

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2006 question paper**0470 HISTORY****0470/01**

Paper 1, maximum raw mark 60

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

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

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

The grade thresholds for various grades are published in the report on the examination for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses.

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

CIE is publishing the mark schemes for the October/November 2006 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

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.

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

3. Assessment Objectives

3.1 The Assessment Objectives being tested in each part of a question are:

- (a) recall, description
- (b) recall, explanation
- (c) recall, explanation and analysis.

Page 4	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

SECTION A – CORE CONTENT

QUESTION 1

1(a) **What was meant by ‘nationalism’ and ‘liberalism’ in the nineteenth century?**

Level 1 General answer

1-2

e.g. ‘Pride in your country.’
‘Liberalism is the belief in freedom.’

Level 2 Describes terms (Max 4 marks for one)

2-5

e.g. Nationalism
‘The belief that a group of people are united by a common language, race, religion and heritage and that these characteristics make them a separate nation.’
‘Fanatical and aggressive national pride putting the interests of the nation above the individual citizens.’
Liberalism
‘The belief in the freedom of vote, worship and own land.’
‘Free speech and free press.’

1(b) **Why did the Hungarian Revolution of 1848 fail?**

Level 1 General answer

1

e.g. ‘Kossuth made mistakes about nationalism.’

Level 2 Identifies why

2-4

e.g. ‘Kossuth excluded Croats and Slovaks.’
‘Austria secretly supported the Croatians.’
‘Russian involvement brought a large army.’

Level 3 Explains why

4-7

e.g. ‘Kossuth could see no room in the new Hungary for Croat or Slovak nationalism and that there was no question of them gaining their independence from Hungary. The Croats acted angrily and there was an invasion into Magyar territory secretly supported by Austria.’
‘Kossuth declared Hungary an independent republic. The Austrian turned to Tsar Nicholas I to send Russian troops.’
‘A large Russian army and an army of Croats brought about surrender in August 1848.’

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

1(c) How much was Europe changed by the revolutions of 1848? Explain your answer.

Level 1 Unsupported assertions

1

e.g. 'Nothing was changed because they failed.'

Level 2 Identifies impact

2-3

e.g. 'The revolutions provided lessons for the governments and their opponents.'

'The clash of aims made success impossible.'

'Demands were initially agreed to and then power regained.'

'Popular enthusiasm was short-lived.'

Level 3 Explains agreement OR disagreement

3-5

Level 4 Explains agreement AND disagreement

5-7

e.g. 'At first, the revolution in Hungary looked as though it would be a success but the Magyar nationalists fought the Croat nationalists instead of joining together to win their independence from Austria. As a result the revolution led by Louis Kossuth was brutally suppressed.'

'Longer term the brief period of Magyar rule was not in vain. By 1867 Magyar was the official language of Hungary, the Diet had regained much of its old importance and the March Laws were accepted. Hungary was now an equal partner with Austria.'

'The liberals and nationalists wanted Austrians out of Italy for good. Charles Albert did not get the expected support and as a result he was heavily defeated. The Pope was driven from the Holy City. Charles Albert was defeated again and abdicated and Venice captured by Austria.'

'Revolutions spread across Germany and Liberals and nationalists met to draft a new constitution but failed. Prussian attempts to become leader of a united Germany were quashed by Austria.'

'In France the monarchy fell and socialists and republicans formed a provisional government giving the vote to all men over 21. Louis Napoleon became President and then assumed the power of dictator. The power of the new legislative body was severely limited. Napoleon III set about improving Paris by clearing slums, building sewers and providing piped fresh water. France was modernised – up to date farming methods, railways built and educational standards improved.'

Level 5 Explains with evaluation of 'how much'

8

Page 6	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 2

2(a) What was the Schleswig-Holstein Crisis of 1863-1864?

Level 1 General answer

1-2

e.g. 'A difficult to understand crisis.' (Palmerston)
'A dispute over ownership.'

