invited to join the League of Nations.'

Level 3 Explains why **4–7**

e.g. 'They thought the terms of the Treaty were harsh and unreasonable and they were not allowed to negotiate them. They called the Treaty a 'diktat'.
'It left the new Weimar Republic vulnerable and open to revolution by extremists as with the Spartacus League (1919) and the Freikorps (1920).'
'The terms made Germany weak economically as the land lost contained much of Germany's coalfields and iron industry. This made it difficult to raise money to pay reparations.'
'Germany resented the loss of land to Poland. Germany was now split in two by the Polish Corridor.'
'The army was their pride and joy and it was drastically reduced. Having to disarm left them vulnerable to attack from neighbouring states.'
'They were forced to accept responsibility for war and the damage caused. For this they had to pay reparations which were extremely high and this led to inflation and hyperinflation.'
'Germany's colonies were taken and yet the Allies kept theirs.'

Page 12	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) 'The peacemakers of 1919–23 coped successfully with the problems they faced.' How far do you agree with this statement on the treaties made with the defeated powers? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'At the time it was the best that could be achieved.'

Level 2 Identifies agreement/disagreement **2–3**

e.g. 'The Treaty of Versailles could have been harsher.'

'The T of V failed to encompass the Fourteen Points.'

'The T of V was acceptable to people in Britain and France.'

'The treaties led to another war.'

'They failed with the countries of central Europe.'

'They blamed the wrong people.'

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

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

e.g. 'Many think a reasonable job was done as the problems faced were very complex with strong demands for the Treaty to be even harsher against Germany as Germany had forced a much harder peace on Russia under the Treaty of Brest-Litovsk.'

'In the Armistice, the Germans agreed to reductions in their armed forces, losses of territory and the principal of reparations. They should not have been surprised when these were included in the peace treaty.'

'Many at the time though it was about right. A more generous treaty would not have been acceptable to the people of Britain and France who wanted compensation for loss of lives and damage.'

'The treaties left defeated countries very bitter and determined to get revenge. This is particularly true of Germany where Hitler gained support to overthrow the Treaty.'

'The treaties failed in Central Europe as they created too many states of minority nationals, such as Yugoslavia.'

'Turkey was treated unfairly to satisfy France, Britain and Greece and the Treaty of Sèvres only lasted three years.'

'They failed to deal with the problems as war broke out again in 1939 and the Treaty was a long-term cause which Hitler chose to destroy.'

'The Treaty punished the ordinary German people rather than those responsible. Would it have been better to keep Germany relatively happy with the rise of Communism in Russia?'

'It was wrong to put the sole blame on Germany as other countries had followed aggressive imperialism including Britain and France.'

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

Page 13	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

6 (a) In what ways did Hitler build up his armed forces before 1936?

Level 1 General answer **1–2**

e.g. 'He ignored the Treaty of Versailles.'

Level 2 Describes ways **2–5**

e.g. 'He began increasing the army size from 1933.'

'He introduced his new air force.'

'In 1935 he introduced conscription.'

'Through the Anglo-German Naval Treaty of 1935 he could build a fleet one-third the size of Britain's (1) and have the same number of submarines. (2).'

(b) Why was remilitarisation of the Rhineland a risk for Hitler?

Level 1 General answer **1**

e.g. 'He was not ready.'

Level 2 Identifies why **2–4**

e.g. 'He did not know how Britain and France would react.'

'He was breaking the terms of the Treaty of Versailles.'

'He would have lost the support of the army.'

Level 3 Explains why **4–7**

e.g. 'There was a good chance that France would send troops to resist the German forces and that would mean war.'

'Many German generals were unhappy with the plan as the French would outnumber the German troops and they would be too weak to fight back.'

'If he had been forced to withdraw he would have faced humiliation and would have lost the support of the German army as many generals were against the move.'

'It was against the Treaty of Versailles and had been accepted by Germany in the Locarno Treaties of 1925.'

Page 14	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

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

Level 1 Unsupported assertions **1**

e.g. 'It was a very risky policy.'

Level 2 Identifies failures and/or successes **2–3**

e.g. 'It allowed Germany to get strong.'

'It allowed Hitler to be aggressive.'

'It trusted Hitler.'

'It gave time to Britain.'

'It alarmed the USSR.'

'The Treaty was unjust and should be redressed.'

'It delayed war.'

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

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

e.g. 'Appeasement was about giving in to a bully. The appeasers assumed that if they made concessions to Hitler it would reduce the chances of war. In fact it encouraged Hitler to demand more.'

'The appeasers assumed Hitler was a rational politician. They completely misjudged his ruthlessness both to break agreements and use force.'

'The appeasers missed vital opportunities to stop Hitler, in particular over the Rhineland and by delaying allowed Hitler time to build up his military strength.'

'In 1938, by abandoning Czechoslovakia, Britain lost a potentially important ally against Hitler.'

'It alarmed the USSR as Hitler made no secret of his plans to expand eastwards. It sent the message to the Soviet Union that Britain and France would not stand in his way.'

The Treaty of Versailles was harsh on Germany, and it seemed common sense to try to settle Germany's grievances by negotiation.'

'Britain was not ready to fight Germany and it gave time for Britain to rearm.'

'It was not at all certain that the empire would support another war. The delay ensured that the support would be there.'

'Both British and French leaders wanted to avoid the horrors of another war and made every effort through appeasement to do so.'

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

Page 15	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

7 (a) Describe the response of the USA to Castro’s takeover of Cuba.

Level 1 General answer **1–2**

e.g. ‘To remove Castro.’

Level 2 Describes response **2–5**

e.g. ‘The relationship was frosty but without direct confrontation.’

‘The US banned the buying of sugar and then banned all trade with Cuba (Oct 1960).’ (2)

‘In January 1961 the USA broke of diplomatic relations.’

‘In April 1961 The US supported a direct invasion – the Bay of Pigs.’

‘To starve Castro into submission.’

(b) Why was the Bay of Pigs invasion a failure for the USA?

Level 1 General answer **1**

e.g. ‘It was badly planned.’

Level 2 Identifies why **2–4**

e.g. ‘Kennedy was wrongly advised.’

‘The exiles were defeated.’

Cuba turned to the USSR.’

Level 3 Explains why **4–7**

e.g. ‘A force of 1400 exiles landed in Cuba but they were outnumbered by 20,000 Cuban troops, with modern arms, and were killed or captured. This made Castro more popular.’

‘The expected popular uprising of Cubans to support the exiles did not materialise, as the CIA had underestimated the popularity of Castro, and the invasion was a humiliation.’

‘Even though Kennedy was able to claim there was no direct American government involvement in the invasion, Castro and Khrushchev knew that it had been planned by the CIA. Kennedy had been humiliated.’

‘The invasion convinced Castro that the USA was an enemy and he looked even more to the USSR for support and protection.’

Page 16	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) 'The Cuban Missile Crisis was never a threat to world peace.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'Yes it was as everybody was worried what might happen.'

Level 2 Identifies threat **2–3**

e.g. 'The missiles were just for protection.'

'Behind the scenes neither leader wanted war.'

'Neither leader wanted to lose face.'

'Advisers were recommending war.'

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

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

e.g. 'If as he stated, Khrushchev wanted just to protect Cuba following the Bay of Pigs incident, then it might be argued that he did not intend war.'

'Khrushchev was not impressed with the advice from Castro about getting in the first strike and instead wrote an urgent letter to Kennedy.'

'Kennedy bought time in delaying his reply to the first letter in the hope that any war could be avoided and the Russians would back down.'

'Quietly the USA agreed that they would remove their missiles in Turkey to avoid conflict.'

'The Americans wanted the warheads on Cuba to be dismantled immediately or else they would attack Cuba. At this stage there was a real fear of a nuclear war starting. Castro actually suggested that Khrushchev should get in the first strike.'

