

CAMBRIDGE INTERNATIONAL EXAMINATIONS

IGCSE HISTORY 0470/4 NOVEMBER 2002

DEPTH STUDY A: GERMANY, 1919 – 1945.

- a)
- i) Level 1 – Repeats material stated in source, no inference made. (1 – 2)
- Level 2 – Makes valid inferences, not supported from source e.g. needed to use it etc. (3 – 4)
- Level 3 – Supports valid inference(s) with reference to source e.g. approval of his methods was unimportant, he wanted to control the nation etc. (5 – 6)
- ii) Level 1 – Agrees OR disagrees with no support from source. (1 – 2)
- Level 2 – Agrees OR disagrees, supported from source e.g. Yes, he felt himself being taken in etc. No, retained objectivity because he was a professional and could listen to and read non- German sources etc. (3 – 5)
- Level 3 – Agrees AND disagrees, supported from source, addresses the issue of “How far?” (6 – 7)
- iii) Level 1 – Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 – Not useful – One is from Goebbels, the other is by an American so they could both be biased/unreliable. (2)
- Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)
- Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context.
Include at this Level answers that cross-reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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- b)
i) One mark for each valid example to a maximum of two e.g. radio, films, newspapers, posters etc. (1 – 2)

- ii) Level 1 – Identifies methods – indoctrination, youth groups, uniforms, learning to read texts etc. (1 – 2)

Level 2 – Describes methods – change of syllabus, censorship of texts, military training, humiliation of minorities etc. (2 – 4)

- iii) Level 1 – A single reason. One for the reason, one for explanation e.g. celebration, ritual, power of parades/music, brain washing spectacles, showpiece to reaffirm Nazi principles, evoke pride etc. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained. (2 – 6)

- iv) Level 1 - Simple assertions.
Yes, they were frightened to say anything. (1)

Level 2 – Explanation of impact of propaganda OR terror, single factor given e.g.

Propaganda, Germans believed the message, heard only good so no criticism, propaganda everywhere, control by indoctrination etc.

Terror, eliminated much of opposition and minorities, immediate impact on groups/communities, control by fear etc. (2)

Level 3 – Explanation of impact of propaganda OR terror, multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of the impact of propaganda AND terror must be addressed. (6 – 8)

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DEPTH STUDY B: RUSSIA, 1905 – 1941.

- a)
- i) Level 1 – Repeats material from source, no inference made. (1 – 2)
- Level 2 – Makes valid inferences, not supported from source e.g. it was an improvement etc. (3 – 4)
- Level 3 – Supports valid inference(s) with reference to the source e.g. gives detail of increased production, points out progress was different depending on the commodity, only refers to agriculture etc. (5 – 6)
- ii) Level 1 – Agrees OR disagrees with no support from source. (1 – 2)
- Level 2 – Agrees OR disagrees, supported from the source e.g. Yes, it says it was, factories in private hands etc. No, limited sample of examples, one man's views, memory lapses? etc. (3 – 5)
- Level 3 – Agrees AND disagrees, supported from source, addresses the issue of "How far?" (6 – 7)
- iii) Level 1 – Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 – Not useful – One is from a Bolshevik supporter, the other is statistics so they could both be biased/unreliable. (2)
- Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)
- Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context.
Include at this Level answers that cross-reference between A and b to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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- b)
i) One mark for each valid example to a maximum of two e.g. steel, iron, coal, transport, major banks, foreign trade etc. (1 – 2)

- ii) Level 1 – Identifies features – the state control of means of production and transport, economy organised around communal interests rather than self-interest. (1 – 2)

Level 2 – Describes features – the Supreme Council of National Economy, peasant regimentation and crop confiscation, intimidation, fall in output etc.

Award an extra mark for each feature explained in additional detail. (2 – 4)

- iii) Level 1 – A single reason. One for the reason, one for the explanation e.g. Kronstadt sailors, loyal supporters of the Bolsheviks, now felt betrayed, thought War Communism did not reflect the ideals of 1917 revolution, severity of suppression finally proved Bolsheviks would brook no opposition, but it did convince Lenin to introduce NEP etc. (1 – 2)

Level 2 – Multiple reasons. One for the reason, one for each reason explained.

(2 – 6)

- iv) Level 1 - Simple assertions.
Yes, production went up. (1)

Level 2 – Explanation of success OR lack of success, single factor given e.g.

Yes, restored production to 1913 levels, restored incentives seemed to work etc.

No, prices outstripped incomes (scissors effect), later unemployment, too slow for and unpopular with Stalin etc. (2)

Level 3 – Explanation of success OR lack of success, multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)

Level 4 – Answers that deal with “How successful?”

BOTH sides of success AND lack of success must be addressed. (6 – 8)

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DEPTH STUDY C: THE USA, 1919 – 1941.