Level 2 Describes crisis

2-5

e.g. 'In 1863 the new Danish King tried to make Schleswig part of Denmark despite the fact some of its people were German.'
'His proposals affected the position of Holstein which was almost entirely German.'
'The Diet of the German Bund opposed the Danish action.'
'Bismarck joined with Austria in sending a combined army which hopelessly outnumbered and defeated the Danish army.'
'By the Treaty of Vienna (1864) Schleswig-Holstein was handed over to Austria and Prussia to rule jointly.'

2(b) Why did war break out between France and Prussia in 1870?

Level 1 General answer

1

e.g. 'It was a long running dispute.'

Level 2 Identifies why

2-4

e.g. 'Bismarck used unscrupulous methods.'
'France believed promises had not been met.'
'There was an issue over Spain.'
'Gramont would not let the matter rest.'

Level 3 Explains why

4-7

e.g. 'Bismarck had met with Napoleon III at which France offered neutrality in the event of an Austro-Prussian war. In return France would receive some compensation. After the war, in 1866, France gained nothing.'
'Later Bismarck used these negotiations to arouse the suspicions of the other Great Powers against and which inhibited them from coming to France's aid in the war.'
'It was suggested in 1870 that Prince Leopold take the crown of Spain. France left Prussia in no doubt that this was unacceptable. So the matter was initially dropped but raised again by Bismarck in July. Again the French protested successfully. Stupidly Gramont, the French foreign minister, wanted to humiliate the Prussians by asking for a guarantee that the claim would not be renewed. Bismarck published a version in German newspapers making the telegram look insulting to the French. Public opinion, fuelled by crowds marching through the streets, pushed Napoleon III into war which was declared on 19th July 1870.'

Page 7	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

**2(c) How far was German unification a result of Bismarck's use of force?
Explain your answer.**

Level 1 Unsupported assertions

1

e.g. Yes as he increased the country's strength militarily.'

Level 2 Identifies impact

2-3

e.g. 'Bismarck selected those to fight against carefully so as to increase the strength of Prussia.'

'He negotiated neutrality from other leading countries such as Russia.'

'The economic growth of Prussia was important.'

Level 3 Explains agreement OR disagreement

3-5

Level 4 Explains agreement AND disagreement

5-7

e.g. 'Following the attempt to make Schleswig part of Denmark, Bismarck joined with Austria in sending a combined army. Schleswig-Holstein was handed over to be ruled jointly by Austria and Prussia but they could not agree and the territories were split. Some think Bismarck deliberately agreed so that it would be easier to pick a quarrel with Austria.'

'Whilst Molke and the other generals were mobilising their forces, Bismarck came to an agreement with Italy which would result in Italy attacking Austria and keeping a large part of the Austrian army pinned down in the event of war between Austria and Prussia. He got a promise of French neutrality and relied on Russian and British neutrality. With this control he picked a war with Austria.'

'Austria were defeated within 16 days. He cleverly agreed an acceptable and lenient peace to ensure no lasting bitterness. With increased territory he was acclaimed a hero in Prussia as those wanting unification were delighted with the Treaty of Prague.'

'France was trying to gain territory and was goaded into war by Bismarck. The result was inevitable. William I was appointed 'Deutscher Kaiser' and crowned at Versailles. The German states joined with the North German Confederation in a new federation under the leadership of Prussia. Unification had been achieved.'

'Bismarck was highly intelligent with an unscrupulous view of politics and state affairs. He boasted that force of arms was more important than the negotiating table. He used his negotiating skills in peace agreements such as after the victory against Austria.'

Economic Factors

'The Zollverein helped to integrate the economies of north and central Germany.'

'There was rapid economic growth using the natural resources of coal and iron ore and this fuelled high rates of economic growth. This economic growth stimulated the growth of industrial towns such as Essen. Prussia was growing in economic strength, whilst Austria was not.'