'Following the first letter from Khrushchev the Americans did not know what to do. The military leaders recommended an immediate air attack on Cuba and Robert Kennedy gave the Soviet Ambassador an ultimatum that if the missiles were not removed the US would attack Cuba.'

'Both leaders realised how close to war they had come. To prevent such as crisis again they set up a direct telephone hot line.'

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

Page 17	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

8 (a) What was the ‘Domino Theory’?

Level 1 General answer **1–2**

e.g. ‘It was something the Americans believed.’

Level 2 Describes the theory **2–5**

e.g. ‘The Americans believed that if one country in South East Asia turned communist all the others would fall to communism, one after another, like a row of dominoes.’ (2)

‘They were afraid that if communists took over South Vietnam, communism would go on to take over the world.’

‘In addition to Vietnam, the countries under threat were Laos, Cambodia, Thailand, Malaya, Indonesia and Japan. (1 mark for one country; 2 marks for two or more.)

‘It was related to the USA’s Cold War containment policy.’

(b) Why did the Vietnam War become increasingly unpopular with the people of America?

Level 1 General answer **1**

e.g. ‘Because they were aware of what was happening.’

Level 2 Identifies why **2–4**

e.g. ‘The level of casualties was high.’

‘The economic cost of war was high.’

‘The use of horrific weapons and the use of certain military tactics.’

‘Stories of drug addiction.’

‘US atrocities committed against the Vietnamese people.’

Level 3 Explains why **4–7**

e.g. ‘The Vietnam War was the first televised war and because it received so much media coverage brought home to Americans the stark reality of war.’

‘Casualties were high. Over 50,000 troops were to lose their lives. By 1968, 300 were dying each week. Most Americans knew a relative or friend who had died.’

‘By 1968 the war was costing \$30,000 million each year. This meant cutbacks at home on spending on social reform.’

‘The use of horrific weapons such as napalm against civilians shocked people. It stuck to the skin and caused severe burns.’

‘The Americans sprayed chemical defoliants which destroyed vegetation, polluted the land and poisoned people and this horrified people.’

‘US atrocities against the Vietnamese shocked Americans. An example was the village of My Lai where 300 were massacred.’

Page 18	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) 'The USA was unsuccessful in Vietnam because of the opposition's use of guerrilla tactics.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'They were unable to cope with guerrilla warfare because it was different.'

Level 2 Identifies reasons **2–3**

e.g. 'Guerrilla tactics brought low morale.'

'The guerrillas merged with the people and the jungle.'

'There was constant fear of attack.'

'Support at home was lost.'

'The underground tunnels helped the Vietcong.'

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

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

e.g. 'The Vietcong were no match for the American forces in open warfare and so developed guerrilla tactics.'

'The principles were simple. Retreat when the enemy attacks, raid when the enemy camps, attack when the enemy tires and pursue when the enemy retreats.'

'The tactics were a nightmare. Guerrillas did not wear uniform and did not have base camps or headquarters. They were hard to tell from the peasants in the villages. They attacked and then disappeared into the jungle.'

'Their aim was to wear down the enemy soldiers and reduce morale. US soldiers lived in constant fear of attack.'

'American troops were inexperienced and often had low morale. The average age was just nineteen. They became frustrated at not being able to fight back and were frightened in such a hostile country.'

'The USA failed to win the support of the Vietnamese peasants. They generally viewed the Americans as invaders and chose to support the Vietcong who offered to improve their lives.'

'The Americans lost support at home when it became clear that the USA could not win the war and started to use unconventional tactics.'

'The Vietcong were backed by China and used the Ho Chi Minh Trail to bring supplies to their bases in South Vietnam.'

'The Vietcong bases were well hidden in extensive underground bunkers making it very difficult to destroy.'

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

Page 19	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

SECTION B – DEPTH STUDIES

9 (a) In what ways did Hitler change his tactics following the Munich Putsch?

Level 1 General answer **1–2**

e.g. 'He looked for a different approach.'

Level 2 Describes changes **2–5**

e.g. 'He realised whilst in prison that the Nazis would not be able to change power by force.'

'They would have to work within the democratic system but once in power could destroy that system.' (2)

'He began to rebuild the Nazi Party to make it acceptable to the electorate.'

'He described the changes in his book 'Mein Kampf.'

(b) Why did the events of 1930–32 result in Hitler becoming Chancellor?

Level 1 General answer **1**

e.g. 'Because he gained support.'

Level 2 Identifies why **2–4**

e.g. 'Germany was hit by the Depression.'

'The election results began to favour the Nazi Party.'

'Those appointed Chancellor failed to gain support in the Reichstag.'

'von Papen was mistaken about Hitler.'

Level 3 Explains why **4–7**

e.g. 'By 1930 the old hostility to the Weimar Republic had resurfaced. With the Depression and the death of Stresemann, Germany had once again sunk into economic depression. People began to turn to those parties that offered a radical solution to the problems – the Nazis and the Communists.'

'The government coalition led by Müller could not agree on how to deal with the effects of the Depression and in 1930 he resigned, to be succeeded by Brüning. He did not have a majority and had to rely on Hindenburg. This resulted in fewer meetings of the Reichstag and Hindenburg issuing over a hundred presidential decrees.'

'During this time Hitler exploited the government's problems by holding huge rallies and promises to restore the economy. In the elections of September 1930 the Nazis won 107 seats and in July 1932 they won 230 seats.'

'In the Presidential elections of March 1932, Hitler challenged Hindenburg and his position was strengthened by winning 13.4 million votes.'

'On the advice of von Schleicher, Brüning was sacked as he failed to deal with the economic problems. He was replaced by von Papen. In July 1932 elections he hoped to strengthen his position in the Reichstag but the Nazis became the largest single party with 230 seats. Hitler refused to co-operate with von Papen.'

'Hitler suffered a setback in November 1932 as they only secured 196 seats. But even so there was a fear of Communist uprisings if von Papen remained in office. Von Schleicher was made Chancellor but failed to win support in the Reichstag. Von Papen refused to return but thought that if Hitler was appointed they would be able to control him by packing the cabinet with conservative allies.'

Page 20	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

- (c) The most important reason why Hitler was able to strengthen his control over Germany during 1933–1934 was the ‘Night of the Long Knives.’ How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. ‘During this time he removed all opposition.’

Level 2 Identifies reasons **2–3**

e.g. ‘The Night of the Long Knives removed opposition.’

‘He banned political opponents and newspapers.’

‘He passed the Enabling Laws.’

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

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

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 that Hitler now wanted to work with. Röhm also 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.’

‘On 30 June 1934 Hitler ordered the SS to arrest and murder the leaders of the SA. Hundreds were killed including Röhm and von Schleicher. Hitler used the excuse that Röhm was planning a revolution to justify his actions in removing a potential threat to his overall control.’

‘Hitler had been appointed Chancellor of Germany in January 1933. New elections were held in March and this gave Hitler an opportunity to establish overall control. He banned the Communist Party and shut down their newspapers. He used the SA to intimidate political opponents.’

‘In February the Reichstag building was destroyed by fire and Hitler used the fire to intensify anti-communist hysteria.’

‘Hindenburg passed an emergency decree allowing Hitler to arrest communist leaders, and ban opponents from political meetings.’

‘The Nazis won 288 seats and in addition he banned the communist deputies and promised not to harm the Catholic Church. This gave him enough votes to pass the Enabling Laws, which gave him the power to make laws without referring to the Reichstag.’

‘The Enabling Law made Hitler dictator over Germany and in July he banned all other political parties.’

‘In August 1934 Hindenburg died. His death allowed Hitler to declare himself Führer of Germany. The army was made to swear an oath of loyalty to Hitler. He had achieved total power.’