- a)
- i) Level 1 – Repeats material stated in source, no inference made. (1 – 2)
- Level 2 – Makes valid inferences, not supported from source e.g. he thinks “big business” does not like him etc. (3 – 4)
- Level 3 – Supports valid inference(s) with reference to the source e.g. he relishes the idea of standing up to “big business” which thought it controlled government etc. (5 – 6)
- ii) Level 1 – Agrees OR disagrees with no support from source. (1 – 2)
- Level 2 - Agrees OR disagrees, supported from the source e.g. Yes, it shows two businessmen critical of New Deal etc. No, newspaper reports indicate New Deal is working, comic drawing of businessmen etc. (3 – 5)
- Level 3 – Agrees AND disagrees, supported from source, addresses the issue of “How far?” (6 – 7)
- iii) Level 1 – Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 – Not useful – One is by FD Roosevelt, the other is from a newspaper so they could both be biased/unreliable. (2)
- Level 3 – Choice made on the nature or amount of information given. Must specify what information. (3 – 5)
- Level 4 – Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context.
Include at this Level answers that cross-reference between A and B to show reliability.
6 marks for one source, 7 marks for both. (6 – 7)

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- b)
i) One mark for each valid example to a maximum of two e.g. NRA, AAA, Wagner Act etc. (1 – 2)

- ii) Level 1 - Identifies grounds – dictatorial attitude, waste etc. (1 – 2)

Level 2 – Describes grounds – ignoring the constitution of the USA, wasting money and people on federal projects etc.

Award an extra mark for each ground described in additional detail. (2 – 4)

Info – Coughlin was the Chicago radio priest – sermons against big business, communism and the New Deal, but in favour of Huey Long (35m audience each week)

- iii) Level 1 – A single reason. One for the reason, one for explanation e.g. much more radical than FDR, wanted even more interventionist policies, same party critic, if he had not been killed in 1935, he could have split the Democratic vote in the Presidential Election 1936 etc. (1 – 2)

Level 2 – Multiple reasons – One for each reason, one for each reason explained. (2 – 6)

- iv) Level 1 - Simple assertions.
No, he was always popular. (1)

Level 2 – Explanation of lost support OR retained support, single factor given e.g.

Loss – Opposition of “big business”, Supreme Court etc throughout – cut back on federal funding in 1937, which created unemployment causing recession, Democrats lost 72 seats in House of Representative in 1938 congressional elections etc.

Retention – He retained support of most of the US public, see presidential election results etc. (2)

Level 3 – Explanation of lost support OR retained support, multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief) (3 – 5)

Level 4 – Answers that deal with the issue of “How far?”
BOTH loss of support AND retention of support must be addressed. (6 – 8)

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DEPTH STUDY D: CHINA, 1945 – c.1990.

a)

- i) Level 1 – Repeats material stated in source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, not supported from source e.g. they were not intimidating etc. (3 – 4)

Level 3 – Makes valid inference(s) with reference to the source e.g. different from general reputation of armies in China, first time local people had been treated with respect etc. (5 – 6)

- ii) Level 1 – Agrees OR disagrees with no support from source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from source e.g. Yes, have to better than present government etc. No, lesser of two evils etc. (3 – 5)

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

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

Level 2 – Not useful – One is by a German, the other is by a Chinese person so they could both be biased/unreliable. (2)

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

Level 4 – Choice made on the grounds of reliability.

Discussion of utility must be based on valid evaluation of source(s) in context.

Include at this Level answers that cross-reference between A and B to show reliability.

6 marks for one source, 7 marks for both. (6 – 7)

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- b)
- i) One for each valid example to a maximum of two e.g. rich, landed, big business, officer corps etc. (1 – 2)
- ii) Level 1 – Identifies ways – corruption, poor choice of ministers, refusal to confront Japanese, wasted monetary support from USA etc. (1 – 2)
- Level 2 – Describes ways.
Award an extra mark for each way described in additional detail. (2 – 4)
- iii) Level 1 – A single reason. One for the reason, one for explanation e.g. different treatment, landlords, land promises, GMD corruption, general comparisons with GMD etc. (1 – 2)
- Level 2 – Multiple reasons. One for each reason, one for each reason explained. (2 – 6)
- iv) Level 1 – Simple assertions.
Yes, Japanese did him great harm etc. (1)
- Level 2 – Explanation of impact OR lack of impact, single reason given e.g.
- Yes, weakened by Japanese, gave CCP time to make progress, CCP seen as more nationalist in opposition to Japanese, USA concentrating on other areas than China alone etc.
- No, received much foreign support, bad leader, poor tactics, military leaders not up to the task, poor morale of troops, lacked popularity with the whole Chinese nation etc. (2)
- Level 3 – Explanation of impact OR lack of impact, multiple factors given. Allow single factors with multiple reasons.
- OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)
- Level 4 – Answers that deal with issue of “How far?”
BOTH sides of impact AND lack of impact must be addressed. (6 – 8)

