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FINAL MARK SCHEME

CAMBRIDGE
INTERNATIONAL EXAMINATIONS

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June 2002

INTERNATIONAL GCSE

MARKING SCHEME

MAXIMUM MARK : 40

SYLLABUS/COMPONENT : 0470/04

HISTORY
Alternative to Coursework

IMPORTANT NOTICE
Marking schemes have been issued on the basis of ONE copy per Assistant Examiner and TWO copies per Team Leader.

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CAMBRIDGE INTERNATIONAL EXAMINATIONS

IGCSE HISTORY 0470/4 JUNE 2002.

MARKING SCHEME

This Paper is marked out of a maximum of 40 marks. Candidates must choose ONE Depth Study to attempt. Questions and Marking Schemes for each Depth Study have been developed to follow a pattern. In every case, part (a) questions concentrate on source material provided in the Paper and are worth a total of 20 marks. Part (b) questions deal with subject matter closely related to the source material and also have a total value of 20 marks. Whilst marking schemes are based on the same model, they have been printed separately to allow exemplars of skill and information levels which candidates may use. These exemplars are not intended to be exclusive or exhaustive.

All marking should be undertaken in red ink and when a candidate reaches his/her highest Level, that Level should be recorded in the right hand margin of the script (e.g. L2). After this you must decide the mark to be awarded from those available for that Level and record it next to the Level given (e.g. L2/4). Always mark positively and never deduct marks. Ignore errors but indicate you have spotted them by circling. Be prepared to underline key phrases or ideas to help with your evaluation of answers. When in doubt always opt for the higher mark. If candidates attempt more than one question please mark them all but only record the best mark on the front of the script. Write "Rubric Offence" on the front of the script next to the mark given.

If you have any doubts or queries whatsoever please contact your team leader. Please send me your examiner's report towards the end of the marking period but before the last batch date.

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IGCSE HISTORY 0470/4 JUNE 2002

DEPTH STUDY A: GERMANY 1918 - 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. they do not like it etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. cannot change views overnight, will be difficult to overthrow in the short term 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. proclamation appears to expect support, but has to demand it; encouragement versus threat etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from source, addresses the issue "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 information. (1)

Level 2 – Not useful – One is from a Free Corps Officer, the other is a Social Democrat Proclamation 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 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. proportional representation, rule by decree etc. (1 - 2)

ii) Level 1 - Identifies aims – Seizure of power, protest against Govt policies etc. (1 – 2)

Level 2 - Describes aims – Award an extra mark for each example that is described in additional detail e.g. removal of Weimar Govt, protest over Ruhr, imposition of Nazi policies/values etc. (2 – 4)

iii) Level 1 – A single reason. One for each reason, one for the explanation e.g. reparations, Ruhr, passive resistance, printing money etc (1 – 2)

Level 2 – Multiple reasons. One for each reason explained/placed in context. (2 – 6)

iv) Level 1 – Simple assertions.
More by the Treaty of Versailles. (1)

Level 2 – Explanation of Hyp OR Vers, single factor given e.g.
Hyp, as it affected most of the population humiliation over Ruhr, obvious symptoms everywhere, useless currency etc.

Vers, unpopular treaty associated with Weimar, loss of land/trade, national humiliation etc. (2)

Level 3 – Explanation of Hyp OR Vers, 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 arguments on BOTH sides.
BOTH Hyperinflation AND Treaty of Versailles must be addressed as possible factors that weakened the Weimar government. (6 – 8)

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DEPTH STUDY A: RUSSIA, 1905 – 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. they were desperately unhappy etc. (3 – 4)

Level 3 – Supports valid inference(s), with reference to the source e.g. unhappy but language still shows respect etc. (5 – 6)

ii) Level 1 – Agrees OR disagrees, unsupported from source. (1 – 2)

Level 2 – Agrees OR disagrees supported from source e.g. no public criticism possible but groups still meeting and plotting in secret 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. Does not specify what information. (1)

Level 2 – Not useful – One is from a Russian, the other is British so they could 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 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 group to a maximum of two e.g. Bolsheviks, Mensheviks, Constitutional Democrats (Cadets), Octobrists, Social Revolutionaries etc. (1 – 2)

ii) Level 1 – Identifies examples – Strikes, terror, Potemkin, soviets, assassinations, disillusion etc. (1 – 2)

Level 2 – Describes examples.
Award an extra mark for each example described in additional detail. (2 – 4)

iii) Level 1 – A single reason. One for the reason, one for the explanation e.g. Manifesto, loyalty of army, most wanted to trust Tsar etc. (1 – 2)