Level 5 Explains with evaluation of 'how far'

7-8

Page 8	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 3

3(a) What was the Missouri Compromise?

Level 1 General answer

1-2

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

Level 2 Describes the Compromise

2-5

e.g. 'Missouri applied to be admitted to the Union at a time when attitudes to slavery were changing.'
'At the time there was an equal balance of free and slave states and as a compromise Missouri was admitted as a slave state to balance the free state of Maine (1921).'
'In future slavery would be excluded from any new state north of of a line of latitude called the Mason-Dixon line.'

3(b) Why did John Brown lead a raid on Harper's Ferry?

Level 1 General answer

1

e.g. 'He was a fanatic.'

Level 2 Identifies why

2-4

e.g. 'To spark a slave revolt.'
'To seize weapons.'
'He wanted the emancipation of slaves.'

Level 3 Explains why

4-7

e.g. 'He was hoping to persuade slaves to join a rebellion against the plantation owners.'
'Harper's Ferry was a weapons arsenal and he wanted to seize weapons for his slave revolt.'
'He wanted a slave rising in Virginia which would lead to the formation of a free state in the southern Appalachians.'

Page 9	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

3(c) **'The 1860 election was the main cause of the Civil War.' How far do you agree with this statement? Explain your answer.**

Level 1 Unsupported assertions **1**

e.g. 'Yes because it started soon as he became President.'

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 political strength of the north.'

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

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

e.g. Lincoln and the election

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

'The election of a Republican president in 1860, supported by Northerners was the last straw and so the South seceded.'

'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.'

Other reasons

'Civil War was brought about by extremists that politicians failed to deal with.'

'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.'

'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 5 Explains with evaluation of 'how far' **7-8**

Page 10	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 4

4(a) What was the impact of Perry's missions on Japan?

Level 1 General answer

1-2

e.g. 'They had to negotiate.'
'They had to agree to American demands.'

Level 2 Describes impact

2-5

e.g. 'The Shogun wanted to agree to American demands whilst the lords were in favour of using force to drive them away.'
'They feared vital food supplies would be stopped.'
'On Perry's return the treaty of Kanagawa was signed (31 March 1854).'
'The position of the Shogun was seriously weakened and was numbered as the military dictator had given in to the demands of a foreigner.'

4(b) Why was there opposition to the Meiji reforms?

Level 1 General answer

1

e.g. 'Privileges were abolished.'

Level 2 Identifies why

2-4

e.g. 'The abolition of the domains and privileges of the daimyo.'
'The abolition of the privileges of the samurai.'
'The abolition of feudalism.'
'Changes in the constitution.'

Level 3 Explains why

4-7

e.g. 'To strengthen the control of the government, feudalism based on daimyo and samurai had to be abolished. To do this handsome rewards had to be paid.'
'The changes caused hardship and anger among the samurai and there were several small-scale uprisings.'
'When criticised the government censored the press. Demands were expressed for a constitutional government which was introduced in 1890 although senior ministers were still chosen.'

Page 11	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

4(c) **'The most significant developments in the modernisation of Japan before 1914 were military.' How far do you agree with this statement? Explain your answer.**

Level 1 Unsupported assertions

1

e.g. 'They had a strong military.'
'They won major wars.'
'Other countries feared them.'

Level 2 Identifies reasons

2-3

e.g. 'The navy was developed.'
'The army was efficient.'
'Industry was in the hands of private investors.'
'The navy controlled the Pacific.'

Level 3 Explains agreement OR disagreement

3-5

Level 4 Explains agreement AND disagreement

5-7

e.g. 'The navy continued to be developed, based on the British ideal with British warships and British trained officers.'
'A new imperial army was formed with conscription being introduced. It was efficient with modern arms.'
'They fought China over Korea in the 1890s to test their strength and this resulted in a further strengthening of Japan as a Far Eastern power.'
'It also strengthened the military elements in the Japanese government as only serving officers could become Ministers of the Army and Navy.'

