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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2008 question paper

0470 HISTORY

0470/04 Paper 4 (Alternative to Coursework), maximum raw mark 40

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

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International Examinations

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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. Many young people see benefits for themselves in the Hitler youth etc. [3–4]

Level 3 Supports valid inference(s) with reference to the source e.g. See membership as bringing jobs; Not taxed with educational tasks; benefits accrue from loyalty to Hitler 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, boys from all classes, no social distinctions, enjoyed the marches and felt safe hating the SPD.
No, mainly middle class and workers, young SPD not supportive; as a leader he found absolute obedience and lack of individual will unpleasant. [3–5]

Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' [6–7]

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

Level 2 Useful/not useful – One is from the SPD and the other is from ex-Hitler Youth members 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]

(b) (i) One mark for each valid aspect to a maximum of two e.g. A law that allowed Hitler to govern Germany without consulting Reichstag, able to rule as a dictator etc. [1–2]

(ii) Level 1 Identifies policies. [1–2]

Level 2 Describes policies. Award an extra mark for each policy described in additional detail e.g. Role as homemaker in support of husband, KKK, have children for the Aryan race and military, not take male jobs. League of German Maidens, women's steering committee to oversee all women's organisations. [2–4]

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(iii) Level 1 Single reason. One for the reason, one for the reason explained. [1–2]

Level 2 Multiple reasons. One for each reason, one for each reason explained e.g. To promote Aryan ideal, to brainwash young to support and perpetuate the Nazi philosophy, anti-Semitism, anti non-Aryan, use of Maths, Biology, History in support of Nazi ideas, spy on teachers, parents etc. [2–6]

(iv) Level 1 Simple assertions.
Yes, everyone was scared. [1]

Level 2 Explanation of control OR opposition, single factor given e.g.
Control Enabling Act, support of Army, fear agencies of SA, SS, Gestapo etc.
Opposition SA and Rohm in 1933, some underground challenge from communists and other dissident groups, Swing movement, Edelweiss Pirates, a number of assassination attempts on Hitler through to 1944. [2]

Level 3 Explanation of control OR opposition, 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 control AND opposition must be addressed, [6–8]

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Depth Study B: 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. Being created in a crisis without necessary supplies, needs few but devoted volunteers etc. [3–4]

Level 3 Makes valid inference(s), with reference to the source e.g. Refers to the detail of required troops and supplies etc. [5–6]

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

Level 2 Agrees OR disagrees, supported from source e.g. Yes, dedicated volunteers, party members at every level etc. No, ex-officers 'willing' but for what reasons? Conscription, harsh discipline etc. [3–5]

Level 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?' [6–7]

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

Level 2 Useful/not useful – One is Trotsky himself and 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 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]

(b) (i) Award one mark for each valid example to a maximum of two e.g. GB, France, USA, Japan. Accept Czech Legion and Poland. [1–2]

(ii) Level 1 Identifies elements e.g. Harsh on Russia but allowed Bolsheviks to concentrate on domestic issues. [1–2]

Level 2 Develops elements. Award an extra mark for each element that is described in additional detail e.g. Russia lost Finland, Estonia, Latvia, Lithuania, west Belorussia, Poland, Ukraine, parts of the Caucasus. Lost half European territory and 75 % of heavy industry, 6bn gold marks in reparations. [2–4]

(iii) Level 1 Single reason. One for the reason, one for explanation. [1–2]

Level 2 One for each reason, one for each reason explained e.g. To put Communist theories into practice by sharing wealth. To help with the Civil War by keeping towns and Red Army supplied with food and weapons. Details about the control of the means of production and transport, and confiscation of food can be expected. [2–6]

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(iv) Level 1 Simple assertions.
Yes, he was a great leader. [1]

Level 2 Explanation of Trotsky's leadership OR other factors, single factor given.
Trotsky Leadership and organisational skills, brilliant oratory, train, discipline etc.
Other Whites had no unified strategy, Reds had central area and control of more industry and transport, foreign intervention allowed Bolsheviks to claim defence of Mother Russia, Red Army had up to ten times the number of White troops, other Bolsheviks' contributions etc. [2]

Level 3 Explanation of Trotsky's leadership 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 Trotsky's leadership AND other factors must be addressed. [6–8]