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

Page 21	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

10 (a) Describe the work of Goebbels.

Level 1 General answer **1–2**

e.g. 'He promoted the Nazis.'

Level 2 Describes work **2–5**

e.g. 'He was in charge of the Ministry for People's Enlightenment and Propaganda.'

'He organised Nazi propaganda.'

'His ministry controlled the mass media: radio, press and films.' (2)

'He organised public book burnings to ensure they did not represent non-Nazi views.'

'He organised mass rallies and poster campaigns.' (2)

'To ensure Hitler was heard he made cheap radios available.'

(b) Why did the Nazis persecute many different groups in German society?

Level 1 General answer **1**

e.g. 'Because of their beliefs.'

Level 2 Identifies why **2–4**

e.g. 'Because they believed they were superior.'

'They thought other races were not worthy of respect.'

'Because Germany lost the war.'

'Because they were Aryans.'

'Their race was the master race.'

'To maintain the German race.'

'To remove opposition.'

Level 3 Explains why **4–7**

e.g. 'Nazis believed they were the master race (Aryan) and that other races were inferior.'

'Nazi propaganda blamed the Jews for the defeat in the First World War.'

'The Nazis persecuted other groups including homosexuals and mentally disabled as they did not match up to the master race.'

'Communists were accused of undermining Germany's efforts in the First World War.'

Page 22	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) 'Was Nazi Germany a totalitarian state? Explain your answer.'

Level 1 Unsupported assertions **1**

e.g. 'Yes because Hitler was in total control.'

Level 2 Identifies aspects **2–3**

e.g. 'There was a fixed way of thinking.'

'Germany was single party state.'

'Police control was based on terror.'

'The media was totally controlled.'

'The country was open to visitors.'

'The government was not united.'

'People were brainwashed.'

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

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

e.g. 'The 'political peace' which existed in Germany following the Night of the Long Knives enabled the Nazis to remodel German society according to their values and beliefs.'

'German people were to be accountable for their thoughts and feelings as well as their actions. The demands of the Nazi state were more important than the rights of the individual. 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.'

'The SS had unlimited powers to search houses, confiscate property and arrest people without charge. They could send people to concentration camps without trial.'

'The Gestapo had power to arrest anyone it wanted and often used informers to report anything that might be anti-Nazi. The Gestapo became the most feared organisation in Germany.'

'Law and order was under Nazi control with judges having to take an oath of loyalty to Hitler.'

'Until the outbreak of war in 1939, Germany was still open to visitors and foreign journalists, unlike the Soviet Union.'

'The Nazis were sensitive to hostile comments from abroad. An example of this relates to Hitler stopping those in the Party who wished to take extreme measures against the Churches.'

'The way in which the Nazis enforced their style of government changed dramatically after the outbreak of war in 1939. For example the numbers in concentration camps increased significantly.'

'The Nazi government was not united. No-one questioned Hitler's authority at the top, but there were fierce struggles for power in the ranks beneath him. Each Party official fought for their own interests and the favour of the Führer. This strengthened Hitler's position but weakened the control of the Nazi government.'

Level 5 Explains with evaluation **7–8**

Page 23	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

11 (a) What problems did the Provisional Government face on taking over from the Tsar?

Level 1 General answer **1–2**

e.g. 'It needed to make important decisions.'

Level 2 Describes problems **2–5**

e.g. 'Providing food to the cities.'

'Passing land reforms to give land to the peasants.' (2)

'Fighting the First World War as they took the decision to continue.' (2)

'It was not elected and its members were inexperienced.' (2)

(b) Why was the Provisional Government a failure?

Level 1 General answer **1**

e.g. 'It did not act.'

Level 2 Identifies why **2–4**

e.g. 'The government failed to solve the food and land problem.'

'They continued the war.'

'The Petrograd Soviet undermined the government's authority.'

'Lenin returned.'

'The Kornilov affair showed how dependent Kerensky was on the Soviet.'

Level 3 Explains why **4–7**

e.g. 'Disastrously the government decided to continue the war. This led to further defeats and mutinies.'

'The government was weak and divided. Its authority was undermined by the Petrograd Soviet who had authority over the working classes.'

'The Soviet's Order Number One put the army under its control. This meant the Soviet was an alternative national government. It became more of a threat as it came under the influence of revolutionaries.'

'Lenin returned from exile and his April Theses made it clear that the Bolsheviks would overthrow the government if it could. It offered 'Peace! Bread! Land!'

'The commander of the Russian army, Kornilov, tried to seize power and install a military dictatorship. He had little support and was arrested. This was an example of the unpopularity of the Provisional Government. It gained popularity for the Bolsheviks because they refused to help Kornilov and were prepared to fight him.'

'With the people of Petrograd facing another winter of food shortages, the army disintegrating and the Soviet in the hands of the Bolsheviks, the Provisional Government was on the point of collapse.'

Page 24	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) ‘Trotsky’s leadership of the Red Army was the most important reason why the Civil War was won by the Bolsheviks.’ How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. ‘It was Lenin and Trotsky who made the difference.’

Level 2 Identifies ways **2–3**

e.g. ‘War Communism maintained supplies.’

‘The Bolsheviks were better led and had a better army.’

‘The Whites lacked focus and clear leadership.’

‘The armies of the Whites were spread widely.’

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

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

e.g. ‘The Red Army was created and led by Trotsky. He enforced strict discipline and used both encouragement and terror to make soldiers fight. He was a courageous and outstanding leader.’

‘When there were not enough officers, he conscripted Tsarist officers into the army, taking their families’ hostage to make sure they remained loyal.’

‘He established fierce discipline, including summary execution for deserters.’

‘He travelled around by train to meet the troops and spur them to greater efforts.’

‘To win the war and ensure that the Red Army was fed and equipped War Communism was introduced. The state took over all aspects of the economy, nationalising more industry and controlling the production and distribution of goods. Factories with more than ten workers were taken over by the state and strikes made illegal. Strikers could be shot.’

‘Peasants were forced to give up all their surplus produce to the government. Food was rationed in the cities. The Cheka was used to seize peasants’ grain stores.’

‘The Whites had no single command. Their leaders had many different aims and ambitions. They were geographically split and unable to co-ordinate their efforts as communications were difficult.’

‘The Whites had limited support from the Russian people who did not like the Bolsheviks but preferred them to the Whites as they treated people harshly. They realised if the Whites won the landlords would return.’

‘In 1920 the Whites lost their outside support when foreign powers withdrew their armies and supplies.’

‘The Bolsheviks were united under one leader, fighting for a cause (revolution) and for survival.’

‘The Bolsheviks had control of Moscow and Petrograd and also the railways which enabled arms and food to be supplied and moved to the troops.’

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

Page 25	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

12 (a) Describe the main features of Stalin’s first Five Year Plan.

Level 1 General answer **1–2**

e.g. ‘It was launched in 1928.’

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

e.g. ‘It focused on building up heavy industries such as coal, steel, oil and electricity.’ (2)

‘Workers were encouraged to complete the plan in four years.’

‘There were a series of demanding targets to be met.’

‘Each factory, refinery, foundry and mine was set its own targets.’

‘Managers could be prosecuted if targets were not met.’

‘Substantial growth was achieved although it failed to meet its targets.’

(b) Why did Stalin introduce Five Year Plans?

Level 1 General answer **1**

e.g. ‘To make improvements.’

Level 2 Identifies why **2–4**

e.g. ‘To transform the Soviet Union.’

‘To survive against a capitalist attack.’

‘To reduce the power of the peasants.’

‘To spread communism.’

Level 3 Explains why **4–7**

e.g. ‘Stalin believed that 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.’

‘Stalin thought that if he turned the peasants into industrial workers, he would be able to broaden the support for communism among the people of the Soviet Union.’

