

MARK SCHEME for the May/June 2009 question paper
for the guidance of teachers

0470/01	0470 HISTORY Paper 1, maximum raw mark 60
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This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes 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 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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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.

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1 (a) What successes did the revolutionaries in Italy have during 1848?

Level 1 General answer [1–2]

e.g. 'There were a number of successes in the early part of the year.'

Level 2 Describes successes [2–5]

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

e.g. 'Revolts on the island of Sicily and in the city of Venice were successful.' (Jan)
 'The Sicilian revolt spreads to Naples and King Ferdinand grants constitution in Tuscany.' (Feb)
 'In March Charles Albert grants a constitution to Piedmont-Sardinia.'
 'In March Pius IX forced to grant a constitution to the people of Rome.'
 'Following a revolution against the Austrians, Venice is declared a Republic.'
 'A revolution against the Austrians in March forces them out of Milan.'

(b) Why was Italy not unified in 1848–49?

Level 1 General answer [1]

e.g. 'Because opposition was stronger.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Charles Albert was indecisive.'
 'Support did not materialise.'
 'Austrian and French armies were stronger.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. '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.'
 '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.' (2 marks)

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(c) 'Napoleon III of France and Cavour played equally important roles in the unification of Italy.'

How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They both had important roles.'

Level 2 Identifies one/both [2–3]

e.g. 'Napoleon III and Cavour made a secret agreement in 1858.'

'Napoleon breached the secret agreement in 1859.'

'By 1860 Italy still lacked Venetia.'

'Cavour worked with France in secret.'

'Cavour brought about reform and industrial growth.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Napoleon was interested in the idea of liberating Italy and in 1858 held a secret meeting with Cavour in Plombières. Napoleon made it clear he would only get involved if Austria started a war.'

'In April 1859 the Austrians invaded and France declared war. There was a heavy loss of life and an armistice agreed without Cavour's approval. Napoleon was worried Prussia might intervene. France and Austria agreed terms but these were a breach of the secret agreement leaving Venetia yet to be won. Cavour resigned.'

'In 1860 Napoleon agreed to a plebiscite uniting Tuscany, Modena and Romagna with Piedmont-Sardinia. Napoleon agreed providing France gained Nice and Savoy.'

OR

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

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

'He encouraged industrialists to build factories and encouraged scientific farming. He 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 and 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.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
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2 (a) What was decided by the Treaty of Olmutz (1850)?

Level 1 General answer [1–2]

e.g. 'It was decided to accept Austrian terms.'

Level 2 Describes impact [2–5]

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

e.g. 'The Erfurt Union was dissolved and the Treaty restored the Bund under Austrian leadership.' (2 marks)

'Austria had reasserted its leadership as Prussia had backed down.'

'Many Prussians felt humiliated.'

'The revolution of 1848 was over and the princes were back on their thrones.'

(b) Why did war break out between Austria and Prussia in 1866 ?

Level 1 General answer [1]

e.g. 'Because countries could not agree.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Because of Bismarck's stubbornness.'

'Because of promises made to Italy.'

'Because Bismarck picked a quarrel with Austria.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Because Austria and Prussia could not agree on how to govern Schleswig-Holstein they decided to split the territories with Austria being responsible for Holstein. Bismarck may have done this deliberately to make it easier to pick an argument with Austria.'

'An agreement between Bismarck and Italy offering Venetia if Italy attacked Austria was put in place, with Bismarck hoping Italy would pin down the bulk of the Austrian army.'

'Bismarck met the French Emperor to get the promise of French neutrality in the event of an Austro-Prussian war.'

'Bismarck picked a quarrel with Austria to provoke a war over Schleswig-Holstein with Prussian troops marching into Holstein.'

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- (c) Which was the more important in the unification of Germany:
the Austro-Prussian War;
the Franco-Prussian War?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They both played their part.'

Level 2 Identifies one/both [2–3]

e.g. 'The Austro-Prussian War ended Austrian hopes of leading a unified Germany.'
'It ended the separate existence of states of the Confederation.'
'They defeated France, after being attacked.'
'German states helped to defeat France.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Bismarck was proclaimed a hero. The nationalists and liberals, who wanted German unification, were delighted with the Treaty of Prague and its consequences. The North German Confederation was established. It was much stronger than the Bund. The Chancellor (Bismarck) was responsible to the King of Prussia, not the separate states. He had control of foreign policy, the armed forces, trade, transport and many other functions linking the different states together.'

OR

'United by war, the states of Germany formed a German Empire with this King of Prussia as Kaiser. This happened in 1871 after France had been defeated after the fall of Paris. This was a defeat of the oldest enemy.'

'Bavaria, Wurttemberg and Baden has sent troops to support the German cause to fight alongside those of the North German Confederation. Now they agreed to join other German states in a new federation under the leadership of Prussia.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
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3 (a) What was the Compromise of 1850?

Level 1 General answer [1–2]

e.g. 'A solution to changing attitudes to slavery.'
'Criteria for slave states.'

Level 2 Describes Compromise [2–5]

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

e.g. 'There were five laws which balanced the interests of the slave states of the South and the free states to the north.'
'California to be admitted as a free state.'
'The slave trade was abolished (the sale of slaves, not the institution of slavery) in the District of Columbia.'
'Utah and New Mexico were organised as territories without reference to slavery, i.e. organised under the rule of popular sovereignty.'
'A more stringent Fugitive Slave Act was passed, requiring all U.S. citizens to assist in the return of runaway slaves.'
'Texas gave up much of the disputed western land which it claimed, to New Mexico, and received compensation of \$10,000,000 to pay off its national debt.'

(b) Why was the Dred Scott decision important?

Level 1 General answer [1]

e.g. 'It made decisions about slavery.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'It decided the status of Dred Scott.'
'It decided the legal status of slaves.'
'It strengthened the hold over slaves.'
'It declared the Missouri Compromise illegal.'
'it strengthened opposition to slavery.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'It was decided that a slave was not a citizen of the United States and therefore could not bring an action in an American court.'
'That just because he had been in a free state (Illinois), having moved from the slave state of Missouri, did not free him from slavery in his home state.'
'It declared the Missouri Compromise of 1850 illegal and against the constitution as by forbidding slavery it deprived an owner of his property.'
'The decision infuriated the abolitionists and hardened the attitude of many northerners against the South. It also strengthened the new Republican Party, as the main political party opposed to extending slavery into western states.' (2 marks)

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(c) 'The American Civil War was not about slavery.' How far do you agree with this statement?

Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'I agree, it was about the political strength of the North.'

Level 2 Identifies causes [2–3]

e.g. 'Secretly Lincoln was against slavery.'

'It was inevitable once the Republicans were formed.'

'The Northern and Southern States differed in their view of government control.'

'There were different views because the North was manufacturing whilst the South was agricultural.'

'The South feared the political strength of the North.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The election of a Republican president filled Southerners with dread and many states had made preparations to leave the Union.'

'Lincoln was against the extension of slavery on which the South depended. He had promised not to interfere in states where there was slavery. He was depicted as a rabid abolitionist.'

'It was a fight to save the Union and the right to self-determination.'

'The manufacturers of the North wanted tariff protection, the South wanted free trade.'

OR

'The South feared the political strength of the North, the North being able to outvote them and amend the constitution to abolish slavery.'

'It was the issue of slavery expansion rather than the existence of slavery that polarised the people.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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4 (a) Describe the part played by Germany in the arms race in the early years of the twentieth century.

Level 1 General answer [1–2]

e.g. 'Germany built up its military power.'

Level 2 Describes part played by Germany [2–5]

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

e.g. 'Germany increased guns, shells, bullets and other weapons more than the other Great Powers.'

'By 1900 Germany had modern steel works to produce their weaponry.'