'The government began building up industry through the Ministry of Industry. It financed, and ran coal mines, shipbuilding yards and textile mills.'
'In the 1880s economies meant that the government sold off most of their factories cheaply to private investors but they continued to prosper as the military began to develop.'
'Agriculture developed with the use of new methods, crops and fertilisers although poverty remained.'
'Japan had imperialist ambitions in the Far East such as Formosa but Korea was the key. Russia was threatening this development by building the Trans-Siberian railway.'
'Japan's special interest in Korea was recognised and they had established themselves as a great power to the discomfort of the United States and Russia.'

Level 5 Explains with evaluation of 'how far'

7-8

Page 12	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 5

5(a) Describe the successes of the League of Nations in peacekeeping in the 1920s.

Level 1 General answer

1-2

e.g. 'It was successful with small disputes.'

Level 2 Describes successes (up to two marks for any one)

2-5

e.g. 'The Aaland Islands belonged to Finland but were claimed by Sweden. The League decided in favour of Finland and both sides accepted. (1920).'
 'In Upper Silesia (1921) the League organised a plebiscite. The League's decision to partition the area based on the favourable vote for Germany was accepted.'
 'The Greek army invaded Bulgaria. The League ordered a cease-fire and both sides accepted. The Greeks were fined.'

Note: Max of two marks in L2 for any one success.

5(b) Explain how the Japanese invasion of Manchuria showed the weaknesses of the League

Level 1 General answer

1

e.g. 'It failed to take action.'

Level 2 Identifies how

2-4

e.g. 'It lacked strength to impose sanctions.'
 'Japan ignored the League.'
 'The League had little interest in a distant country.'
 'It took the view that Japan was imposing stability.'

Level 3 Explains how (must be Manchuria specific)

4-7

e.g. 'Japan ignored the League's instruction to withdraw. In truth there was little the League could do as it had no way of making Japan withdraw. Japan was determined to ignore the League.'
 'The league was very Eurocentric in its attitudes. Asia seemed very distant to many League members it did not consider an Asian crisis as being vital to the countries in Europe.'
 'The League was weakened by the USA not joining. If economic sanctions had been imposed it is likely that they would have been ineffective as the USA would continue to trade with the USA.'
 'The League, particularly Britain, feared reprisals on Far East Colonies if military action took place.'
 'The League was slow acting. This is highlighted by the length of time the Lytton Commission took to report. By the time the report was published Japan had completed the invasion.'

Page 13	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

5(c) **Which was the more important cause of the failure of the League of Nations – the World Depression of the 1930s or the invasion of Abyssinia? Explain your answer.**

Level 1 Unsupported assertions

1

e.g. 'It was both as the League failed to act appropriately.'

Level 2 Identifies reasons

2-3

e.g. 'The Depression brought about severe economic crises and thus invasion and the League was powerless.'

'Countries were more concerned about their own economies than the League.'

'Extreme parties came to power and ignored the League.'

Level 3 Explains Depression OR Abyssinia

3-5

Level 4 Explains Depression AND Abyssinia

5-7

e.g. 'The Depression had hit Japan badly and its economy was in crisis. The League judgement was that Japan had acted unlawfully and should withdraw. Japan refused and left the League showing the League to be powerless.'

'Members of the League were unwilling to impose economic sanctions on Japan over Manchuria because the Depression had already damaged world trade and this would damage it further.'

'The world economic crisis caused by the Great Depression had political consequences as in desperation millions of people turned to extreme political parties, like the Nazis, who did not believe in democracy and international co-operation. They ignored the authority of the League.'

'Successful action of the League against Italy was dependent on Britain and France. They were unwilling to take strong measures because they were frightened that if they imposed full sanctions it would lead to war with Italy and they were not ready for war.'

'Britain and France did not want to upset Mussolini as this might drive him to ally with Hitler and Germany. So the economic sanctions the League imposed did not include oil, coal and iron. Non-League members, the USA and Germany, continued to trade with Italy.'