Level 2 – One for each reason, one for each reason explained e.g. waverers wanted to believe Manifesto, army loyalty effected physical control, inertia of population etc. (2 – 6)

iv) Level 1 – Simple assertions.
Yes, they went to war for him. (1)

Level 2 - Explanation of threat OR lack of threat, single factor given e.g. Yes, the problems and thus opposition still existed. No, the army was loyal and ostensibly in control. (2)

Level 3 – Explanation of threat OR lack of threat, 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 threat AND lack of threat must be addressed. (6 – 8)

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DEPTH STUDY C: THE USA, 1919 – 1945.

a)

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

Level 2 – Makes valid inference, not supported from source e.g. a place of continuous change etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. gives examples of how US society loves change and improvement. (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, general trend is down. No, peaks and troughs; were lower prices a result of efficiency? 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 an American newspaper, the other gives no source 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. rubber, steel, road making, upholstery etc (1 – 2)

ii) Level 1 – Identifies effects – entertainment, work practices, longer day etc. (1 – 2)

Level 2 – Describes effects.
Award an extra mark for each effect describes in additional detail. (2 – 4)

iii) Level 1 – A single reason. One for the reason, one for the explanation e.g. electricity, more money, more time etc. (1 – 2)

Level 2 – Multiple reasons. One for the reason, one for each reason explained e.g. electricity fostered invention, extra time and money created a demand and market that could be exploited etc. (2 – 6)

iv) Level 1 – Simple assertions.
No, black Americans always were worse off. (1)

Level 2 – Explanation of equality OR lack of equality, single factor given e.g.
Yes, US society enjoyed the boom, employers, investors, women etc.

No, poor whites, black Americans, farmers etc. worse off. (2)

Level 3 – Explanation of equality OR lack of equality, 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 far?"
BOTH equality AND lack of equality have to 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. Mao advised them etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. Mao encouraged the Red Guards to disrupt/attack other Chinese citizens, but not to use firearms 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, wrecked his education. No, retained his loyalty 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 Mao, the other is from a former Red Guard, 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 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 for each valid example to a maximum of two e.g. teachers, lecturers, managers, scientists, intellectuals etc. (1 – 2)

ii) Level 1 – Identifies examples – wrecked schools, antiquities, humiliated many etc. (1 - 2)

Level 2 – Describes examples.
Award an extra mark for examples described in additional detail. (2 – 4)

iii) Level 1 – A single reason. One for the reason, one for explanation e.g. to attack critics, to return to true revolution, to get rid of self-seekers etc. (1 – 2)

Level 2 – Multiple reasons. One for each reason, one for each reason explained e.g. aimed to remove rivals/critics after the Great Leap Forward, to re-establish his supremacy etc. (2 – 6)

iv) Level 1 – Simple assertions.
Yes, Mao got rid of a lot of enemies. (1)

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

Yes, Mao used Red Guards to rid him of enemies and "bourgeois" thinkers (70% of government and party leaders at national and provincial level removed).

No, caused chaos, destruction and death, had to use Red Army against Guards 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 E: SOUTHERN AFRICA IN THE 20TH CENTURY.

a)

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

Level 2 – Makes valid inferences, not supported from source e.g. the students were defiant, wanted to rally support etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. Christian and Black Power attitudes from crosses, clenched fist 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 give statistics of death toll etc. No, understatement of seriousness in language – "riots" 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 a poster from the Congress of South African students, the other is from British newspaper so they could both be biased/unreliable. (2)

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

Level 4 – Choice made on 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, 7marks for both. (6 – 7)

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b)

i) Award one mark for each valid reason to a maximum of two e.g. Afrikaans in schools, influence of Students' Representative Councils/Black consciousness, unemployment, housing etc. (1 – 2)

ii) Level 1 – Identifies differences – Black schools had fewer resources, qualified teachers, larger classes, different syllabuses. Bantu Education Act restrictions. (1 – 2)

Level 2 - Describes differences.
Award an extra mark for each difference described in additional detail. (2 – 4)

iii) Level 1 – A single reason. One for the reason, one for explanation e.g. shared problems, lack of resources, overcrowding, crime, outrage at police/army action, publicity, criminal motives, bandwagon effect. (1 – 2)

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

iv) Level 1 – Simple assertions.
No, because nothing changed. (1)

Level 2 – Explanation of improvement OR lack of improvement, single factor given e.g.
Yes, more money spent on education, Trade Unions allowed, better housing/employment prospects, Govt. co-operated with employers in Urban Foundations. Cands. *May mention De Lange, Wiehan, Riekart Commissions. Do not penalise if not mentioned.*