'Germany increased the size of their army significantly, only Russia had more men. They took a pride in their armed forces and this was encouraged by the Kaiser. They used conscripts.' (2 marks)

'Germany began to build up its navy to challenge Britain and from 1906 began to build Dreadnoughts, a new type of battleship. The naval race reached its peak in 1909.' (2 marks)

(b) Why did the Alliance System create tension between the Great Powers at that time?

Level 1 General answer [1]

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

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Rival powers joined different groups of countries.'

'Isolated countries became concerned.'

'Members of a group would support each other.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'As relations between rival countries worsened their allies offered support and so the tension increased. The Entente Cordiale between Britain and France was an example of this in relation to Morocco in 1905.' (2 marks)

'Countries joining together under an alliance created a fear in those who did not. This encouraged those on their own to look for partners. This created two armed camps (rival gangs) in Europe. This was the Triple Alliance against the Triple Entente.' (2 marks)

'Because the armed camps supported each of the members a dispute between one of the members of each camp could well spread to other members. This would turn a war between two countries into a major war between them all.'

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- (c) 'The Balkan Wars, 1912–13, were more responsible for the First World War than the assassination of Franz Ferdinand.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Both were relevant.'

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

e.g. 'The wars enabled Serbia almost double its size.'
'Serbia was an increasing threat to Austria.'
'Bulgaria wanted revenge.'
'Austria gained German support for war against Serbia.'

Level 3 Explains agreement OR disagreement [3–5]

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

'In 1913 the Balkan league fell out and there was a second Balkan War. The result of this was that Bulgaria surrendered nearly all its lands it had won in the first war to Greece and Serbia. Serbia gained even more land. Austria was concerned as it was close to Russia and Bulgaria wanted revenge.'

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

'Whilst Austria had been restrained by Germany during this period it felt sure that Germany would support it if a crisis arose. This made Austria more confident to look for trouble with Serbia

OR

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

'Serbia was given a ten-point ultimatum that would effectively make Serbia part of the Austrian Empire. Serbia asked for time. This was refused and Austria declared war on 28 July 1914 having been assured of German support.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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5 (a) What were the main weaknesses in the structure and organisation of the League of Nations?

Level 1 General answer [1–2]

e.g. 'It lacked strength.'

Level 2 Describes weaknesses [2–5]

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

e.g. 'Not all nations were members of the League. The USA never joined.'

'Other nations left when they got into disputes with the League, such as Japan.'

'The League had no armed forces of its own, having to rely on collective security.' (2 marks)

'The league was dominated by Britain and France but they could not agree on how it should be run.'

'The League was too slow to take action. All decisions of the Assembly and the Council had to be taken unanimously.'

'It was unrealistic to expect nations to obey a toothless body.'

(b) Why did the Depression make the work of the League more difficult?

Level 1 General answer [1]

e.g. 'Countries looked after themselves.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'One of the league's aims was to encourage economic trade between countries.'

'The Depression turned people to extreme political parties.'

'Extremism increased militarism.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'The World Depression had political consequences. Many lost their jobs and turned to extreme political parties that promised solutions to the economic crisis. These extremist parties, like the Nazis in Germany, did not believe in democracy and international co-operation. They cared for themselves and ignored the authority of the League.' (2 marks)

'Many extreme parties were nationalist and an aspect of extreme nationalism was militarism. Parties like the Nazis built up their armed forces and used aggression against other nations. This was against the aims of the League.' (2 marks)

'Economic rivalry increased and replaced co-operation with many countries being badly hit by loss of exports which in turn lost imports. Some of these countries, such as Japan, turned to expansion.'

'The Depression had damaged world trade and the imposition of economic sanctions would damage it further.'

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(c) To what extent was the League of Nations a success in its peacekeeping role? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was a success as it settled disputes.'

Level 2 Identifies achievements/failures [2–3]

e.g. 'It successfully settled disputes, e.g. Aaland Islands, Upper Silesia.'

'It failed with Vilna and Corfu.'

'Dealt with disputes in S. America.'

'It was successful in dealing with smaller nations.'

'It failed in Manchuria and Abyssinia.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'It resolved the small border disputes in the 1920s such as the one between Sweden and Finland over the Aaland Islands by deciding they were to go to Finland. War was avoided as both sides accepted the decision of the League.'

'In 1921 it helped to arrange a plebiscite in Upper Silesia after both Poland and Germany had claimed the land. Both accepted the League's decision of splitting the area in accordance with the plebiscite and ensuring the availability of services to both areas.'

OR

'Mussolini was ordered to withdraw from Corfu which he did. The Greeks were made to pay compensation and Mussolini used his influence with the Conference of Ambassadors. This undermined the League'

'The League was ignored when it requested Poland to withdraw from Vilna. Poland refused and remained in Vilna. '

'The League failed over Manchuria where it took twelve months for the Lytton Report and the League did nothing more than condemn Japan's actions. When the Report was accepted Japan left the League.'

'The League imposed sanctions on Italy after they invaded Abyssinia but these were ineffective as they did not include oil, whilst behind the scenes the Hoare-Laval Plan showed that Britain and France were not prepared to take action. This secret pact undermined the League.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'to what extent' [7–8]

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6 (a) What actions did Hitler take between 1933 and 1937 to destroy the Treaty of Versailles?

Level 1 General answer [1–2]

e.g. 'He destroyed military terms.'

Level 2 Describes actions [2–5]

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

e.g. 'Hitler took Germany out of the League of Nations and announced he was re-arming.'

'He introduced an air-force and was introducing conscription.'

'The Anglo-German Naval treaty was signed showing that the Treaty was being ignored.'

In 1936 Germany remilitarised the Rhineland.'

(b) Why was Hitler able to unite Germany with Austria in 1938?

Level 1 General answer [1]

e.g. 'He was Austrian.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'He had increased his military power.'

'The Austrian Nazis were disruptive.'

'Schuschnigg was replaced by the leader of the Austrian Nazis.'

'Other countries took no action.'

'A plebiscite was in favour.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Hitler had built up his armed forces and achieved success in the Rhineland whilst at the same time noting the failures of the League of Nations.'

'The Austrian Chancellor, Schuschnigg, had appointed Nazis into his government. The Austrian Nazis helped Hitler step up his campaign by bombing public buildings and staging mass parades. Hitler sent for the Chancellor and bullied him into giving more power to the Austrian Nazis.'

'On returning home Schuschnigg changed his mind and ordered a plebiscite. Hitler was furious and forced his resignation. The Austrian Nazi leader asked Germany to send in troops to restore order. A plebiscite was held and 99% voted in favour of the Anschluss.'

'Britain and France did not object as the majority of Austrians seemed pleased with the union. Also this time Mussolini did not protest.'

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(c) 'The Nazi-Soviet Pact played a greater part in causing war in 1939 than did the policy of appeasement.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They both played significant parts.'

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

e.g. 'Stalin would not stop Hitler.'
 'Hitler avoided fighting on two fronts.'
 'Poland was invaded by Germany.'
 'Britain and France agreed to protect Poland's independence.'
 'Appeasement encouraged Hitler to demand more.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The USSR was alarmed by the threat from Hitler, and that Britain and France were trying to push Hitler towards the USSR. Hitler made no secret of his plans to expand eastwards. Stalin and the USSR was the key to Poland.'
 Hitler was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. Stalin could also have chosen Britain and France but thought he would get part of Poland.'

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

OR

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

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

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

'Appeasement pushed Hitler towards the USSR. This worried Stalin as he was not ready for war because of the Purges. To buy time to rearm, Stalin signed the Nazi-Soviet Pact.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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7 (a) What did Stalin gain from the Yalta Conference?

Level 1 General answer [1–2]

e.g. 'Strength in eastern Europe.'

Level 2 Describes gains [2–5]

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

e.g. 'One Soviet zone in Germany; one Soviet zone in Berlin.' (2 marks)

'That eastern Europe should be seen as a 'Soviet sphere of influence'.'