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Depth Study C: The USA, 1919–1941

(a) (i) Level 1 Repeats material seen in source. [1–2]

Level 2 Makes valid inferences, not supported from source e.g. Law is obeyed but then largely ignored etc. [3–4]

Level 3 Makes valid inference(s) with reference to source e.g. 1921 shows drop in consumption but by 1929 more being drunk than in 1918 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, defied in big cities, working class towns, not effective in North, drank gin instead of beer.
No, supported in South and West and still is, weak enforcement, 'ignored' rather than defied in small towns etc. [3–5]

Level 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?' [6–7]

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

Level 2 Useful/not useful – One is statistics and the other is from a Church 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]

(b) (i) One mark for each area to a maximum of two e.g. Mexico, Canada, Caribbean, the 'rum fleet' outside the three mile limit. [1–2]

(ii) Level 1 Identifies aspects. Drinking centres. [1–2]

Level 2 Develops aspects. Award an extra mark for each aspect described in additional detail e.g. Secret drinking clubs, passwords, bootleg liquor, controlled by gangsters etc. [2–4]

(iii) Level 1 Single reason. One for the reason, one for the reason explained. [1–2]

Level 2 Multiple reasons – One for each reason, one for each reason explained. e.g. Religious conviction; social concerns – effects on family life, caused poverty, debt, crime, violence; morality of brewers making fortunes; impact on health and absence from work etc. [2–6]

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(iv) Level 1 Simple assertions.
Yes, everyone got richer and richer. [1]

Level 2 Explanation of benefit OR lack of benefit, single factor given e.g.
Yes Consumer boom, multiple cars, fridges, radios etc; production up, mechanised production, cars and allied industries; stock market etc.
No Minorities, esp. southern European immigrants, black Americans, farmers, some women, native Americans; wages; Wall Street Crash etc [2]

Level 3 Explanation of benefit OR lack of benefit, with multiple factors. 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 benefit AND lack of benefit 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, unsupported from source e.g. Useful tool for the government in Beijing etc. [3–4]

Level 3 Makes valid inference(s), supported from source e.g. Raised food production, more useful than collectives, used as local government vehicle, kept Beijing informed etc. [5–6]

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

Level 2 Agrees OR disagrees, supported from source e.g. Yes, all appeared to be enthusiastically involved and proud of successes etc.
No, production was not real, all had been duped into acting and making surreal claims etc. [3–5]

Level 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?' [6–7]

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

Level 2 Useful/not useful – One is British and the other is from a Chinese writer 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.
Discussions 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]

(b) (i) Award one mark for each relevant aspect to a maximum of two e.g. Farmer/peasant doctors who had been given minimal medical training. Worked in rural areas. 'Barefoot' as they did not wish to get shoes dirty/wet in paddies and fields. 1965 speech by Mao on healthcare institutionalised the doctors and they became part of the Cultural Revolution. [1–2]

(ii) Level 1 Identifies functions e.g. Families joining together to increase food production. [1–2]

Level 2 Develops functions. Award an extra mark for functions described in additional detail e.g. Joint ownership of land, sharing of tools and equipment. By 1965 about 95% of all peasants were in collectives. [2–4]

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(iii) Level 1 Single reason. One for the reason, one for the explanation. [1–2]

Level 2 Multiple reasons. One for each reason, one for each reason explained e.g. Feeling confident at recent progress the Chinese government tried to open discussions with new class of technicians, scientists and engineers to try to improve relations between them and the party cadres. However, the party was criticised as having incompetent and over-enthusiastic cadres, over-centralisation and no democracy. Mao abandoned the campaign to stifle further criticism, but some say he started it to 'out' critics. [2–6]

(iv) Level 1 Simple assertions.
No, a lot of people starved. [1]

Level 2 Explanation of improvement OR lack of improvement, single reason given.
Yes Early land redistribution and Speak Bitterness courts had engaged the peasants. Later collectives and communes boosted food production. Measures on women, health and education etc.
No Pettiness and incompetence of officials, Great Leap Forward resulted in famine and deaths, most saw little difference to the daily grind 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 offer a balanced argument.
BOTH sides of benefit AND lack of benefit 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. It was a costly way of prolonging the war etc. [3–4]