'Behind the scenes the foreign secretaries of Britain and France drew up an agreement. This was leaked to the press and served to undermine the credibility of the League.'

Level 5 Explains with evaluation of 'most important'

7-8

Page 14	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 6

6(a) What was agreed at the Munich Conference of September 1938?

Level 1 General answer

1-2

e.g. 'That Czechoslovakia be saved.'

Level 2 Describes what was agreed

2-5

e.g. 'A solution to avoid war. Peace/peace in our time'

'That Hitler be given the Sudetenland (1) as had been agreed at Bad Godesberg. (1)'

'The claims on Czech territory by Hungary and Poland were to be met.'

'It was agreed that Czechoslovakia's new frontiers would be guaranteed by the four powers (1) (Britain, Germany, France and Italy). (1)'

Allow the Anglo-German Declaration from the day after where Britain and Germany agreed never to go to war.

6(b) Why was the Nazi-Soviet Pact of August 1939 important?

Level 1 General answer

1

e.g. 'It caused war.'

Level 2 Identifies why

2-4

e.g. 'Hitler could invade Poland.'

'It brought together Germany and the USSR.'

'War on two fronts was avoided.'

'It brought new alliances.'

'It gave Hitler confidence.'

Level 3 Explains why

4-7

e.g. 'Hitler knew that he could now invade Poland without having to worry about what action the USSR would take.'

'The USSR realised that when Germany gained Poland they were going to get their share without having to fight.'

'The pact left Britain and France alone to fight against Germany. What surprised Hitler was the fact that they signed a formal alliance to protect Poland's independence.'

'The pact was the single most important short-term cause of war because Hitler ignored the warnings and invaded Poland.'

'Stalin still believed that the USSR would fight against Germany. The Pact gave him time to build up his military strength.'

'It helped Hitler with his aims. He could regain land lost at Versailles and begin to acquire Lebensraum.'

Page 15	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

6(c) How far was the Treaty of Versailles to blame for the outbreak of war in 1939? Explain your answer.

Level 1 Unsupported assertions 1

e.g. 'It was the Treaty as it was unfair.'
'It was Hitler's foreign policy.'

Level 2 Identifies reasons 2-3

e.g. 'His aim was to destroy the Treaty of Versailles.'
'The league of nations proved to be a failure.'
'Appeasement encouraged Hitler.'
'The isolationist policy of the USA helped Hitler.'

Level 3 Explains Treaty OR other reasons 3-5

Level 4 Explains Treaty AND other reasons 5-7

e.g.
'The Treaty was unfair and the terms such as reparations left Germany seeking revenge.'
'In Germany, resentment against the Treaty persisted and as part of his foreign policy Hitler was determined to reverse it. He had never accepted the Treaty and was determined to restore German pride.'
'He intended to retrieve lands lost in 1919 and build up the German armed forces. The Treaty had denied Germany national self-determination with Germans in the Sudetenland. It also wanted Anschluss with Austria.'
'The British felt that Germany had been harshly treated at Versailles and began to make concessions. Desperate to avoid another war Britain and France responded to Hitler's demands with a policy of appeasement.'
'Hitler destroyed the Treaty by his aggressive foreign policy. He left the League, began re-arming, introduced conscription, re-occupied the Rhineland and united with Austria. These actions demonstrated his determination to avenge the Treaty and increase his power in Europe.'

'The League of Nations main weapon was sanctions. They were unwilling to impose meaningful ones against powerful countries such as Italy. The failure of the League to act against Japan and Italy led to its demise and Hitler noted this. Britain and France stopped working through the League.'
'Hitler was encouraged by Britain and France as they saw Germany as a useful barrier to the expansion of Soviet Russia.'
'Hitler was helped by the isolation of the USA. He knew he could do what he liked in Europe as America would not interfere.'
'Britain and France followed a policy of appeasement in the mistaken belief that eventually Hitler would be satisfied. They did not realise until too late that he would never be satisfied.'
'Hitler went too far with his aggressive foreign policy. He could not justify the occupation of Czechoslovakia or Poland. Despite the Nazi-Soviet Pact, Britain had guaranteed to preserve the independence of Poland. Hitler had finally pushed them to the point at which they had to resist.'