'His plans for Poland's boundaries. This included a large amount of territory from eastern Poland.' (2 marks)

'Prisoners of war from Soviet territories were returned to the USSR to be dealt with.'

'An agreement that the USSR could enter the war against Japan.'

'An agreement that each country should have a veto on the decisions of the Security Council.'

(b) Why did tensions between the USSR and the Western Allies increase at the Potsdam conference?

Level 1 General answer [1]

e.g. 'Because the Soviet Union and the West held differing views.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The West was suspicious of the activities of the USSR.'

'Truman was less trusting of Stalin than Roosevelt.'

'Truman informed Stalin of his atomic bomb.'

'They disagreed over what to do about Germany.'

'They disagreed over Soviet policy in eastern Europe.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Soviet troops had liberated countries in Eastern Europe but instead of withdrawing his troops Stalin had left them there. By the time of the Conference, Stalin's troops controlled the Baltic States. Refugees were fleeing from these states fearing a Communist take-over.'

'Stalin had set up a Communist government in Poland ignoring the wishes of the majority of Poles. Britain and the USA protested but Stalin insisted it was a defensive measure against possible future attacks.'

'Roosevelt had died and been replaced by Truman who was much more ant-Communist and suspicious of Stalin. Truman saw Stalin's actions as preparations for a Soviet take-over of the rest of Europe.'

'Truman informed Stalin at the start of the conference that the US had successfully tested an atomic bomb.'

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(c) Who was more to blame for starting the Cold War, the USA or the USSR? Explain your answer.

Level 1 Unsupported assertions [1]

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

Level 2 Identifies one/both [2–3]

e.g. 'Soviet Union and USA did not trust each other.'
'Stalin was spreading Communism across Eastern Europe.'
'Stalin did not allow free elections.'
'Stalin blockaded Berlin.'
'Stalin set up Cominform and Comecon.'
'USA introduced economic aid.'
'The USA had the atomic bomb.'

Level 3 Explains USA OR USSR [3–5]

e.g. 'The West was suspicious of Soviet intentions in Eastern Europe. Stalin had removed non-Communist leaders in Poland, replacing them with Communists. Rather than allowing free elections the USSR began to impose Communist rule on the countries it had occupied.'
'Truman was highly suspicious of Stalin's motives. He was much less trusting than Roosevelt had been. Stalin refused to reduce the size of the Red Army, the biggest in the world. In Eastern Europe he believed the Soviet leader intended to set up USSR controlled buffer states.'

'The Western Allies accused Stalin of breaking agreements over Germany. The Western Allies wanted Germany to recover as quickly as possible, realising that it would be a barrier against Communism. The USSR wanted a weak Germany.'

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

OR

'Stalin was annoyed with the USA because Truman had not informed him of the use of the atomic bomb on Japan. Stalin was convinced the US would use the bomb to gain world-wide power and so started work on producing one. This caused the USA to feel threatened.'

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

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

'European countries set up NATO to help each other if attacked by Stalin. Stalin considered this as a threat'

Level 4 Explains USA AND USSR [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'more to blame' [7–8]

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8 (a) What did the founders of the United Nations hope it would achieve?

Level 1 General answer [1–2]

e.g. 'Able to avoid the mistakes of the League of Nations.'

Level 2 Describes aims [2–5]

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

e.g. 'To maintain international peace and security – countries to understand that aggression by one state against another would always be met by a greater force.'

'To develop friendly relations among nations – to avoid conflict, by removing the causes of conflict between nations. This role was to promote contact between nations leading to a greater understanding and mutual respect.'

'To achieve international co-operation to solve international problems.'

'Encourage respect for human rights – all countries wishing to join signing a declaration that they would respect these rights.'

'Collective Security, if the members were always prepared to come to the aid of the victim.'

(b) Why did the United Nations become involved in the Congo in 1960–61?

Level 1 General answer [1]

e.g. 'Because there was unrest.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Because there was civil war.'

'Several parts threatened to breakaway.'

Award marks in this level for description of the relevant parts of the conflict.

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Within days of being granted independence in 1960 there was chaos and turmoil. Belgium sent in its troops to protect its nationals who had remained in the Congo. This action was illegal and Lumumba appealed to the UN for assistance.'

'Katanga province had broken away declaring itself an independent state and peace and unity needed to be restored.'

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(c) How successful has the United Nations been in its social and economic work? Explain your answer.

Level 1 Unsupported assertions/names agencies [1]

e.g. 'It has made great achievements around the world.'

Level 2 Identifies the agencies and describes their work [2–3]

e.g. 'Educational, Scientific and Cultural Organisation – promotes education, science and culture worldwide.'

'UNICEF – raises awareness in relation to children worldwide.'

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

'UN Relief and Rehabilitation – assists with refugee problems.'

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

WHO – raises health standards and aims to eradicate epidemics and diseases and promotes health education.'

'IMF – provides loans to nations in financial difficulties.'

Level 3 Explains success AND limitations [3–5]

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

OR

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

'In more recent years, the UN has experience budgetary problems which have meant that certain programmes of work have been cancelled.'

Level 4 Explains successes AND limitations [5–7]

Both sides of Level 3

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

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9 (a) Describe the events of the Munich Putsch, 1923.

Level 1 General answer [1–2]

e.g. 'It was a meeting in a beer hall.'
 'It was unsuccessful.'
 'Hitler tried to seize power.'

Level 2 Describes events [2–5]

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

e.g. 'Hitler believed the German economy was on the verge of collapse and he tried to seize power.'
 'It was an attempt to overthrow the Weimar Republic.'
 'He and his supporters broke up a meeting in a Munich beer hall.'
 'He forced the Bavarian state government leaders to take part in a rebellion against the government. He allowed the Bavarians to leave and they quickly changed their minds.'
 'On 9 November Hitler and 3000 Nazis marched on Munich and were fired on by the police. Sixteen Nazis were killed.' (2 marks)
 'Hitler was arrested and sentenced to five years for conspiracy.'

(b) Why did the Nazi Party have little success before 1930?

Level 1 General answer [1]

e.g. 'They could not gain enough votes.'
 'They were not in power.'
 'They were not popular.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The Weimar Republic was doing well.'
 'The Nazi Party was banned.'
 'Hitler was put in jail.'
 'They used violent tactics.'
 'Not national enough.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'The success of Stresemann's policies meant there was little support for extremists.'
 'Hitler was put in jail following the Munich Putsch and the Nazi Party was banned.'
 'The Party had extremist ideas, nationalism, anti-Semitism, and these were unacceptable to many.'
 'They set up the SA and its violent tactics were notorious.'
 'They did not appeal to the working classes who were more likely to support the communists.'

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(c) How significant was the role of Hitler in increasing the popularity of the Nazi Party between 1929 and 1932? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Very important as he was the leader.'

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

e.g. 'Hitler's attempts at becoming President raised the Nazi profile.'
 'Hitler's relations with industrialists were important.'
 'The impact of the Depression on the German economy increased the Nazi voice.'
 'Germany became undemocratic.'
 'The use of propaganda increased the popularity of the Party.'

Level 3 Explains significance of Hitler OR other reasons [3–5]

e.g. 'At that time Hitler was attempting to become President and in March 1932 challenged Hindenburg. He carried out an election campaign and won 13.4 million votes. This campaign provided much-needed publicity for Nazi ideas. This support was added to in the Reichstag elections of July 1932 which proved to be a triumph for the Nazis who gained 230 seats.'

'The failure to appoint Hitler as Chancellor at the end of 1932 resulted in the threat of a Nazi uprising if von Papen remained in post and the popularity of Hitler at that time ensured the Nazis were the largest party despite a loss in the share of votes.'