Level 3 Makes valid inference(s), supported from source e.g. British 'caring for' women and children; destroying property; British and Boers prolonging the war; Still resentment today 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, Boers stopped fighting and became loyal citizens, No, Boers retained all rights at no additional cost, were compensated; little chance of non-white franchise having British support. [3–5]

Level 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?' [6–7]

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

Level 2 Useful/not useful – One is from an Afrikaans website and 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 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]

(b) (i) One mark for each valid name to a maximum of two e.g. Botha, Smuts, de Wet, Steyn, de la Rey, Joubert, Hertzog, Cronje. [1–2]

(ii) Level 1 Identifies buildings and use. [1–2]

Level 2 Describes buildings and use. Award an extra mark for each valid aspect described in additional detail e.g. Small forts; early of stone then corrugated iron reinforced by earth; 8000 constructed, no more than a mile apart. Used to protect railways, restrict mobility of Boer commandos; barbed wire; to aid sweeps of country etc. [2–4]

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(iii) Level 1 Single reasons. One for the reason, one for the explanation. [1–2]

Level 2 Multiple reasons. One for each reason, one for each reason explained. e.g. Hopes that British victory would improve conditions and rights were dashed after 1902; those in the Cape feared a loss of their franchise; Knew that Afrikaners would not shift on beliefs; 1906 Bambatha rising in Natal savagely put down; Transvaal Native Congress appeal to London against pass laws in 1906 ignored as was black delegation in 1909; National Convention to draft Act of Union was all white. [2–6]

(iv) Level 1 Simple assertions.
Yes, they lost their land. [1]

Level 2 Explanation of economic OR other factors, single factors given e.g.
Econ Development of diamond/gold mines led to migrant labour; pass laws; taxation – to be paid in cash; black farmers did benefit from increased demand until 1890s drought; 1911 Mines and Works Act made colour-bar legal in mines; 1913 Land Act had a major impact; blacks could only buy land in Transkei and Zululand, not from whites. Share cropping made illegal.
Other Involved in war by both sides as scouts, for transport and as soldiers on British side in 2nd war. Became refugees; 14 000 died in concentration camps [2]

Level 3 Explanation of economic 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 economic AND other factors must be addressed. [6–8]

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Depth Study F: Israelis and Palestinians

(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. Figures vary from year to year etc. [3–4]

Level 3 Makes valid inference(s) with reference to the source e.g. Numbers vary but are largest in the middle years of the decade and coincide with Nazi control of Germany; Huge number for Palestine to absorb etc. [5–6]

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

Level 2 Agrees OR disagrees, supported from the source e.g. Yes, persistence and determination of Jews to get to Palestine no matter what obstacles; when there used violence; public relations e.g. Exodus, world opinion etc. No, prepared to use navy in blockade, and fire on and sink ships if necessary etc. [3–5]

Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' [6–7]

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

Level 2 Useful/not useful – A is from the ESCO Foundation, B is British and C is American 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 source. [6–7]

(b) (i) One mark for each valid aspect to a maximum of two e.g. League of Nations 'A' mandate to be administered by GB to be prepared for certain independence through self-government. [1–2]

(ii) Level 1 Identifies elements e.g. hostility, unrest. [1–2]

Level 2 Develops elements. Award an extra mark for each element described in additional detail e.g. Previous migration of Jews in 1930s had caused unrest and clashes; mid 1940s and it looked like another huge wave. Clash of cultures and religions; Jewish armed groups to attack the British. King David hotel etc. [2–4]

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(iii) Level 1 Single reason. One for the reason, one for the explanation. [1–2]

Level 2 Multiple reasons. One for each reason, one for each reason explained e.g. Previous clashes and the migration of Jews in the 1930s and now in the 1940s too much for Britain to cope with (strain and costs of war) so asked UNO to take over the problem; much international pressure and sympathy with Jews after sufferings; pressure from Zionists. Nov 1947 UN voted to partition Palestine. [2–6]

(iv) Level 1 Simple assertions.
Yes, Britain handed the problem to UNO. [1]

Level 2 Explanation of British weakness OR other factors, single factor given e.g.

Britain Attacks by Stern Gang and Irgun, blowing up of King David hotel, blowing up of radio and power stations, raiding camps, killing soldiers hit a very weak GB after the strain of World War II etc.