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DEPTH STUDY E: SOUTHERN AFRICA IN THE 20TH CENTURY.

a)

- i) Level 1 - Repeats material stated in source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, not supported from source e.g. the economy is doing well etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. gold a hugely important element, still had to use foreign investment to develop other mines etc. (5 – 6)

- ii) Level 1 - Agrees OR disagrees with no support from source. (1 – 2)

Level 2 - Agrees OR disagrees, supported from source e.g. Yes, clear involvement in iron/steel, railways, electricity. No, limited list, agriculture? (3 – 5)

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

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

Level 2 – Not useful – One is from a British textbook, the other is South African Government information so they could both be biased/unreliable. (2)

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

Level 4 – Choice made on the grounds of reliability.

Discussion of utility must be made on valid evaluation of source(s) in context.

Include at this Level answers that cross-reference between A and B to show reliability.

6 marks for one source, 7 marks for both. (6 – 7)

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- b)
- i) One mark for each valid example to a maximum of two e.g. gold, diamonds, wool, copper, corn, wine etc. (1 – 2)
- ii) Level 1 – Identifies ways – internal migration, black townships, from neighbouring countries. White migration from Europe, poor whites/ farmers from SA. (1 – 2)
- Level 2 – Describes ways.
Award an extra mark for each way described in additional detail. (2 – 4)
- iii) Level 1 – A single reason. One for the reason, one for explanation e.g. to extend system of agricultural marketing co-ops, produce control boards, and export subsidies for agriculture. To help problems faced by white farmers. To please Afrikaner vote, stifle breakaway PNP/Malan. (1 – 2)
- Level 2 – Multiple reasons. One for each reason, one for each reason explained. (2 – 6)
- iv) Level 1 - Simple assertions.
No, the blacks had lower wages. (1)
- Level 2 – Explanation of benefit OR lack of benefit, single factor given e.g.
Yes, job creation schemes, gold boom, Govt subsidy and investment, foreign investment, stability benefited politicians etc.
No, poor whites, farmers, blacks, Trade Unions did not gain proportional share. Urban population paid higher food prices to support rural population etc. (2)
- Level 3 – Explanation of benefit OR lack of benefit with multiple factors given.
Allow single factors with multiple reasons.
OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)
- Level 4 – Answers that deal with “To what extent?”
BOTH sides of benefit AND lack of benefit must be addressed. (6 – 8)

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DEPTH STUDY F: ISRAELIS AND PALESTINIANS, 1945 – c.1994.

a)

i) Level 1 – Repeats material stated in source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, not supported from source e.g. tense, hostile etc.
(3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. examples of restrictions, seizures, damage etc. (5 – 6)

ii) Level 1 – Agrees OR disagrees with no support from source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from source e.g. Yes, it says so on the placards etc. No, away from Palestine, Jews appear to support Palestinians etc.
(3 – 5)

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

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

Level 2 – Not useful – One is from the Jerusalem Committee, the other is a photo so they could both be biased/unreliable. (2)

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

Level 4 – Choice made on the grounds of reliability.

Discussion of utility must be made on valid evaluation of source(s) in context.

Include at this Level answers that cross-reference between A and B to show reliability.

6 marks for one source, 7 marks for both. (6 – 7)

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- b)
i) One mark for each valid example to a maximum of two e.g. religion, language, dress, customs etc. (1 – 2)

- ii) Level 1 – Identifies features – communal ventures, either agricultural or industrial, an effort to combine socialism with Zionism etc. (1 – 2)

Level 2 – Describes features – collective education of children, common defence, important pillar of Israeli economy etc.

Award an extra mark for features described in additional detail. (2 – 4)

- iii) Level 1 – A single reason. One for the reason, one for explanation e.g. holy place for Jews, Arabs and Christians. Control of it and its holy places vital to Jews and Arabs. Originally, Arab land, now “occupied”. Jerusalem issues crucial and very difficult for any advance towards a peace agreement etc. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained. (2 – 6)

- iv) Level 1 - Simple assertions.
Yes, there has been no progress. (1)

Level 2 – Explanation of difficulty OR help, single factor given e.g.

Difficulty, Arabs distrust American sponsorship of Israel, the military and financial support, the large and influential Jewish lobby in the USA etc.