'Hitler persuaded powerful industrialists that he would prevent the Communists from taking power and would restore the German economy. He built up a cult with the people through his speech-making skills with his campaigns being focused around his personality.'

OR

'The Great Depression destroyed the whole basis of the German economy and German trade suffered. Many Germans were prepared to listen to the promises of extremist parties such as the Nazis.'

'The Depression brought about a political crisis which led to the fall of democracy. At the same time it highlighted a weakness in the Constitution. The leading parties fell out and had to ask President Hindenburg to use Article 48. This was agreed and laws were passed without the say of the Reichstag. This ended democracy and aided the Nazi Party who did not believe in it.'

'Using every method of propaganda Goebbels got the Nazi message to every town and home in Germany. This propaganda was used with good effect to whip up fear and hatred of the Communists and increase the number of seats gained in elections.'

Level 4 Explains significance of Hitler AND other reasons [5–7]

Both sides of Level 3

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

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10 (a) Describe the events of Kristallnacht.

Level 1 General answer [1–2]

e.g. 'Jews were killed.'
'The Night of Broken Glass.'

Level 2 Describes events [2–5]

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

e.g. 'In November 1938 a young Jew killed a German diplomat in Paris. The Nazis used this as an excuse to launch violent revenge on Jews.' (2 marks)
Plain-clothes SS troopers were issued with pickaxes and hammers and the addresses of Jewish businesses. They ran riot, smashing up Jewish shops and work places.' (2 marks)
'Ninety-one Jews were murdered and hundreds of synagogues were burned.' (2marks)
'Twenty thousand Jews were taken to concentration camps.'
'Many Germans were alarmed and concerned.'

(b) Why were the changes made to education important to the Nazis?

Level 1 General answer [1]

e.g. 'To introduce control.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To indoctrinate children.'
'To increase awareness of a view of German history.'
'To develop a sense of importance compared to others.'
'To gain a view of being a soldier.'
'For girls to value the family.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'To view recent German history in a particular way. The 'stab in the back' at Versailles received greater importance, and how the hardships of 1919–23 were caused by Jews squeezing profits out of honest Germans. As children grew older this increased loyalty to the Führer.'
'Biology lessons were used to make children feel special as part of the Aryan race, superior in intelligence and strength to others, particularly Jews.'
'All subjects concentrated on military topics including German heroes, chemistry dealt with warfare and explosives while Mathematics aided an understanding of military calculations and ballistics.'
'Membership of the Hitler Youth made young people physically fit, giving them an understanding of army life such as cleaning, and keeping in good condition, a rifle.'
'The importance of home and family was continually stressed to girls, so that they saw the importance of the Nazi policy to the future of the Reich.'

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(c) To what extent did German people benefit from Nazi rule in the 1930s? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They must have done as the Nazis remained in power.'

Level 2 Identifies benefits/disadvantages [2–3]

e.g. 'Unemployment was removed.'

'Programmes were introduced to improve working and leisure conditions.'

'The Hitler Youth was introduced.'

'Trade unions were banned.'

'Food was expensive.'

'People were indoctrinated.'

'Groups were persecuted.'

Level 3 Explains benefits OR disadvantages [3–5]

e.g. 'When Hitler came to power, 6 million were unemployed. He created jobs through the re-armament programme and conscription.'

'Public works schemes, such as the building of autobahns, created more jobs.'

'The 'Beauty of Labour' organisation made bosses improve working conditions by installing better ventilation and lighting, serving hot meals and creating factory gardens.'

'The 'Strength through Joy' programme provided opportunities for the low paid to take holidays and partake of cheap sporting facilities.'

'The youth benefited by being offered opportunities to take up activities that improved health and fitness.'

OR

'Workers had no rights, they had to join the Nazi Labour Front, and free trade unions were banned. Wages stayed low while working hours increased.'

'There were few consumer goods to purchase. The cost of living increased in the 1930s. Most basic groceries cost more and food items were in short supply.'

'Traditional beliefs existed and women were expected to give up their jobs and look after the home.'

'There was a significant amount of indoctrination through the Hitler Youth and schools as well as through propaganda. Those who opposed the Nazis were rounded up and sent to concentration camps.'

'The Nazis believed in a pure race of Aryan descent and those who were not were persecuted, such as the Jews.'

Level 4 Explains benefits AND disadvantages [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'to what extent' [7–8]

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11 (a) What were the main features of Russian society before the First World War?

Level 1 General answer [1–2]

e.g. 'It was divided into classes.'

Level 2 Describes features [2–5]

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

e.g. 'The ruling and upper class. This was the royal family and nobility. They owned 25% of the land and lived in luxury.'

'A small number of commercial or working class people.'

'The industrial working class who had moved to the towns and cities to work in the new factories.'

'The peasants, who lived in the countryside often in poverty.'

'About 70% of the population belonged to the Orthodox Church.'

'Ruled by the Tsar.'

(b) Why did the Revolution of 1905 occur?

Level 1 General answer [1]

e.g. 'There was a growth in general discontent.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Because of defeat in the war against Japan.'

'There was a demand for reform.'

'Because of the events of Bloody Sunday.'

'Control by the Tsar was repressive.'

'The Government was weak (corrupt).'

'Many were experiencing poor living/working conditions.'

'Land ownership.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'The Russians were expected to win the war against Japan but suffered a disastrous defeat. This was humiliating.'

'The Tsar was unpopular and his government weak and incompetent. Middle classes demanded political reform including a constitutional monarch.'

'Conditions for working people became worse because of increased prices and food shortages.'

'Because the troops opened fire on the Bloody Sunday marchers, killing and injuring hundreds. By this act the Tsar lost the respect of the ordinary people of Russia.'

'The use of the Okhrana, and its methods of repression, was hated by the Russian people.'

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- (c) Which of the following was more responsible for revolution in Russia in 1917: the role of the Tsarina and her relationship with Rasputin; food shortages?
Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was food shortages as people were hungry.'

Level 2 Identifies one/both [2–3]

e.g. 'The corrupt nature of Rasputin.'
'The growing influence of Rasputin.'
'The Tsarina's nationality.'
'The failure of the Tsar to feed his people.'

Level 3 Explains role of Tsarina OR food shortages [3–5]

e.g. 'The Tsarina became more dependent on the advice from Rasputin, particularly when the Tsar went to war. Rasputin gave advice on who should be appointed to government positions. This would not have been bad if he was efficient, but he was not. Under his influence, corruption grew at court.'

'Members of the royal family begged Alexandra to dismiss Rasputin but she refused. This may have been because of his attempts to deal with the health of Alexis. It was also rumoured that they were having an affair.'

'Alexandra was unpopular because she was German and rumours spread that she was working with Rasputin to bring about a German victory.'

OR

'By 1916 there were food shortages. What made it worse was that there was enough food but it could not be transported to the cities. The rail network could not cope and by 1917 many working men and women stood and shivered in bread queues and cursed the Tsar.'

'March 1917 was an exceptionally cold winter. Trains could not run, increasing food shortages and extreme cold. The Tsar ignored frequent warnings from the Duma and his own secret police.'

Level 4 Explains role of Tsarina AND food shortages [5–7]

Both sides of Level 3

Level 5 Explains with evaluative judgement of 'more responsible' [7–8]

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12 (a) Describe how agriculture was organised before collectivisation.

Level 1 General answer [1–2]

e.g. 'It was simple.'

Level 2 Describes organisation [2–5]

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

e.g. 'The system used was the NEP.'

'Peasants were agricultural labourers with no land or they were kulaks.'

'Kulaks were prosperous peasants who owned small farms.'

'Farmers were too small to make efficient use of modern methods such as tractors and fertilisers.'

(b) Why did Stalin want to modernise Soviet industry?

Level 1 General answer [1]

e.g. 'To make improvements.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To increase the USSR's military strength.'

'To survive against a capitalist attack.'