No, 700 killed by end of 1977, police powers extended, Group Areas Act stayed. Forced removals, restrictions and banning of political activity remained. (2)

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

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

Level 4 – Answers that deal with "To what extent?"
BOTH sides of improvement AND lack of improvement 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. they are prepared to be violent etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. they justify violence as a right, attitude will lead to permanent hostilities 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, attacks made supporters view terrorists as freedom fighters etc. No, victory had not been achieved, others believed in peaceful means 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 newspaper, the other is from a textbook 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 for each valid reason to a maximum of two e.g. to regain homeland, to create Palestinian State, raise international awareness/pressure on Israel etc.

ii) Level 1 - Identifies part played – guerrilla fighter when young, founded Al Fatah, co-ordinated various commando groups, identified objectives etc. (1 – 2)

Level 2 – Describes part played.
Award an extra mark for each part in additional detail. (2 - 4)

iii) Level 1 – A single reason. One for the reason, one for explanation e.g. raise international awareness, put pressure on Israel's allies, be seen by Arabs as freedom fighters, high profile promotion of Arab cause etc. (1 – 2)

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

iv) Level 1 – Simple assertions.
No, they are still fighting. (1)

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

Help - raised awareness, sympathy, international debate etc.

Hindrance - horrified many, entrenched position of not giving in to terror, acts undermine any progress made etc. (2)

Level 3 – Explanation of help OR hindrance 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 help AND hindrance must be addressed. (6 – 8)

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DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SOCIETY

a)

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

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

Level 3 – Supports valid inference(s) with reference to the source e.g. household distractions, one-person job 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, quotes awful working conditions etc. No, they have jobs and get paid 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 source is more detailed/give more information, but does not specify what information. (1)

Level 2 – Not useful – A is an artist's impression, B is statistics and C is from a workers' newspaper 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, B and C 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 area to a maximum of two e.g. Yorkshire, Cotswolds, East Anglia etc. (1 – 2)

ii) Level 1 - Identifies ways – mechanised spinning and weaving. (1 – 2)

Level 2 – Describes ways – quantifies increased speeds, impact on employment, costs etc.
Award an extra mark for ways described in additional detail. (2 – 4)

iii) Level 1 – A single reason. One for the reason, one for explanation e.g. increased availability, lower cost (Whitney's Gin), lighter and healthier than wool etc. (1 – 2)

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

iv) Level 1 – Simple assertions.
Yes, it kept prices down. (1)

Level 2 – Explanation of cheap labour factors OR other factors, single factor given e.g.

Yes, prices kept low, increased demand, work force also purchasers, increased profits encouraged investment and expansion of industry etc.

No, industrialisation, mechanisation, increased supply, health issues, fashion etc. (2)

Level 3 – Explanation of cheap labour factors OR other factors, 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 cheap labour factors AND other factors 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 seen in source, no inference made. (1 – 2)

Level 2 – Makes valid inferences, not supported from source e.g. it is painful for the native population etc. (3 – 4)

Level 3 – Supports valid inference(s) with reference to the source e.g. the British will use any device to exploit for their own gain 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, that was the typical view at the time etc. No, a late 19th century view only, does not tell the whole story etc. (3 – 5)

Level 3 – Agrees AND disagrees, supported from sources, 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 information, but does not specify what information. (1)

Level 2 – Not useful – One is German the other is British 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 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 pair to a maximum of two. (1 – 2)

ii) Level 1 – Identifies methods – exploration, conversion (obedience), intermediaries, encouraged trade etc. (1 – 2)

Level 2 – Describes methods – gives detail or examples of above.
Award an extra mark for methods described in additional detail. (2 – 4)

iii) Level 1 – A single reason. One for the reason, one for explanation e.g. based on empire acquired pre-19 century and the lessons learned, naval and trading nation, more dynamic and aggressive, not governmental – more company and profit based. Other countries more absorbed in unification issues or European power struggles etc. (1 – 2)

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

iv) Level 1 – Simple assertions.
Yes, the policy was to make the Mother Country rich. (1)

Level 2 – Explanation of economic factors OR other factors, single factor given e.g.
Yes, trade, company exploration and exploitation, source of raw materials and markets etc.

No, religious motives, status symbol, "Place in the sun", late 19th century government sponsored acquisitions etc. (2)

Level 3 – Explanation of economic factors OR other factors, multiple factors given. Allow single factors with multiple reasons. (3 – 5)

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

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