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

Page 16	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 7

7(a) Describe relations between Cuba and the USA in the period 1959-1961.

Level 1 General answer

1-2

e.g. 'It was tense / frosty.'
'There was no direct confrontation.'

Level 2 Describes relations

2-5

e.g. 'It was tense as the USA had supported Batista but he had been overthrown by Castro who they feared would be communist. The USA continued to support exiled Cubans.
'In January 1961 the USA broke of diplomatic relations (January 1961) as it was unable to tolerate Soviet influence so close.'
'America refused to buy Cuban sugar (July 1960), and in October 1960 ended all trade with Cuba.
'The USA was unwilling to get directly involved even though they were concerned as Castro took over American owned companies and land. Kennedy supported exiles who tried to overthrow Castro (Bay of Pigs). Kennedy was humiliated. Kennedy feared other countries becoming communist.'

7(b) Why did Khrushchev send missiles to Cuba?

Level 1 General answer

1

e.g. 'It is not clear.'

Level 2 Identifies why

2-4

e.g. 'To bargain with the USA.'
'To test the will of Kennedy.'
'To gain the upper hand in the arms race.'
'To defend Cuba.'
'To trap the USA into war.'

Level 3 Explains why

4-7

e.g. 'Khrushchev wanted to bargain with the USA. If he had missiles in Cuba he could agree to remove them if the USA removed their missiles from, for example, Turkey.'
'In the context of the Cold War, he was trying to see how strong the USA really was and to test the new President.'
'Khrushchev was so concerned about the missile gap between the USSR and the USA that he would take every opportunity to close it.'
'Following the Bay of Pigs incident he was genuinely defending communism in Cuba.'
'The missiles were a trap. He wanted the USA to find them and be drawn into a nuclear war.'

Page 17	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

7(c) **'Khrushchev handled the Cuban Crisis better than Kennedy.' How far do you agree with this statement? Explain your answer.**

Level 1 Unsupported assertions

1

e.g. 'Yes he did as he ended the crisis.'

Level 2 Identifies role(s)

2-3

e.g. 'He ensured communism remained close to the USA.'
 'He became the peacemaker with his offer.'
 'Kennedy took a firm line with the USSR.'

Level 3 Explains role of EITHER Khrushchev OR Kennedy

3-5

**Level 4 Explains role of BOTH Khrushchev AND Kennedy
 (Can be positive and negative)**

5-7

e.g. 'Khrushchev was following an incredibly risky strategy. He must have known he would cause a crisis. What was he really doing? He was able to claim a personal triumph as Cuba remained a useful ally close to America.'
 'In the Soviet Union the fact that he had been forced to back down was quickly forgotten and instead his role of responsible peacemaker, willing to make the first move to compromise, was highlighted.'
 'The crisis damaged Khrushchev's prestige, despite the fact he claimed the crisis was a victory for the Soviet Union. Some leading Soviet politicians were angry that their country had been forced to back down. They played a significant part in Khrushchev's dismissal in 1964.'

'Kennedy came out of the crisis with a greatly improved reputation in his own country and throughout the West. He had stood up to Khrushchev and forced him to back down.'

'The invasion known as the Bay of Pigs was unsuccessful and although the US denied any involvement, Kennedy had been humiliated.'

'Following two letters from Khrushchev, Kennedy decided to reply to the first and not the second, accepting the offer made for the removal of missiles and this approach worked as the bases were dismantled.'

'Both men realised that the Crisis had given the world a serious scare and were anxious to ensure it did not happen again. It was agreed to set up a 'hot-line' between Washington and Moscow to enable direct communication to take place. In 1963 a Nuclear Test Ban Treaty was signed.'