'To rival the economies of the USA and other capitalist countries.'

'To create a Communist society.'

'To establish a reputation.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'The First World War had shown that a country could only fight a modern war if it had the industries to produce weapons. He feared an attack from surrounding capitalist countries at any time.'

'Stalin wanted to make the USSR self-sufficient so it could make everything it needed itself and not rely on imports.'

'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. At that time only about 1 in 5 Russians were industrial workers.'

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

'Lenin had made big changes to the USSR. Stalin wanted to prove himself as a great leader by bringing about even greater changes.'

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(c) How far did the Soviet people benefit from Stalin's economic policies? Explain your answers.

Level 1 Unsupported assertions [1]

e.g. 'Industrial output rose significantly.'

Level 2 Identifies benefits/disadvantages [2–3]

e.g. 'Some had a higher standard of living.'

'Welfare/social services increased.'

'There were harsh conditions/targets for some.'

'Propaganda was evident all the time.'

Level 3 Explains benefits OR disadvantages [3–5]

e.g. '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. Many gained well-paid jobs and unemployment was almost non-existent. So short were they of male workers that by 1937, 40% of the work force was female.'

'In 1940 the USSR had more doctors per head of population than Britain, education became free and compulsory for all and huge investment was made in training schemes in colleges and in the work place to create a skilled workforce.'

OR

'The concentration on heavy industry resulted in less availability of consumer goods such as clothes which the ordinary people wanted to buy. Overcrowding remained a problem and wages remained low.'

'The workers were constantly bombarded with propaganda, poster, slogans and radio broadcasts. They all had strict targets to meet and they were fined if they did not meet them. Heroes such as Stakhanov were used by the propaganda machine to encourage greater effort.'

'Factory discipline was strict and punishments severe. Lateness or absence was punished by sacking and this often meant the loss of the home as well. The secret police prevented free movement of workers. Workers on large projects often included forced labour – prisoners, political opponents, kulaks or Jews.'

Level 4 Explains benefits AND disadvantages [5–7]

Both sides of Level 3

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

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

Level 1 General answer [1–2]

e.g. 'A decline in business.'

Level 2 Describes problems [2–5]

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

e.g. "Farmers were over producing. The US could not eat all that was produced nor could it export enough and because there was a surplus, prices fell.'

'As prices tumbled farmers' incomes fell and it was difficult to keep the farm and family together. In more prosperous times many farmers had borrowed money from the banks but as times got worse they could not repay these loans and so their farms were seized.'

Few farms had amenities such as electricity or mains water and because they did not have the money, could not pay to have the services installed.'

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

(b) Why did the older industries not share in the economic success of the 1920s?

Level 1 General answer [1]

e.g. 'Because they relied on outdated/traditional approaches.'

Level 2 Identifies why [2–4]

(One mark for each)

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

'People spent their money on cheaper products.'

'Newer, cleaner fuels were used.'

'World trade declined.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

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

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

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

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

'New production methods made newer goods cheaper to produce.'

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(c) 'The introduction of mass production was the main reason for the economic prosperity of the 1920s.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Yes as it was a much improved system of production.'

Level 2 Identifies reasons [2–3]

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

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Mass production methods, pioneered by Henry Ford, made it cheaper and much easier to manufacture goods than by hand. This process required each worker to perform a specific task as a vehicle passed by on an assembly line. The expansion of the motor industry boosted the whole economy as more and more cars were built and sold. It stimulated other industries such as the oil industry, the construction industry as well as steel, rubber and glass.'

OR

'Presidents Harding and Coolidge believed in a policy of laissez-faire or not interfering with the economy. Instead they encouraged the growth of industry by low taxes. These encouraged business owners to invest and give consumers more money to spend.'
 'They also protected American industry by introducing tariffs as part of the US isolationist policy. Here a tax was placed on foreign goods coming into the US, making them more expensive than those produced at home and thus making them harder to sell.'
 'The widespread availability of electricity created a demand for consumer goods such as radios, vacuum cleaners and refrigerators. This was aided by new products such as rayon, bakelite and cellophane. Increased production of consumer goods increased employment. This meant people had more money to spend on consumer goods and in turn this created demand and encouraged further production.'
 'The introduction of credit purchases gave opportunities for people to own goods whilst paying for them by instalments.'
 'The USA was rich in raw materials such as oil, iron ore and coal and did not have to purchase these abroad, keeping down costs.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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14 (a) What were the aims of the Ku Klux Klan?

Level 1 General answer [1–2]

e.g. 'To terrorise people.'

Level 2 Describes aims [2–5]

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

e.g. 'To defend white superiority against black people and other ethnic minorities.' (2 marks)

'To defend protestant superiority against Catholics and Jews.' (2 marks)

'To 'clean up' American society by attacking anyone, such as drunks and gamblers, who threatened moral standards.' (2 marks)

(b) Why did Prohibition fail?

Level 1 General answer [1]

e.g. 'Alcohol was too popular.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Banning it made alcohol more attractive.'

'Alcohol was made still made although illegally.'

'Alcohol was smuggled into the country.'

'It was costing too much money to enforce.'

'The vast majority of Americans did not agree with it.'

'There was concern over the gang violence it brought.'

'There was concern over corruption.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Alcohol was attractive with "speakeasies" opening up, resulting in an increase in alcohol consumption.'

'Many people made "moonshine". This was dangerous and some people died from its effects.'

'Alcohol was smuggled into the USA with many smugglers making huge amounts of money illegally. Huge profits were made by gangs. They became powerful and tried to control through bribery and violence.'

'With the depression it was felt that there was little point in spending money on enforcing something they could not enforce. Money would be better spent on helping the poor.'

'It was better to make alcohol legal and create jobs for the unemployed and tax revenues could increase.'

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(c) How far did life change for women during the 1920s? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Life became freer.'

Level 2 Identifies how far [2–3]

e.g. 'They gained the right to vote.'
 'More women went out to work.'
 'They became more financially independent.'
 'They changed the way they dressed.'
 'Many were still busy raising a family.'

Level 3 Explains changes OR limitations [3–5]

In answering this question candidates are likely to identify changes and where life did not change. If these are explained, credit accordingly.

e.g. 'There was the image of the flapper. This was the outrageous party girl.'
 'They had greater freedom. In 1920 they got the right to vote. More women went out to work making them financially independent.'
 'In the home the introduction of electricity made life easier with the introduction of labour saving devices such as washing machines and vacuum cleaners.'
 'The availability of contraception reduced the number of children in a family giving more choice in lifestyle and occupation.'
 'Being independent, women could make their own decisions on how to live. The divorce rate rose quickly.'

OR

'Despite the stories of flappers, most were not flappers but housewives raising a family.'
 'Change had a greater effect on those in the towns rather than those in the countryside.'
 'The flapper was the outrageous party girl. In reality only a few women were like this.'

Level 4 Explains changes AND limitations [5–7]

Both sides of Level 3

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

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15 (a) What problems faced China at the end of the Second World War?

Level 1 General answer [1–2]

e.g. 'How to modernise.'

Level 2 Describes problems [2–5]

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

e.g. 'China was a very backward country with little industry.'
 'Agriculture did not produce enough to feed the population.'
 'Most of the peasants were in a state of severe poverty.'
 'There were many epidemic diseases such as TB, cholera and typhoid.'
 'Around 80% of the population were illiterate.'
 'Women were regarded as slaves.'
 'There was an immense growth in the population.'

(b) Why did Mao regard winning the support of the peasants as so important?

Level 1 General answer [1]

e.g. 'So he was powerful.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To be able to control them.'
 'To support him to victory.'
 'So that he could establish his Communist ideas.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Mao wanted to control society. He did not want them to think independently.'
 'Mao saw the peasants as crucial in defeating Chiang. They were needed to assist the army and to provide food, uniforms and bandages. Children were used as spies and villagers used guerrilla tactics.'
 'He needed their support and loyalty to ensure he could bring in reform when the country became Communist. One of the most important was land reform. With their support he felt he could achieve anything.'