‘He felt that the success of the Soviet economy would impress workers around the world and increase the appeal of communism in other countries.’

‘To reduce the power of the peasants, whom he deeply distrusted, whilst at the same time increasing wealth and provide luxury consumer goods.’

Page 26	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) How successful was industrialisation under Stalin? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'It is impossible to say.'

Level 2 Identifies impact/repetition of source **2–3**

e.g. 'Soviet industry developed spectacularly.'

'The USSR became a great industrial power.'

'Workers were treated badly as they were encouraged to produce more under harsh conditions.'

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

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

e.g. 'It is impossible to know exactly how successful the Five-Year Plans were. Any Soviet figures are unreliable. The Soviet Union was certainly reformed but could it have been achieved with less drastic methods.'

'The Plans had spectacular economic results. Although not all the targets were met, every Soviet industry made spectacular advances. By 1940 the USSR was the world's second largest industrial power.'

'Even by 1932 the growth had been astonishing at the time of the Great Depression. Although oil was the only one to reach its target even the least successful had grown nearly 50%.'

'In 1929 Soviet workers lacked many of the skills needed to carry out the Plans. The investment in education and training had, by 1937, created a skilled workforce.'

'A new elite emerged. This included teachers, scientists, engineers, factory managers and skilled workers who were paid more than the ordinary workers and received extra benefits such as better housing. This higher standard of living went against Communist principles.'

'An endless barrage of propaganda urged the workers to produce more and this together with harsh discipline, poor safety standards and the secret police made life very hard.'

'With the great increases in population in the cities it was impossible to build enough houses with many living in overcrowded run down buildings.'

'Workers were poorly paid. The value of their wages fell by 50% in the five years up to 1933. There was a great shortage of consumer goods including clothes and shoes.'

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

Page 27	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

13 (a) What problems did older industries face in the 1920s?

Level 1 General answer **1–2**

e.g. 'They had traditional approaches.'

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

e.g. 'They were losing markets.'

'Cleaner fuels were available.'

'Selling established old style products.'

'Competition from newer industries such as cotton v man-made fibres and electricity instead of oil. (2)

'A decline in world trade which affected ship building.'

'Newer products were cheaper.'

(b) Why did agriculture fail to prosper during the 1920s?

Level 1 General answer **1**

e.g. 'Because of lost markets.'

Level 2 Identifies why **2–4**

e.g. 'The demand from Europe fell.'

'Canada was more efficient.'

'Because of over-production.'

Level 3 Explains why **4–7**

e.g. 'After the War, Europe imported far less food from the USA partly because Europe was poor and partly a response to US tariff which stopped Europe exporting to the USA.'

'The Canadian wheat producers were highly efficient and brought stiff competition to the US farmers.'

'An underlying problem was over-production. Up to 1920, when farming was doing well, more and more land was used for farming. Improved machinery such as the combined harvester made US agriculture extremely efficient. The result of this was that it was producing surpluses of wheat nobody wanted.'

'With reduced incomes many farmers could not afford to pay back the loans they had taken out to buy the new machinery this resulted in eviction and unemployment.'

Page 28	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) How far was the expansion of the automobile industry responsible for the economic 'boom' of the 1920s? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'Only partly as there were many other reasons.'

Level 2 Identifies reasons **2–3**

e.g. 'The car industry developed the assembly line.'

'Cheap cars were readily available.'

'The car industry boosted other industries.'

'Policies of the Republican governments.'

'New technology.'

'The use of hire purchase.'

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

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

e.g. 'Mass production methods pioneered by Henry Ford made it cheaper and much easier to manufacture goods using the assembly line system.'

'Annual production of motor cars rose from 1.6 million to 5.6 million. The numbers owning cars rose from 8 million to 23 million. This stimulated other industries such as steel, rubber and glass.'

'Roads had to be built and this created jobs in the construction industry.'

'Cars needed petrol to run on and this boosted the oil industry.'

'The Republican policy was one of laissez-faire or not interfering with the economy. Instead they encouraged the growth of industry through low taxation. They protected American industry by introducing tariffs.'

'New technology contributed through widespread availability of electric supplies which boosted the sale of electrical goods such as vacuum cleaners and refrigerators. The chemical industry created new cheap materials such as rayon, bakelite and cellophane.'

'If you didn't have the cash you could always borrow the money on hire purchase. Many began to live for now and pay later boosting sales.'

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

Page 29	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

14 (a) What actions did Roosevelt take in his first hundred days in office?

Level 1 General answer **1–2**

e.g. 'He kept people informed of his actions.'

Level 2 Describes actions **2–5**

e.g. 'He laid the foundations of the New Deal.'

'He set up state involvement after being granted 'emergency powers'.'

'He set up a number of 'alphabet agencies'.' (Max 2 for agencies)

'He used 'fireside chats'.'

'He used radio broadcasts to explain what he was doing and gain the trust of the American people.'

'He dealt with the banking crisis.'

(b) Why did unemployment persist despite the New Deal?

Level 1 General answer **1**

e.g. 'The various schemes had limited impact.'

Level 2 Identifies why **2–4**

e.g. 'It failed to provide permanent jobs.'

'It did not help farmers enough.'

'It did not help black people.'

'Unemployment rose again after 1937.'

Level 3 Explains why **4–7**

e.g. 'The New Deal found work for millions of unemployed Americans, but it did not actually solve the problem. Critics said the new jobs were not 'real'. If the government withdrew its money, the jobs would disappear.'

'The New Deal did much to help farmers, but there were agricultural problems which could not be solved. Farmers and their families were forced off the land and had to migrate to try to find work.'

'The New Deal did nothing specifically to help black people, the largest single group in poverty. He was reluctant to alienate southern Democrats and so failed to address race issues.'

'In 1937, under the mistaken impression that the economy was recovering, Roosevelt cut back government spending. The economy immediately slumped and unemployment rose.'

Page 30	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) ‘Roosevelt was good for America in the 1930s.’ How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. ‘He was good for America as he helped the American people.’

Level 2 Identifies impact **2–3**

e.g. ‘He helped the unemployed.’

‘He introduced social welfare.’

‘The government became more involved in people’s lives.’

‘He did not help farmers enough.’

‘Black Americans saw little benefit.’

‘There was a slump.’

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

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

e.g. ‘The Great Depression followed the Wall Street Crash and many Americans were out of work and homeless. Roosevelt with his New Deal did much to raise the morale and confidence of many and they began to believe in themselves again. Few turned to extreme Communist or Fascist groups.’

‘He increased the role of the Federal Government. It became more involved in people’s lives with most Americans now accepting that the Federal Government had a role to play in making sure the unemployed, the homeless, the old and the poor were looked after.’

‘Through the New Deal he significantly reduced unemployment from a very high level by creating millions of jobs.’

‘Workers’ rights improved with the regulation of working conditions (NRAC) and the right to join unions. Successful strikes followed.’

‘The lives of those farmers with large farms improved significantly with incomes rising.’

‘Millions of poor people received food, shelter and clothing and emergency relief stopped people from starving.’

‘Construction work on dams and roads helped the future development of industry.’

‘Although unemployment was reduced it was not ended. Many argued the various schemes did not provide real jobs. It took the coming of war to remove unemployment and revive the economy.’

‘Many employees resented the improved workers’ rights and hired thugs to beat up and intimidate union leaders and workers.’

‘His New Deal did not go far enough in dealing with poverty. Many were excluded from social security including five million farm workers and domestics.’

‘The limitations were shown in 1937 when the economy went back into recession when Roosevelt cut the spending on the New Deal.’

‘The programme did nothing for the black Americans’ civil rights and full rights to black people were still denied.’

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

Page 31	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

15 (a) Describe the problems facing the Nationalist Government at the end of the Second World War.

Level 1 General answer **1–2**

e.g. 'They lost power.'