Level 5 Explains with evaluation of 'how far'

7-8

Page 18	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 8

8(a) Describe the events in Korea between 1945 and June 1950.

Level 1 General answer

1-2

e.g. 'There was dispute between north and south.'
'A war began.'

Level 2 Describes events

2-5

e.g. 'In 1945 Korea was occupied by Soviet troops in the north and American troops in the south.'
'The 38th Parallel divided the two areas of occupation.'
'In 1947 the UN decided to hold elections throughout Korea to choose a national government.'
'In 1948 the South set up the Republic of Korea, the USSR set up the People's Democratic Republic of Korea. Each government claimed to rule the whole of Korea.'
'The USA and USSR withdrew their troops but supported with money and weapons.'
'In June 1950 North Korea attacked the South and the Korean War began.'

8(b) Explain why the United Nations became involved in the Korean War.

Level 1 General answer

1

e.g. 'Because of a threat to peace.'

Level 2 Identifies why

2-4

e.g. 'North Korea invaded the South.'
'North Korea was being aggressive.'
'The USSR was boycotting the UN.'
'The USA was pulling the strings.'

Level 3 Explains why

4-7

e.g. 'President Truman believed the Soviet Union had told North Korea to invade and he persuaded the United Nations to send a force to help the South Koreans.'
'The UN Security Council decided that the North Koreans had broken world peace and were guilty of planned aggression. The UN called on them to withdraw to the 38th Parallel.'
'The North Koreans ignored this demand. The Security Council met again and called on UN members to repel the attack.'
'The USSR were absent from the Security Council in protest against China being represented by the Chinese Nationalists and therefore was not present to use its power of veto.'
'The USA was concerned about the spread of communism and as the single biggest contributor to the UN budget was in a powerful position to influence other UN members.'

Page 19	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

**8(c) 'The United Nations was more successful in Korea than in the Congo.'
How far do you agree with this statement? Explain your answer.**

Level 1 Unsupported assertions 1

e.g. 'It was more successful in Korea.'

Level 2 Identifies success 2-3

e.g. 'Pushing back the North Koreans was achieved.'

'The UN stood up to aggression.'

'Parts of the Congo ignored the UN.'

'The USSR criticised the UN for its operation in the Congo.'

Level 3 Explains agreement OR disagreement 3-5

Level 4 Explains agreement AND disagreement 5-7

e.g. Korea

'The original UN objective of removing North Korean troops from South Korea was achieved within weeks using mainly American troops led by General MacArthur.'

'A new plan was approved which was to advance into North Korea which changed the nature of the war. The aim to make one country with free elections failed as they were forced to retreat following China's intervention.'

'It was an important war for the UN. The UN had proved that it could raise an army and that it was prepared to stand up to aggression. Without UN action it is unlikely South Korea would still exist. But the UN failed to bring democracy.'

Congo

'The UN forces were successful in restoring order in much of the country but they were not able to stop the fighting between the forces of Lumumba and those of Tshombe.'

'Lumumba had a bitter argument with the UN about their role in the Congo. He wanted UN soldiers to attack Katanga and end Tshombe's breakaway government. Hammarskjold was not happy at the idea of the UN becoming involved in a civil war and refused to invade Katanga.'

'The USSR publicly criticised the UN for not offering enough help to Lumumba. The USSR wanted to become friendly with the new independent countries.'

'The UN reputation had suffered as it had taken so long to bring peace. Also some UN soldiers had acted with brutality.'

Level 5 Explains with evaluation of 'more successful' 7-8

Page 20	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

SECTION B – DEPTH STUDIES

QUESTION 9

9(a) What were Hitler's aims in attempting the Munich Putsch?

Level 1 General answer

1-2

e.g. 'To seize power.'
'To push the Nazi Party.'