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- (c) 'The unpopularity of Chiang Kai-shek was the most important reason for the Communist victory in the Civil War.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Chiang was less popular than Mao.'

Level 2 Identifies unpopularity or other reasons [2–3]

e.g. 'Chiang was a dictator.'

'Chiang used America.'

'Mao had the support of the peasants.'

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

'Mao's military tactics were successful.'

Level 3 Explains agreement OR disagreement [3–5]

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

'The Kuomintang had become the party of the landlords. His soldiers, unlike the Red Army, treated the areas they went into badly.'

'US support made Chiang appear to be no more than a puppet of the Americans.'

OR

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

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

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

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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16 (a) Describe the impact of Communist rule on the lives of women in China in the 1950s.

Level 1 General answer [1–2]

e.g. 'The government introduced a marriage law.'
'Women were given equal rights.'

Level 2 Describes impact [2–5]

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

e.g. 'Arranged marriages were banned and women were given equal rights.'
'Mao realised women were a great source of untapped labour and made every effort to provide nurseries and introduce compulsory work under the Great Leap Forward.'
'Women were able to divorce men.'
'The killing of unwanted female babies was made illegal.'
'Family property was now jointly owned by husband and wife.'
'Maternity benefits were given for two months after the birth of a child.'

(b) Why were communes introduced?

Level 1 General answer [1]

e.g. 'To bring about a revolution.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To inspire people to develop China.'
'To allow the ordinary people to be involved.'
'To return to Communism.'
'Collectives were too small.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Under the Five Year Plan, Mao believed China had become backward looking and needed a new revolution to inspire its people. It needed a Great Leap forward and communes were an important aspect of this.'
'Mao wanted ordinary people to get involved in small-scale industry and so farmers' co-operatives were to be joined together into communes and each would have industrial as well as farming targets.'
'The aim was to create a powerful nation and within 15 years Chinese steel production would be equal to the UK.'
'Life was to be organised communally and in this way it was hoped that the change to Communism would be speeded up.'

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(c) 'The Great Leap Forward was a greater failure in the countryside than in the towns.'
How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Both were failures.'

Level 2 Identifies impact [2–3]

e.g. 'Steel production increased at first.'

'Methods were inefficient.'

'There was a lack of expertise.'

'There were serious famines.'

'Claims of success were false.'

Level 3 Explains impact in towns OR countryside [3–5]

e.g. 'It was at first thought that the Great Leap Forward was a success. Steel production doubled in a year.'

In 1960 Mao quarrelled with Khrushchev who withdrew his advisers from China. The Chinese were willing but did not have the technical expertise. The massive amount of iron produced from the backyard furnaces turned out to be brittle, impure and almost unusable.'

OR

'Peasants in the countryside were forced to use the wrong farming methods. Because the commune system meant they were no longer paid many simply did less work and in the 1960s there were serious droughts which set back farming production, leading to serious famine between 1958 and 1962.'

'In later years some of the apparent successes such as the terracing at Dazhai was found to be a fraud built by soldiers funded by the government. Production went down year by year.'

Level 4 Explains impact in towns AND countryside [5–7]

Both sides of Level 3

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

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17 (a) What part did Rhodes play in the development of Southern Africa?

Level 1 General answer [1–2]

e.g. 'He was a keen imperialist.'
'He was a diamond and gold mine owner.'

Level 2 Describes part played [2–5]

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

e.g. 'He became Prime Minister of Cape Colony in 1890.'
'He stirred up trouble between the Uitlanders and the Kruger government.'
'He was indirectly responsible for the Jameson Raid of 1896.'
'He had plans for British expansion all the way from the Cape to Cairo, including a railway.'
'Between 1890 and 1896 his company seized lands between Limpopo and the Zambezi, and called them Rhodesia.'

(b) Why did the mining industry develop rapidly in Southern Africa in the late-nineteenth century?

Level 1 General answer [1]

e.g. 'Because metals were mined.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Significant precious metals were found.'
'There was a labour force.'
'Demand increased.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'There were some of the richest seams in the world. There was also a significant quantity. To mine it was expensive but this was off-set by the quantity.'
'There was an available labour force of black migrant workers who were on short term contracts. Their wages were kept low by the use of the migrant system. This was justified by pointing out that they met the basic needs of the workers.'
'There was increasing demand from places such as Britain who were determined to take advantage of the profits from the industry.'

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(c) 'The Anglo-Boer War of 1899–1902 was a total victory for the British.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'This is true as the Boers lost.'

Level 2 Identifies impact [2–3]

e.g. 'Farming was devastated.'
 'The Union of South Africa was created.'
 'Many British lost their lives.'
 'The British were accused of barbarism.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The issue was who was to control South Africa. The British defeated the Boers and ended the war with the Peace of Vereeniging.'

'Consolidation of British control was part of Chamberlain's policy of imperial expansion. Through the war the people became part of the British Empire.'

OR

'The scorched earth policy of Kitchener destroyed many farms and Britain paid £3 million towards restocking the devastated farms.'

'Around 22,000 troops lost their lives and the cost to the taxpayer was £220 million.'

'There was considerable media coverage of the brutality of war. The use of concentration camps was a disaster for the British, their poor sanitation causing the deaths from disease of 28,000 Boer women, and children and many thousands of black people.'

'The Boers felt they were the victims of a monstrous British injustice as the two republics, with the gold-fields, became part of the British Empire. For many Afrikaner leaders the early twentieth century was the time to right these wrongs.'

'The extensive international opposition to Britain's methods created a mood of change as the British became less enthusiastic about their Empire.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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18 (a) Describe the main features of the apartheid system in South Africa in the 1950s.

Level 1 General answer [1–2]

e.g. 'Apartheid means separateness.'
'It was the policy of the Nationalists.'

Level 2 Describes events [2–5]

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

e.g. 'A political system operated in South Africa from 1948 to the early 1990s.'
'It separated the different peoples living there, giving particular privileges to those of European origin.'
'It meant different races lived apart and developed their lives separately.'
'The policy under which the National Government was elected in 1948.'
'Acts passed by the government forced people to live in separate areas, use separate schools and separate transport.'
'Everyone was classified according to race.'

(b) Why did Verwoerd want to restrict education for black people?

Level 1 General answer [1]

e.g. 'To teach only what was required.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'To stop freedom.'
'To restrict their position in society.'
'To restrict the ability to learn.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'It was thought that education would mean freedom and so education for black people was restricted.'
'Mission schools were highly valued by the community as all lessons were in English. The Act insisted that in future teaching should be in the pupil's own language. Black children were given a different syllabus. The aim was to place black children in a permanently inferior position in society.'

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(c) How effectively did the South African government deal with opposition to apartheid before 1980? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Very effectively as it was difficult and dangerous to oppose.'

Level 2 Identifies actions [2–3]

e.g. 'Opposition was stifled through education.'
 'Through white liberal opposition.'
 'There were the Torch Commando processions.'
 'The Black Sash Movement.'
 'Students demonstrated against discrimination.'
 'The government introduced the Suppression of Communism Act.'
 'The ANC encouraged resistance.'
 'There were stay at home days.'
 'Opposition to education.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Apartheid was upheld by the government with the full force of the law through police and army and was difficult to oppose. People were tortured or met their deaths.'
 'People who were arrested could be detained without trial and banning orders prevented people from speaking out. Protests came from groups such as the Democratic Party, the Black Sash Movement and university students and these were often dealt with severely.'
 'Opposition newspapers were censored and critical article writers could be prosecuted.'
 'Education was based on the idea that God had created separate nations. White children were encouraged to see blacks as communists and terrorists. The approach encouraged pupils to be passive and uncritical.'