'The Red Army was viewed more favourably.'

Level 2 Describes impact **2–5**

e.g. 'Chiang ignored the Japanese as he regarded the communists as a greater threat.'

'Ignoring the Japanese increased the strength of the communists who were viewed as being more patriotic.'

'They became a party of the landlords and a puppet of the Americans.'

'The Nationalists were forced to retreat to an area around Chungking losing much land to the Japanese and the Communists.'

'They failed to gain the support of the peasants.'

'Crooked government officials lined their own pockets.'

'The government was facing rising inflation and a poor economy.'

(b) Why were the Communists successful in winning power in 1949?

Level 1 General answer **1**

e.g. 'They were better organised than the KMT.'

Level 2 Identifies why **2–4**

e.g. 'Their army was efficient.'

'Guerrilla warfare was used effectively.'

'They had good leaders.'

'They gained the popular support of the population.'

'They avoided inflation.'

'They had fought bravely against the Japanese.'

Level 3 Explains why **4–7**

e.g. 'Their army was much smaller but very well disciplined, fed and cared for, with high morale and efficient organisation.'

'They used guerrilla warfare which negated the modern equipment of the KMT.'

'They had extremely good leaders who had effective control and good tactical sense. KMT generals were not respected.'

'They cared for the peasants and treated the population fairly with equal rationing keeping firm law and order. This gained popular support in contrast to the looting, raping and corruption of the KMT.'

'High inflation in the KMT areas ruined many families and turned the middle classes against Chiang.'

'Chiang was blamed heavily for not having fought strongly enough against the Japanese. This counted heavily against him.'

Page 32	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) 'Land reform was the most important issue the Communists faced on taking power.'
How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'Land reform was only one of many issues facing the Communists.'

Level 2 Identifies issues **2–3**

e.g. 'Land ownership was a problem.'

'Industry needed reviving.'

'Corruption needed to be removed in government.'

'A fear of attack from Chiang Kaishek.'

'A need to change the attitude of the Chinese people.'

'A lack of world recognition of the Communists.'

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

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

e.g. 'China was poor with food production down 25%. Agricultural output was dropping drastically and the population was rising rapidly. The amount of food grown and marketed did not meet demand.'

'For centuries the poverty of the Chinese peasants had caused resentment and rebellion. In the countryside the ownership of land was a problem as landlords did not fit the communist view of landownership.'

'There was a need to ensure that farms were economic in terms of size to make them more productive to meet demand.'

'In the cities the disruption of the civil war had brought chaos to the transport, telecommunications and energy systems. Runaway inflation had made the currency worthless. There was a high level of unemployment. Industry was down 50%'

'The Communists had to prove they were capable of providing a strong and effective government. Many public officials were used to bribery and corruption making local government slow and inefficient.'

'There remained the concern that Chiang Kaishek, supported by large numbers of troops and much of China's foreign currency and gold reserves, would try to stage a come back from his base in Taiwan.'

'The Chinese people did not want change. They mistrusted all modern ideas in farming, industry, education, medicine and women's rights.'

'Most of the world refused to recognise the Communists. The USA continued to recognise the Kuomintang on Taiwan. Only Russia would give aid to help rebuild China.'

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

Page 33	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

16 (a) What was the Hundred Flowers Campaign?

Level 1 General answer **1–2**

e.g. 'A chance to let off steam.'

'A chance to express views.'

Level 2 Describes the campaign **2–5**

e.g. 'An opportunity for free discussion and criticism of the government and its work.'

'It was mainly addressed to the educated classes.'

'The resultant torrent of hostile comment was a shock to the government as the Party had expected constructive criticism, but what happened was counter-revolutionary.'

'It was ended abruptly.'

(b) Why did Mao introduce the Cultural Revolution?

Level 1 General answer **1**

e.g. 'He wanted to change things.'

'He wanted to remove barriers.'

Level 2 Identifies why **2–4**

e.g. 'He wanted to change the culture of China.'

'To create perfect communism.'

'To regain power.'

'To stop the move to capitalism.'

'To remove the 'Four Olds'.'

Level 3 Explains why **4–7**

e.g. '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 of China and return to the values and beliefs of perfect communism.'

'To achieve his idea of perfect communism, by which he meant real equality, co-operation in the interests of all and the removal of things that stood in the way.'

'He wanted to rid the country of the 'Four Olds', ideas, cultures, customs and way of life which he felt were holding back China.'

'He wanted to get back power that he had lost during the Revisionist period. He had accepted blame for the Great Leap Forward and had resigned. New policies had taken China in a different way.'

Page 34	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) 'Economic development after 1978 changed little socially and politically for the people of China.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'Tight control was maintained.'

Level 2 Identifies change **2–3**

e.g. 'Greater freedom within industry and agriculture.'

'Foreign involvement encouraged.'

'Unemployment was high.'

'Education was seen as important.'

'Birth control was introduced.'

'Communist control remained.'

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

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

e.g. 'Deng saw that China needed to increase production and modernise industry and this resulted in greater incentives for the workers. Prices paid by the state to peasants increased and sales at market value were allowed. Foreigners were encouraged to visit China and invest money. The income of the workers tripled between 1977 and 1983.'

'Deng reversed the educational reforms of the Cultural Revolution. Success in academic subjects once again became essential and students received the skills required for China to prosper.'

'The one-child policy has been effective in towns and cities where it is easier to police.'

'Despite the changes in industry and agriculture the cost of consumer goods remained high, as did unemployment at 12% in 1983. Modernisation brought Western-style problems including a rising crime rate.'

'Sons are supposed to continue the family line. The birth of a daughter has been greeted with disappointment and there is evidence of discrimination against girls, including withholding food and health care.'

'At first it appeared that Deng would move closer to democracy but this was not so and the 'Gang of Four' were given long prison sentences.'

'A small movement pasted posters on 'democracy wall'. At first Deng appeared to support this but in 1981 members were arrested and the movement crushed.'

'Over a thousand students were on hunger strike in Tiananmen Square in 1989. They were massacred, many in the streets around the square.'

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

Page 35	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

17 (a) In what ways did the Land Act of 1913 increase segregation in South Africa?

Level 1 General answer **1–2**

e.g. 'Because it penalised black people.'

Level 2 Describes ways **2–5**

e.g. 'The Act forbade blacks either to own land (except in the native reserves which made up only 7% of the country or to practise share-cropping.' (3)

'The act turned blacks into labourers for white farmers.'

'It led to harsh suffering as black share-croppers were evicted.'

(b) Why did many whites feel threatened by changes brought by the Second World War?

Level 1 General answer **1**

e.g. 'They were not in a position to affect change.'

Level 2 Identifies why **2–4**

e.g. 'Black people took up labour in the new industries.'

'Black people began to settle in cities.'

'Pass-laws were relaxed.'

'Some wanted to improve the lives of black people.'

Level 3 Explains why **4–7**

e.g. 'As a result of being cut off from its usual suppliers the South African economy expanded and new industries were established. With white men in the army black workers were in demand to take up jobs.'

'The new industries began to take over from mining as the major employer of labour and a wave of black people migrating to the cities created a shortage of accommodation. This was a result of industrialists realising there were many disadvantages to employing migrant labour.'

'They began to believe that it would be better to allow black workers to settle near their place of work. This meant granting black people the right to live in cities and in 1942, pass-law enforcement was relaxed.'

'A Health Commission in 1944 recommended a non-racial health-care programme and Liberal members of the government suggested segregation be dropped.'

'A report looked into 'Ways, other than increasing wages, of improving the economic, social and health conditions of natives in urban areas'.'

Page 36	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) How effective was black resistance to racial discrimination before 1948? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'Not very as racial discrimination continued.'

Level 2 Identifies resistance **2–3**

e.g. 'The moderate approach of the ANC was not successful.'