Help, USA, has a genuine interest in securing stability to secure oil supplies and reduce cost, political lobbying at home that distracts from other issues, always trying initiatives etc. (2)

Level 3 – Explanation of difficulty OR help with multiple factors given. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)

Level 4 – Answers that offer a balanced argument.
BOTH sides of difficulty AND help must be addressed. (6 – 8)

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DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY.

a)

- i) Level 1 – Repeats material stated in source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, not supported from source e.g. people were frightened of change etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. examples of unemployment, noise, industrial demands etc. (5 – 6)

- ii) Level 1 – Agrees OR disagrees with no support from source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from source e.g. Yes, would appear to be all encompassing panacea for transport problems. No, only refers to goods, written by a canal builder etc. (3 – 5)

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

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

Level 2 – Not useful – One is from a canal builder, one is from a parliamentary speech so they could both be biased/unreliable. (2)

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

Level 4 – Choice made on the grounds of reliability.

Discussion of utility must be made on valid evaluation of source(s) in context.

Include at this Level answers that cross-reference between A and B to show reliability.

6 marks for one source, 7 marks for both. (6 – 7)

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- b)
- i) One mark for each valid advantage to a maximum of two e.g. speed, vulnerable to iced canals, limited to canal routes, vulnerable to theft, horsepower etc. (1 – 2)
- ii) Level 1 – Identifies improvements – engine improvements, legal framework, larger network, safety etc. (1 – 2)
- Level 2 – Describes improvements – tubular boiler, Stephenson’s piston, Railway Act 1844, carriage construction etc.
Award an extra mark for improvements described in additional detail. (2 – 4)
- iii) Level 1 – A single reason. One for the reason, one for explanation e.g. cheap and convenient method of transporting goods and people, demands of expansion created further demands to transport materials (iron), increasing prosperity created further demands for fresh food, clothing. Means of investment and profit making. Railway mania etc. (1 – 2)
- Level 2 – Multiple reasons. One for each reason, one for each reason explained. (2 – 6)
- iv) Level 1 - Simple assertions.
No, canals and roads still existed. (1)
- Level 2 – Explanation of replacement OR non-replacement, single factor given e.g.

Yes, took over most of the long haul traffic of goods and people because of speed, cost and comfort etc.

No, short haul road traffic not affected, and even flourished around railway stations; canal continued to be used where non-perishable goods/bulk/time issues meant canals more cost-effective etc. (2)
- Level 3 – Explanation of replacement OR non-replacement, multiple factors given.
Allow single factors with multiple reasons.
- OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balance but Brief) (3 – 5)
- Level 4 – Answers that deal with “How far?”
BOTH sides of replacement AND non-replacement must be addressed. (6 – 8)

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DEPTH STUDY H: THE IMPACT OF WESTERN IMPERIALISM IN THE 19TH CENTURY.

a)

- i) Level 1 - Repeats material stated in source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, not supported from source e.g. things were out of control etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to source e.g. states it was a very violent affair and gives examples of Indian fury, European suffering etc. (5 – 6)

- ii) Level 1 – Agrees OR disagrees with no support from the source. (1 – 2)

Level 2 – Agrees OR disagrees, supported from source e.g. Yes, Language, tone, executions, blood and gore etc. No, Implies a less aggressive reaction at some time in the future etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from source, addresses the issue of “To what extent?” (6 – 7)

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

Level 2 – Not useful – Source A is from English person, B is from an Anglo-Indian newspaper and C is from a debate in Britain so they could all be biased/unreliable. (2)

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

Level 4 – Choice made on the grounds of reliability.

Discussion of utility must be made on valid evaluation of source(s) in context.

Include at this Level answers that cross-reference between A and B to show reliability.

6 marks for one source, 7 marks for more than one. (6 – 7)

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- b)
- i) One mark for each valid reason to a maximum of two e.g. long standing grievances over treatment by British officers, service overseas, cartridge question etc. (1 – 2)
- ii) Level 1 – Identifies effects – property confiscation, interference with customs (suttee and thuggee), attempts at religious conversion etc. (1 – 2)
- Level 2 – Describes effects – taking of land, jewels, imposition of British values, inventions, justice etc.
Award an extra mark for each effect described in additional detail. (2 – 4)
- iii) Level 1 – A single reason. One for the reason, one for the reason explained e.g. uncoordinated rebellion, lacked effective leadership, determination of British defenders, many Indians stayed loyal etc. (1 – 2)
- Level 2 – Multiple reasons. One for each reason, one for each reason explained. (2 – 6)
- iv) Level 1 - Simple assertions.
No, nothing really changed. (1)
- Level 2 – Explanation of better life OR worse life, single factor given e.g.
- Better*, Company rule ceased, ruled from London through Viceroy, more Indians in civil service, greater consultation, better education for some, nationalism allowed to develop through Congress Party etc.
- Worse*, for the majority nothing changed at all so in comparison to more favoured Indians they were worse off, still interference with customs, increased control and direction of areas, now British clearly better organised to stay etc. (2)
- Level 3 – Explanation of better life OR worse life, multiple factors given. Allow single factors with multiple reasons.
- OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)
- Level 4 – Answers that offer a balanced argument.
BOTH sides of better AND worse life must be addressed. (6 – 8)