OR

'The ANC encouraged black people to resist through stay at home days and bus boycotts. The Defiance Campaign attempted to make apartheid unworkable. Men marched without passes, ignored curfew laws and walked through entrances marked "Europeans Only". Protesters were arrested but put the issue on the United Nations agenda.'
 'Teachers objected to the Bantu Education Act and were dismissed and black children boycotted schools leading to a long and bitter battle.'
 'The Freedom Charter was issued but the police took the names and addresses of many present. Later many were charged with treason although after five years everyone was acquitted.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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19 (a) Describe the role of Lüderitz in acquiring land towards the end of the nineteenth century.

Level 1 General answer [1–2]

e.g. 'He acquired land by deceit.'

Level 2 Describes events [2–5]

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

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

'He bought his first piece of land in 1883.'

'He acquired land by cheating Chief Fredericks, using 'geographical miles'.'

'In 1884 he acquired land around Walvis Bay. At that time his land was placed under the protection of Germany.'

(b) Why was there conflict between the Herero and the Germans?

Level 1 General answer [1]

e.g. 'Because they did not get on.'

Level 2 Identifies why [2–4]

(One mark for each)

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

'The Treaty was invalid.'

'Germany sent troops and Von Francois built a fort.'

'Germany was after land.'

'The Germans took cattle.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Tension still existed after the protection treaty because of the rudeness shown by the increasing number of Germans coming to Namibia.'

'In 1888 Maharero declared the Treaty with the Germans invalid.'

'British rights and mining concessions were recognised and German ones ignored.'

'Germany sent troops to Namibia to put down resistance. They were said to be on a scientific expedition.'

'Von Francois built a fort at Windhoek, pretending to create a neutral zone. It was to exercise greater control. Namibians offered peaceful resistance.'

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(c) How far were the people of Namibia affected by the First World War? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Most Namibians were not involved in the fighting.'

Level 2 Identifies impact [2–3]

e.g. 'The Germans surrendered to a South African force in July 1915.'
 'Some Rehobothers were killed as they refused to guard S. African POWs.'
 'Many Namibians were forced to move settlements during the war.'
 'The mandate was given to the British.'
 'South Africa wanted Namibia.'

Level 3 Explains positive OR negative impact [3–5]

e.g. 'The majority of Namibians were not affected by the fighting as this was mainly between Germany and South Africa.'
 'The defeat of Germany removed control from a harsh and often cruel country. Namibia became a mandated territory. It was the intention that the mandate was to prepare a country for independence.'

OR

'During the war the Germans evacuated many settlements with the inhabitants forced to leave behind all their possessions.'
 'The defeat of Germany did not mean the end of colonial oppression as the country was now occupied by a South African army. The mandate was to be administered by South Africa who wanted to annexe Namibia and make it the fifth province. The L of N refused to agree.'
 'South Africa wanted to exploit the people and the natural resources through oppression and exploitation. Farmland was wanted and a large settlement of Boers started on land stolen from Namibians.'

Level 4 Explains positive AND negative impact [5–7]

Both sides of Level 3

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

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20 (a) Describe how the Palestinians became refugees.

Level 1 General answer [1–2]

e.g. 'They left their homes.'

Level 2 Describes events [2–5]

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

e.g. 'The departure of the Palestinians began in December 1947 during increased violence as both sides tried to seize land. In areas where Jews were strong, wealthier Palestinians decided to move out.'

'Many educated Palestinians employed by the British left because they felt they had no future in a Jewish state.'

'The departure of wealthier Palestinians demoralised others.'

'The Palestinians thought they were deliberately terrorised by the Jews.'

(b) Why have Arab states not always supported the Palestinians?

Level 1 General answer [1]

e.g. 'Because they did not always agree with them.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Because of the PLO and violence.'

'Because they involved the USA.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'There were some Arab states who did not support the PLO and violence and would not help until this ceased. The PLO was expelled from Jordan and Lebanon.'

'There was disagreement with the fact that Sadat was trying to make peace and with the Camp David accords. This stemmed originally from the defeat of 1948 which was blamed on the US.'

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(c) How successful was Arafat as a Palestinian leader? Explain your answer.

Level 1 Unsupported assertions [1]

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

Level 2 Identifies work of Arafat [2–3]

e.g. 'He put forward the Palestinian view.'

'He established the PLO.'

'He got the Nobel Peace prize.'

'He was involved in violence.'

Level 3 Explains achievements OR failures [3–5]

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

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

'He came to an agreement with Rabin called the Oslo Accords. This established Palestinian authority over much of daily life in Gaza and the West Bank. The Israelis promised to withdraw their army from the most populated areas. Arafat was jointly awarded the Nobel Peace Prize. This led to peace between Israel and Jordan but not Syria.'

OR

'He never completely solved the relation of the PLO and its mode of operation. This restricted his ability to discuss a separate Palestinian state with Israel as they called it a 'murder organisation'.'

'The PLO itself was divided with extremists insisting that Israel should be completely destroyed. This led to terrorist attacks.'

Level 4 Explains achievements AND failures [5–7]

Both sides of Level 3

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

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21 (a) Describe conditions faced by Palestinians in the occupied territories.

Level 1 General answer [1–2]

e.g. 'Lacking in many facilities.'

Level 2 Describes conditions [2–5]

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

e.g. 'An overcrowded area of tents.'

'Areas without water, electricity or sewers.'

'A run-down area of a town.'

'Possibility of epidemics.'

'Food in short supply.'

'Some provision of education but a shortage of employment.'

'Many deported or jailed if considered a threat to security.'

(b) Why did the Intifada keep Israel in a state of permanent crisis?

Level 1 General answer [1]

e.g. 'Because it was threatened.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Because of the stone throwing and petrol bombs.'

'There was civil unrest.'

'To try to stop adverse public opinion.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'In 1987 in Gaza and the West Bank the Palestinians began the Intifada (uprising/shaking off). This saw the growth of civil disobedience which the Israelis attacked with a policy of force.'

'The Israelis needed to find a method of minimising the problem of things like stone and petrol bomb throwing which occupied their troops.'

'The actions taken such as curfews, arrests shooting dead Palestinians did not stop the problem, nor did the closing down of education establishments.'

'The events had world influence with Palestinians as the underdogs and the Israelis as brutal oppressors. Israel was reluctant to compromise. This pressure on Israel gained support for the Palestinian cause.'

'By 2000 little progress had been made in the peace process and the frustration and anger of the Palestinians in the occupied territories broke out again in violence against Israel over Israeli control.'

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(c) 'The signing of the Oslo Accords achieved nothing.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'It was a step forward.'

Level 2 Identifies impact [2–3]

e.g. 'Arafat and Rabin made important concessions.'

'Other attempts at peace followed.'

'Difficult issues still remained to be addressed.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'Arafat rejected the use of terrorism, called for an end to the Intifada and recognised the right of Israel to exist in peace and security whilst Rabin recognised the PLO as the representative of the Palestinian people.'

'Arafat and Rabin shook hands in front of the world's cameras at the White House. It was almost impossible to imagine a few years earlier that this would happen.'

'Following this agreement, Jordan signed a peace treaty with Israel in which the two sides settled their disputes over their borders. Jordan recognised the state of Israel and opened up trade and other links'

OR

'Relations between Israel and Syria showed no sign of improving as no agreement was reached over the Golan Heights.'

'Over the five years after the Peace Accords there remained difficult questions to be addressed before a final settlement could be reached. These issues included the future of Jerusalem, Jewish settlements in the occupied territories and the nature of an independent Palestinian state.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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

Level 1 General answer [1–2]

e.g. 'To provide power.'

Level 2 Describes events [2–5]

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

e.g. 'To make iron.'

'To power steam engines in the textile mills.'