'Some women were successful against the Pass Law.'

'Non-violent resistance had some success.'

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

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

e.g. The ANC

'Was pretty 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.'

'By 1930 it was in the hands of moderates worried about becoming involved in issues such as the anti-Pass Law protests.'

Anti-pass demonstrations

'When first introduced they only applied 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 but their effect was to draw black Africans into political activity.'

The Indian community

There were many protests using non-violent resistance. This led to mass arrests, which flooded the courts and brought the work of the government to a standstill.'

Trade Unions

'The first effective black trade union was the Industrial and Commercial Union. In 1919 they held a strike of dockworkers and were successful in winning wage increases. The white government was determined to crush the ICU and had succeeded by 1930.'

The Communists

'Not very successful as most black leaders within the ANC and other organisations were suspicious of Communism.'

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

Page 37	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

18 (a) What was the ‘Black Consciousness’ movement?

Level 1 General answer **1–2**

e.g. ‘A movement to raise awareness.’

Level 2 Describes the movement **2–5**

e.g. ‘It was a movement that arose because of political frustrations of black people.’

‘It centred around the idea that blacks should gain confidence in their ability to change things for themselves, end their dependence on whites, and win their own freedom.’ (2)

‘It was influenced by the writings of Frantz Fanon, the black power movement in the USA and the international student revolts of the late 1960s.’ (2)

‘In 1969 black students broke away from the NUSAS to form the South African Students’ Association (SASO).’

‘In 1972, the Black People’s Convention was founded to promote the work of political groups in sympathy with Steve Biko’s ideas.’

(b) Why did the students of Soweto riot in 1976?

Level 1 General answer **1**

e.g. ‘Because they were unhappy with the treatment they were receiving.’

Level 2 Identifies why **2–4**

e.g. ‘It was a protest against government education policy.’

‘They were facing unemployment.’

‘There was a housing shortage.’

‘Black people could not afford to pay increasing costs.’

Level 3 Explains why **4–7**

e.g. ‘Rioting began when the government ruled that half the lessons should be taught in Afrikaans. Very few people around the world speak Afrikaans and therefore it was far less useful than English.’

‘It was more proof that the white government intended education for black people to be no more than to prepare them to be servants or unskilled workers.’

‘They had to pay for education whilst whites received it free.’

‘Unemployment for black people was rising and housing was scarce in Soweto. They feared being forced into the overcrowded ‘homeland’.’

‘A recent Act had abolished urban local authorities and introduced local boards. This put the cost of running the townships on black residents and they could not afford it.’

Page 38	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) How far do you agree that the following were equally responsible for apartheid beginning to collapse:

**international sanctions;
the danger of internal uprisings?**

Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'It was the threat of violence.'

Level 2 Identifies reasons **2–3**

e.g. 'The United Nations was often a lone voice.'

'Pressure was increasing on government.'

'The ending of the Cold War and increased media coverage helped.'

'Violence resulted from the oppressive measures.'

Level 3 Explains international sanctions OR internal uprisings **3–5**

Level 4 Explains international sanctions AND internal uprisings **5–7**

e.g. 'In 1962 the UN proposed tough economic sanctions – cutting off all trade links including essential supplies of oil. The main trading countries of Britain, USA, Germany and Japan did not want to impose tough sanctions as their investments were doing well in South Africa.'

'During the Cold War, countries in the West felt they needed support from South Africa against the Soviet Union. South Africa's geographical position on the sea route from the Gulf was strategically important.'

'South Africa was a major source of uranium for the US nuclear industry.'

'In the 1970s international sanctions began to take effect and companies stopped investing in South Africa. The government realised they could no longer resist change.'

'Increased media interest around the world of clashes between protesters and police heightened the condemnation of apartheid.'

'A threat to government change came with the formation of the right-wing AWB. This affected the speed of change.'

'During the mid-1980s the trade unions and the 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. Pupils boycotted school to try to force the government to restructure education.'

'The UDF began to co-ordinate protests. It had the single aim of abolishing apartheid and became linked with the ANC.'

'During the 1980s thousands of people attended funerals of people who had died for the cause. On many occasions violence erupted often with deaths occurring. World-wide media coverage increased the problem for the government.'

'Anti-apartheid movements were making the government of the country impossible as youths took control of the ghetto streets. Indiscriminate sentencing and executions were carried out. Violence was becoming part of everyday life.'

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

Page 39	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

19 (a) What did the Germans gain from the ‘protection treaties’ which they made with Namibian leaders in the 1880s?

Level 1 General answer 1–2

e.g. ‘They got control.’

Level 2 Describes gains 2–5

e.g. ‘Colonial rule, as Namibian chiefs promised not to make treaties with other European nations.’ (2)

‘A promise that other nations would not be allowed to use the land unless approved by the German government.’

‘A promise of protection of life and property.’

‘The right to carry on trade.’

‘Jurisdiction over all Europeans to rest with the German authorities.’

(b) Why did Germany find it necessary to send a second protection force to Namibia in 1890?

Level 1 General answer 1

e.g. ‘To deal with the conflict.’

Level 2 Identifies why 2–4

e.g. ‘Because of the tension.’

‘Because of the rude behaviour of the incoming German people.’

‘The treaty was rejected.’

‘Because of links to the British.’

Level 3 Explains why 4–7

e.g. ‘After the protection treaty of 1885, tension remained between the Herero communities and the colonial authorities. In addition incoming Germans exhibited poor behaviour towards the Namibians and this caused many troubles. Because of this the treaty with the Germans was declared invalid.’

‘Chief Maharero ended the treaty with the Germans by recognising British rights and mining concessions, refusing to recognise German ones.’

‘The initial force sent of 20–30 men was not successful and more men were sent in 1890. Because of Germany’s superior weapons they accepted ‘protection’ again but remained opposed to von François.’

Page 40	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) **How effective was the war of National Resistance (1904–08) against German colonial rule? Explain your answer.**

Level 1 Unsupported assertions **1**

e.g. 'It failed to achieve success.'

Level 2 Identifies impact **2–3**

e.g. 'Some progress was made in the central areas.'

'A lack of experience did not help.'

'Guerrilla warfare was successful at first.'

'Significant numbers of Namibians died in war or in atrocious conditions.'

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

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

e.g. 'The first attack by the Hereros was against German garrisons and settlements. The fighters destroyed railway and telegraph lines and won back control over much of the central part of the country. For eight months they kept the upper hand over the Germans.'

'The Ovambo were determined not to let Europeans into their region and they joined the war attacking the German fort at Namutoni and almost succeeded with the Germans making a hasty escape with the Ovambo taking cattle, wagons and carts.'

'Marenga lead the guerrilla struggle in the south where German troops suffered one defeat after another. Witbooi also entered this guerrilla warfare which the Germans found difficult to defend against and they had a number of successes.'

With massive reinforcements from Germany von Trotha prepared a major attack on Namibian forces. The decisive battle started on 11 August 1904. He intended to destroy the Namibian communities and tricked them into entering the dry Omaheke sandveld. Without food and water many Namibian families died. Some managed to form resistance groups, others were taken prisoner and forced to work under terrible conditions building the railways.'

'It was estimated that by the end of 1905, about 75% of the Hereros had died from starvation and war.'

'In the war, the Nama communities suffered severely. They lost all their land and cattle. Thousands were killed and thousands more taken prisoner and housed in a concentration camp. Here more than 2000 Namibians died.'

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

Page 41	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

20 (a) Describe the events after 1945 that resulted in Britain handing Palestine to the United Nations in 1947.

Level 1 General answers **1–2**

e.g. 'Because of the violence.'

'Because of the dangers.'

'It was costly.'

Level 2 Describes events **2–5**

e.g. 'Because of the guerrilla war.'

'Violence was increasing such as the bombing of the King David Hotel.'