Other Propaganda and world opinion, 'heroic' displaced persons and Exodus, US pressure from Jewish lobby, new threats from Arabs. Handing to UNO would make it a world problem, not just a British one etc. [2]

Level 3 Explanation of British weakness OR other factors 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 British weakness AND other factors 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 the source e.g. The picture indicates that some aspects are run down etc. [3–4]

Level 3 Makes valid inference(s), with reference to the source e.g. The foreground shows that inns and business are in ruin. Stagecoaches are finished. Train in background offering rural travel. Tidier in background. [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, because it lists big horse carrier industry, railways still in infancy in 1850. No, number working on railways is large, does not show that many have lives and work enhanced by railways. Census returns sometimes unreliable. [3–5]

Level 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?' [6–7]

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

Level 2 Useful/not useful – One is painting and one is a history book 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]

(b) (i) Award one mark for the place and one mark for the date e.g. Allow both Stockton to Darlington, 1825, and Manchester to Liverpool, 1830. [1–2]

(ii) Level 1 Identifies benefits. [1–2]

Level 2 Develops benefits. Award an extra mark for any aspect described in additional detail e.g. Produce to towns quickly, encouraged market gardening; Livestock transported to market not driven so meatier and in better condition; Seasonal labour could go from town to country – hops etc. Transport of cereals, milk and root crops more convenient by railway. [2–4]

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(iii) Level 1 Single reason. One for the reason, one for the explanation. [1–2]

Level 2 Multiple reasons. One for each reason, one for each reason explained e.g. Ever expanding network and not limited geographically. Railways cheaper and easier to build. Did not suffer from frost or drought. Quicker and available passenger travel influenced more freight haulage. Money readily available and train companies sought to buy out canal companies. [2–6]

(iv) Level 1 Simple assertions.
Yes, everyone liked going on journeys [1]

Level 2 Explanation of welcome OR lack of welcome, single factors given e.g.
Welcome Most sections of industry prospered, peoples lives improved by access to work, countryside, seaside, fresher food etc.
Not Old carrier industries and their workers, landed gentry, environmentalists, fear of trains, allowed criminals to travel and escape quickly etc. [2]

Level 3 Explanation of welcome OR lack of welcome, 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 welcome AND lack of welcome 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 the source e.g. It looks as if everyone was to be looked after etc. [3–4]

Level 3 Makes valid inference(s) with reference to the source e.g. To improve the natives conditions through education, Christianity and suppressing the slave trade, whilst also promising protection to missionaries and scientists 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, in B commerce comes before Christianity. The whole of C seems exploitation. No, B mentions Christianity and C claims to be protecting the natives. [3–5]

Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' [6–7]

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

Level 2 Useful/not useful – A is a summary from the Berlin Conference, B is from Livingstone and C is from a BBC correspondent 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 source. [6–7]

(b) (i) One mark for each valid example to a maximum of two e.g. Cameroon, Togoland, Uganda, Namibia (German SWA). [1–2]

(ii) Level 1 Identifies incidents [1–2]

Level 2 Develops incidents. Award an extra mark for each incident described in additional detail. Most likely incidents Fashoda 1898, Moroccan crises of 1905 and 1911. [2–4]

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(iii) Level 1 Single reasons. One for the reason, one for the explanation. [1–2]

Level 2 Multiple reasons. One for each reason, one for each reason explained e.g. To bring some sort of order to the 'Scramble for Africa', to define areas of influence, to create a credibility for imperialism, to avoid European conflict in Africa, to settle the Congo question. Germany trying to stake a claim as an imperial power. [2–6]

(iv) Level 1 Simple assertions.
Yes, lots of missionaries went. [1]

Level 2 Explanation of benefits OR other reasons, single factor given e.g.

Christianity Many individuals went with the altruistic desire to bring Christianity and its organisations to enlighten the natives. Much good work done especially against the slave trade.

Other Trade, status, 'Place in the sun'. Precious metals. Raw materials, captive markets. Exploration. [2]

Level 3 Explanation of benefits OR other factors with multiple factors given. Allow single factors with multiple reasons.
OR
Undeveloped assertions on BOTH sides of the argument (annotate BBB – Balanced but brief). [3–5]

Level 4 Answers that offer a balanced answer.
BOTH sides of benefits of Christianity AND other factors must be addressed. [6–8]

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