'To heat homes in the growing industrial towns.'

'Railways were developed and carried industrial goods. They consumed large quantities of coal.'

(b) Why was cotton increasingly important in the textile industry?

Level 1 General answer [1]

e.g. 'To meet demand.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The growing population demanded cotton goods.'

'Cotton was cheaper.'

'Cotton was more suitable.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Demand was rising for cotton clothing as the population was increasing and it was easier to keep clean than wool.'

'After the invention of the cotton gin cotton became cheaper and easier to handle than wool.'

'Steam machinery was being introduced to the textile industry and cotton was more suitable, woollen manufactures were slower to change.'

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(c) How far had working conditions in mines and factories been improved by 1850? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'They had for some workers.'

Level 2 Identifies improvements [2–3]

e.g. 'Some factory owners looked after their workers and reduced hours.'
 'The Factory Acts could not be enforced.'
 'Some did not mind the conditions and were unhappy when they were changed.'

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

e.g. 'People such as Robert Owen decided to improve the conditions for his workers by paying good wages, reducing hours and not employing under 10s. This type of employer was not the norm.'

'The Acts of 1802 and 1819 reduced the hours of orphan apprentices and said no child under 9 was to work. Older children could work no more than 12 hours and not a night.'

'The 1833 Act stopped children under 9 working and reduced the hours of older children. No one under 18 was to work nights. Four inspectors were appointed.'

The Mines Act, 1842, Stopped children under ten, and all women, from working underground.'

OR

'There were no inspectors at first to enforce the Acts and they only applied to cotton mills. Later the four inspectors were inadequate for the whole country and the Acts were ignored.'

'Proving the age of children was difficult as the registration of births only began in 1836. Parents wanted the children to work as they needed the money. Women workers were not in favour as they now had to work on the surface for lower wages.'

'If factory owners were taken to court the fines were low as some factory owners were magistrates.'

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

'Enforcement of the Mines Act was difficult as mines inspectors were not allowed underground until 1850.'

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

Both sides of Level 3

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

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23 (a) What transport problems faced British industry in the early nineteenth century?

Level 1 General answer [1–2]

e.g. 'Transport did not help industry.'

Level 2 Describes problems [2–5]

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

e.g. 'Roads were often in poor condition and could not carry heavy, bulky loads.'

'Turnpikes improved some roads but having to pay a toll increased costs.'

'Canals could carry bulky goods but were slow and so could not carry fresh produce.'

'The moving of bulky raw materials was difficult.'

(b) Why were there many objections to the building of railways?

Level 1 General answer [1]

e.g. 'The fear of something new.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'Because some people had vested interests.'

'The effects of the railways on health.'

'The effects on food production.'

'The effects on towns.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'Some people had a vested interest in other forms of transport such as canals, stage coach owners, and the railways took away profit and jobs.'

'Farmers objected as railways often went across good farming land and this reduced yield. They argued it would affect the milk from cows and hens would stop laying eggs.'

'There were cranks who feared the speed, noise and pollution and women who feared attack.'

'Some town officials did not want the railway in their towns because of the noise and pollution and damage to existing property and land.'

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(c) How far were conditions for passengers on railways improved after 1830? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'Very slowly.'

Level 2 Identifies change [2–3]

e.g. 'There was increased comfort.'
 'Safety was improved.'
 'Continuous or long journeys were difficult.'
 'Change came later on in the century.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'As the century progressed improvements in comfort including steam heating, gas lighting in carriages, restaurant cars and sleeping carriages were introduced.'
 'When corridors were introduced to carriages, lavatories became part of the carriage making travel more comfortable over longer journeys.'
 'Safety was improved with the introduction of standardised signalling and automatic brakes.'

OR

'Having to change trains at a junction was still a lottery as information was not readily available. Facilities on many stations were limited.'
 'Conditions did not improve immediately and many improvements were only introduced towards the end of the century.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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24 (a) What do you understand by the phrase ‘the white man’s burden’?

Level 1 General answer [1–2]

e.g. ‘A phrase from the time.’

Level 2 Describes phrase [2–5]

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

e.g. ‘It was a phrase from Kipling designed to manipulate public opinion.’

‘It was presented as Britons having a duty to help the less fortunate and inferior peoples of the Empire.’

‘It was to inform those in the Empire that Britain was willing to help them.’

‘Britons were to be proud of the burden they shouldered on behalf of others.’

(b) Why was the Berlin Conference (1884–1885) important for Africa?

Level 1 General answer [1]

e.g. ‘To sort out Africa.’

Level 2 Identifies why [2–4]

(One mark for each)

e.g. ‘To ensure order in colonising.’

‘To deal with African colonisation.’

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. ‘Called by Bismarck to ensure that the partition of Africa would be carried out in an orderly and peaceful fashion.’

‘Countries were after colonies and it was an attempt to sort things out properly. European countries were keen to expand their empires.’

‘To prepare for newcomers to the scramble for Africa so that they had to give formal notice.’

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(c) 'The impact of European civilisation on Africa was beneficial.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

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

Level 2 Identifies impact [2–3]

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

Level 3 Explains agreement OR disagreement [3–5]

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

OR

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

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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

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25 (a) What were (i) suttee and (ii) thuggee in India?

Level 1 General answer [1–2]

e.g. 'They were Indian customs.'

Level 2 Describes terms [2–5]

(One mark for each relevant point; additional mark for supporting detail.)
Maximum of four marks for one aspect.

e.g. 'Suttee was the Hindu custom of a widow burning herself, either on the funeral pyre of her dead husband, or in some other fashion, soon after his death. Never practiced widely. Linked to the Hindu goddess Sati. It became an issue under the British Raj, which first tolerated it, then inadvertently legalised it, before outlawing it in 1829.'
'Thuggee was a cult of people engaged in multiple murder and robbery of travellers. It was stopped by the British in the first half of the nineteenth century.'

(b) Why did the sepoys mutiny in 1857?

Level 1 General answer [1]

e.g. 'It took place because of unrest.'

Level 2 Identifies why [2–4]

(One mark for each)

e.g. 'The British were trying to bring reform.'
'The views of the Indians were ignored.'
'Religion was an issue.'

Level 3 Explains why [4–7]

(Award one mark for an explanation, additional mark for full explanation.)

e.g. 'The British were trying to bring reform and opposition to the British presence had been growing for some time.'
'There was opposition and unrest brought about by the reforms Lord Dalhousie was trying to introduce. They were being introduced too quickly.'
'The reforms were not only being introduced too quickly, they ignored many Eastern customs and religious practices.'
'The Mutiny broke out among the "sepoys" in the Bengal army of the East India Company who believed they were issued with bullets greased with cow or pig fat. This offended Hindu and Muslim religions.'
'They feared that they would be forcibly converted to Christianity.'

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(c) 'The mutiny was certain to fail.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions [1]

e.g. 'The British were too strong.'

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

e.g. 'It was unplanned.'

'The British had greater strength.'

'India could not afford the cost.'

'In some areas control was lost for a time.'

Level 3 Explains agreement OR disagreement [3–5]

e.g. 'The rebellion was not a planned orchestrated rebellion. It was far more a series of localised responses to separate fears of changing patterns of authority. Many areas of India were untouched by the rebellion.'

'The British government spent £36 million restoring order – This was a full years worth of Indian revenue. It resulted in the passing of the India Act transferring the power of the East India Company to the British Crown.'

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

'Britain had a network of loyal, sympathetic Indians who were willing to co-operate.'

OR

'Initially the mutiny spread quickly through the Bengal army and within weeks most of the garrisons in the north-west were in rebel hands. But this did not happen everywhere.'

It took until the middle of 1858 before all resistance was stamped out. It destroyed relationships with fear and hatred coming between Indian and British.'

Level 4 Explains agreement AND disagreement [5–7]

Both sides of Level 3

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