'The number of deaths of British soldiers, police and officials was increasing.'

'It was becoming increasingly difficult to justify the cost of defending the worldwide empire.'

'Because of the Zionist campaign of violence.'

'The UN set up a commission which called for the partition of Palestine. This was accepted by Ben-Gurion but rejected by the Palestinians.'

'They turned away refugees and were accused of being ant-Semitic.'

(b) Why did the Palestinians object to the United Nations' partition plan?

Level 1 General answer **1**

e.g. 'It linked Jews and Arabs.'

Level 2 Identifies why **2–4**

e.g. 'They were against partition.'

'The Jewish state would have more land.'

'The Arab state would be divided.'

'Fertile land would be lost.'

Level 3 Explains why **4–7**

e.g. 'They did not want partition. The Peel Plan of the 1930s had been rejected with at least 3000 Palestinians being killed.'

'The proposed Jewish state would be larger than the Arab state, even though Jews were only one third of the population and owned less than one tenth of the land.'

'The Arab state would be divided into three with no direct access to the sea. Jaffa, the main Arab port, would be cut off from the rest.'

'Much of its land was difficult to farm. Most of the fertile land on the coast would be part of the Jewish state.'

Page 42	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) 'The war of 1948–49 solved nothing'. How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'It solved nothing as there was war again soon after.'

Level 2 Identifies impact **2–3**

e.g. 'A Jewish state was established.'

'There were large numbers of migrants.'

'Most Arab Palestinians fled.'

'The UN had failed.'

'Arab governments were humiliated.'

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

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

e.g. 'A Jewish state was established within the territory controlled by the Jewish forces.'

'Large numbers of Jewish migrants moved to the new state of Israel.'

'The Gaza Strip, east Jerusalem and the West Bank were the only areas outside Israeli control.'

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

'The Arab nations were defeated. Their pride was hurt and their hatred of Israel increased.'

'The United Nations had failed in its first attempt to sort out a problem. The Jews had seized more than the UN had allotted them.'

'The governments of Arab states were humiliated by their defeat. Arab leaders were discredited and lost power as a result.'

'Fearing reprisals most Palestinian Arabs left the Jewish areas and fled to the West Bank and the Gaza Strip.'

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

Page 43	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

21 (a) Describe the kibbutz movement.

Level 1 General answer **1–2**

e.g. 'Based on a communal approach.'

Level 2 Describes the movement **2–5**

e.g. 'Based on socialist principles.'

'It was closely connected to the Labour Party led by Ben Gurion.'

'It involved communal farms.'

On these farms a number of families lived and worked together sharing both farming and aspects of child rearing.' (2).

'About 270 remain with 126,000 members.'

'The government gave land on long lease, provided equipment and cheap loans.'

(b) Why did Israel have compulsory national service?

Level 1 General answer **1**

e.g. 'For support in difficult times.'

Level 2 Identifies why **2–4**

e.g. 'To provide welfare services.'

'To maintain tradition and culture.'

'To provide support to the regulars.'

Level 3 Explains why **4–7**

e.g. 'It is an opportunity to increase education by teaching all to read.'

'Everyone is taught Hebrew to remove linguistic barriers.'

'On joining every conscript receives a crash course on Jewish history and culture and on leaving another intensive course on civics, tradition and history. This helps with the development of belonging.'

'After conscript service Reservists are liable to instant recall to support the regular army.'

'The army is perhaps the most unifying force in Israeli society. It is not just a war machine as it aids the economy and performs welfare duties.'

Page 44	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

- (c) 'The establishment of new Jewish settlements has been the most serious obstacle to peace between Israelis and Palestinians.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'There were a number of reasons that prevented peace.'

Level 2 Identifies reasons **2–3**

e.g. 'Expansion of settlements created tension.'

'There is little compromise.'

'The Intifada were not stopped.'

'Palestinians supported Saddam Hussein.'

'The PLO objected to the Oslo Accord.'

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

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

e.g. 'After 1967 the Labour government established a small number of settlements in the West Bank for defensive reasons. Likud wanted more, with some members wanting to annex the whole territory. When Likud came to power in 1977 settlements went from less than 4000 to well over 100,000. Again in 1996 when Likud returned to power the government's first act was to expand Jewish settlements. Tension was particularly acute in the large West Bank town of Hebron. Here there is a large Jewish settlement outside the city with about 400 living right in the centre of the city. The settlers are protected by armed Israeli soldiers. Both have rights to this land. If there is no compromise then there will be endless war.'

'In 1987 the Palestinians of the West Bank and the Gaza Strip began an uprising against Israeli rule. For over five years young Palestinians confronted Israeli troops with stones and petrol bombs. This became known as 'Intifada'. The Israeli government tried to smash the Intifada by force which brought shootings and curfews. During the Intifada many people saw Palestinians as underdogs and the Israelis as brutal oppressors.'

'It had long been proposed that the West Bank would be re-united with Jordan. One of the results of the Intifada was that Jordan gave up its claim. This was a challenge to Israel and the USA as they could no longer talk about a Jordanian solution.'

'The First Gulf War left the PLO isolated and desperately short of money. They had supported Saddam Hussein and this added pressure on Arafat to do a deal with Israel.'

'The Oslo peace agreements upset many right-wing and religious Israelis. There was little belief in PLO statements that they were renouncing violence and there were angry demonstrations against the government of Rabin.'

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

Page 45	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

22 (a) For what purposes was iron used in the first half of the nineteenth century?

Level 1 General answer **1–2**

e.g. 'All aspects of the industrial revolution.'

Level 2 Describes uses **2–5**

e.g. 'For guns, cannons and wheel axles in warfare.'

'In industry for textile machines, coal mining winding gear, rails, steam pumps and engines.'

'In agriculture for machinery for the Rotherham Plough.'

'In transport for railways, bridges and Brunel's iron ships.'

'For domestic items such as pots, pans and bedsteads.'

(b) Why was iron used more often than steel in the first half of the nineteenth century?

Level 1 General answer **1**

e.g. 'It was readily available.'

Level 2 Identifies why **2–4**

e.g. 'Steel could only be produced in small quantities.'

'Steel was expensive.'

'The high temperatures needed could not be achieved.'

'Ore had to be imported.'

Level 3 Explains why **4–7**

e.g. 'Steel was expensive to produce and could only be made in small quantities. These quantities could not meet the demand for quantities required at that time by the industrial revolution.'

'It took up to four hours to make a small amount of steel using Huntsman's method.'

'The high temperatures required to produce large quantities of steel were not available until the Bessemer Converter was developed in the 1850s.'

'British iron ore was unsuitable as it contained phosphorous. Ore had to be imported until the 'Basic Process' was developed to use British iron ores.'

Page 46	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

- (c) 'The Bessemer Process was the most important reason for the development of the steel industry between 1850 and 1900.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'It was the first development and so was important.'

Level 2 Identifies reasons **2–3**

e.g. 'The Bessemer Converter reduced costs.'

'The Open Hearth Process used less fuel.'

'The Basic Process could use British ores.'

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

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

e.g. 'The Bessemer Converter allowed the blast of hot air required. It produced 'mild steel' which was seven times cheaper than before, quicker and in larger quantities. It reduced the price of steel from £70 to £10 per ton.'

'It could only use iron ores which did not contain phosphorous. These ores could only be found in Cumbria where steel works grew up at Workington, Whitehaven and Maryport. The Converter produced cheap steel if large quantities were produced.'

In 1866 Siemens developed the Open Hearth Process which had a greater blast of high temperature. This reduced the quantity of fuel needed and thus reduced the cost of the steel. As with the Bessemer Converter, iron ore containing no phosphorous had to be imported from Spain and Sweden. This method was easier to control, more reliable and more economical in its use of fuel and so soon began to replace the Bessemer Converter. This method was cheaper when producing smaller quantities.'

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.' 'This invention also helped the British rivals, the USA and Germany, who overtook British steel production by 1914. The steel town of Middlesbrough grew up as the ore from the Cleveland Hills could be used.'

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

Page 47	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

23 (a) Describe the dockers' strike of 1889.

Level 1 General answer **1–2**

e.g. 'There was a crippling strike.'

Level 2 Describes the strike **2–5**

e.g. 'Ben Tillett organised a campaign to gain improved conditions.'

'He wanted 6d. per hour with a minimum of 4 hours work.' (2)

'Pickets ensured that there were no strike breakers.'

'The Port of London was brought to a standstill and food was rotting.'

'There were orderly marches through London to gain support and collect funds.'

'The dockers' received a donation from Australia of £30, 000.'

'After five weeks it was successful.'

(b) Why did trade unions for the unskilled grow after 1870?

Level 1 General answer **1**

e.g. 'To help the workers.'

Level 2 Identifies why **2–4**

e.g. 'Subscriptions were low.'

'There was increased militancy.'

'A new breed of union official emerged.'

'They wanted a voice to gain improvement.'

Level 3 Explains why **4–7**

e.g. 'The number of unskilled workers was increasing and they realised that being in a union put them in a strong position.'

'Unskilled workers were able to afford the low subscription that their unions demanded.'

'During trade depressions many workers felt trade unions were one way of fighting high unemployment and low wages.'

'The success of the match girls and dockers' encouraged membership.' 'These unions had strong leaders able to put the case for the workers.'

Page 48	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) 'The power of the trade unions was reduced in the period 1865–1913.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'They were prevented from acting for their members.'

Level 2 Identifies changes **2–3**

e.g. 'Unions were not a legal entity at first.'

'Picketing was at first banned.'

'The courts affected the right to strike.'

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

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

e.g. 'The Trade Union Act, 1871 made unions full legal organisations. As a result, their funds were legally protected from theft by officials.'

'The Conspiracy and Protection of Property Act, 1875 permitted trade unions to use peaceful picketing during strikes. This meant they could organise effective strikes if peaceful bargaining failed.'

'The Trades Dispute Act changed the situation by stating that unions were not liable for losses caused by strike action.'

'The judgement in Hornby v Close, 1867 meant that if union funds were stolen by a union official, unions were unable to take legal action against the thief to recover the funds.'

'The Criminal Law Amendment Act of 1871 prohibited picketing.' This weakened the strike weapon.'

'Following a strike on the Taff Vale railway in South Wales the manager of the railway company brought a court action against the workers' union for the loss suffered by the railway company. The Taff Vale Judgement awarded the railway company £23,000 damages. This made future strikes impossible.'

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

Page 49	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

24 (a) What does the term ‘imperialism’ mean?

Level 1 General answer **1–2**

e.g. ‘It refers to links with land overseas.’

Level 2 Describes imperialism **2–5**

e.g. ‘The urge of a country to acquire and develop a less advanced country for the benefit of those taking over.’

‘To take over a country for trade purposes, prestige or power.’

‘The acquisition of an empire.’

‘A mixture of patriotism, pride and greed.’

(b) Why were there differences in the ways European powers treated their colonies?

Level 1 General answer **1**

e.g. ‘Because they wanted different things.’

Level 2 Identifies why **2–4**

e.g. ‘The French wanted equals.’

‘Britain wanted control.’

‘Belgium wanted assets.’

Level 3 Explains why **4–7**

e.g. ‘The French were prepared to treat the peoples of their territories as equals. They prided themselves on the way they tried to assimilate each of their territories into the French way of life.’

‘Britain wanted the advantages of control without offending local people and so devised a system of indirect rule.’

‘The Belgium method was one of harsh repression melted out by officials which allowed King Leopold II to amass a massive fortune.’

Page 50	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

(c) How far was 'improvement of the native population' the main reason for Western imperialism in the nineteenth century? Explain your answer.

Level 1 Unsupported assertions 1

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

Level 2 Identifies reasons 2–3

e.g. 'Some wanted to do what they saw as right.'

'They provided raw materials and food products.'

'They provided a market for manufactured goods.'

'People were very patriotic.'

'It was important for strategic military purposes.'

'Technological developments in weaponry helped.'

Level 3 Explains agreement OR disagreement 3–5

Level 4 Explains agreement AND disagreement 5–7

e.g. 'Explorers and missionaries drew attention to the opportunities presented by the unexplored territories. They wanted to stamp out the many 'evils' such as slavery, barbaric punishments, sacrifices and 'heathen' rites. They genuinely believed they knew what was best and what was 'right' for other people.'

'In India little effort was made to assimilate their lifestyles into Indian culture, preferring to bring Britain to India. In Africa Britain built roads, railways, schools and hospitals.'

Economic factors.

'There was a strong economic argument for an overseas empire as the territories would be expected to contribute raw materials and food products many of which would be unobtainable in the home country. These might be bananas, palm oil, rubber cocoa and tea.'

'The colonies provided markets for the home produced manufactured goods without restrictive import tariff restrictions.'

'The colonies provided a link to wider areas by providing a base for re-coaling boats.'

'Explorers and missionaries drew attention to the opportunities presented by unexplored territories.'

'Many statesmen wanted colonies to balance those acquired by their competitors to avoid being weaker than others.'

'Patriotism was important to the man in the street and the acquisition of an empire was something of which to be proud.'

'For strategic reasons in the days of the steam ship it was necessary to establish coaling stations and this was vital for a powerful navy.'

'Technological advances in weaponry made it safer for people to work and live overseas as they could defend themselves against the primitive weapons.'

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

Page 51	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

25 (a) What attracted explorers and missionaries to Africa in the nineteenth century?

Level 1 General answer **1–2**

e.g. 'The urge to explore different places.'

Level 2 Describes attractions **2–5**

e.g. 'Explorers were often attracted by financial gain.'

'Some explorers and missionaries wanted to spread Christianity or to end slavery. Livingstone was one who wanted to end slavery.'

'Explorers were interested in finding information about major rivers such as where the Niger, Congo and Zambezi led and whether they were linked to the Nile.'

'Precious metal attracted people to South Africa.'

(b) Why was there a scramble for colonies in Africa in the late nineteenth century?

Level 1 General answer **1**

e.g. 'To increase status.'

Level 2 Identifies why **2–4**

e.g. 'To develop trade.'

'To develop markets.'

'To strengthen Empires.'

'To maintain trade routes.'

Level 3 Explains why **4–7**

e.g. 'The scramble for colonies was due to the growing commercial rivalry to secure vital necessities for industrial enterprise and expansion.'

'To foster trade and find an outlet for manufactured goods.'

'To provide new areas for emigration for the growing populations.'

'To provide new areas of work and employment for the growing home population.'

'To tap into the wealth that existed in Africa.'

'To protect the Suez Canal which was a vital route to India.'

Page 52	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2007	0470	01

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

Level 1 Unsupported assertion **1**

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

Level 2 Identifies benefits or harmful effects **2–3**

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

Level 3 Explains benefits to Africa OR harmful effects **3–5**

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

e.g. 'Africa gained the benefits of great civilisations with customs, languages, Christian religion, medicine and a sophisticated way of life.'
'They had built for them roads, dams, schools and clinics. These replaced mud huts.'
'Europeans opened mines and started plantations to produce cocoa, groundnuts, palm oil, rubber and other valuable cash crops.'
'Many traditions already existed before the Europeans including languages and religions. It was wrong for Europeans to assume that theirs was a superior culture.'
'All Europeans wanted to do was to make as much money as possible.' 'Communications were improved to benefit trade.'
'The wealth from minerals and crops produced was taken by the West.'

Level 5 Explains with evaluation **7–8**