Level 2 Describes his aims

2-5

e.g. 'To overthrow the Weimar Republic.'
'He believed the Republic was on the verge of collapse and he wanted to seize power.'
'To offer representation for unemployed soldiers and others unhappy with the outcome of the war and the Treaty of Versailles.'
'Through Ludendorff, gain the support of the German army.'

9(b) Why was the Putsch important?

Level 1 General answer

1

e.g. 'It brought future developments.'

Level 2 Identifies why

2-4

e.g. 'Hitler turned his trial into a propaganda success.'
'It encouraged Hitler to change his tactics.'
'When in prison he dictated the first part of 'Mein Kampf'.
'He was able to gain the sympathy of the court and judge.'

Level 3 Explains why

4-7

e.g. 'Hitler used his trial to make long speeches criticising the government and setting out his plans for the future of Germany. This publicity turned him into a national figure.'
'He had the opportunity to consider future progress, realising that power could be best achieved in Germany through the ballot box rather than an armed uprising. Once in power they could destroy the system.'
'He began work on his book which set out his main beliefs and which clarified, and presented, his ideas about Germany's future.' (If example of beliefs given allow extra mark.)
'It resulted in the Nazi Party fighting the Reichstag elections for the first time in May 1924.'

Page 21	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

9(c) **The actions of von Papen and Hindenburg were the main reason why Hitler became Chancellor.** **How far do you agree with this statement?**
Explain your answer.

Level 1 Unsupported assertions

1

e.g. 'No, it was the death of Stresemann.'

Level 2 Identifies reasons

2-3

e.g. 'The Weimar Republic was failing.'

'Hitler promised to deal with the problems of the economy and unemployment.'

'The German people wanted a radical solution to their problems.'

'Hindenburg offered Hitler the position.'

Level 3 Explains agreement OR disagreement

3-5

Level 4 Explains agreement AND disagreement

5-7

e.g. 'Between 1930 and 1932 no one party had enough support to form a strong government and Hindenburg ruled by decree (emergency powers). He appointed his own chancellors.'

'Being the largest single party in 1932, Hitler demanded the post of Chancellor. Hindenburg was suspicious of Hitler and allowed von Papen to continue.'

'He, however, lost the support of the Reichstag, but after the November 1932 election Hindenburg again refused to appoint Hitler.'

'In January 1933, Hindenburg and von Papen met secretly with industrialists, army leaders and politicians and on 30 January offered Hitler the post of Chancellor. They thought they could control Hitler, thinking the support for the Nazis was in decline. They were wrong!'

'Under the effects of the Wall Street Crash (and the death of Stresemann) Germany sunk into economic depression. Under these circumstances, the old hostility to the Weimar Republic re-surfaced with people blaming the government. Many turned to parties, such as the Nazis, as they offered a radical solution to Germany's problems.'

'Between 1930 and 1932 Hitler exploited the government's problems by holding huge rallies at which he promised to restore Germany's economy. This enabled the Nazi Party to win 230 seats in July 1932, becoming the largest party in the Reichstag.'

Level 5 Explains with evaluation of 'how far'

7-8

Page 22	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 10

10(a) Describe the events of the Night of the Long knives.

Level 1 General answer

1-2

e.g. 'The Night of the Long knives removed a threat to Hitler.'
'Many were killed.'

Level 2 Describes events

2-5

e.g. 'Hitler, Röhm and leading members of the SA were in a hotel in Bad Wiessee. Here Hitler informed Röhm and the other leaders they were under arrest. To carry this out he used the heavily armed SS.' (2 marks)
'Röhm was arrested and executed.'
'They were taken to Munich where they were shot.'
'Over the next few days other SA leaders, including Strasser, were arrested by the SS and shot.'
'Up to two hundred (400) were killed, including politicians such as von Schleicher.'

10(b) Why was Goebbels important to Hitler?

Level 1 General answer

1

e.g. 'He promoted Hitler to the people.'

Level 2 Identifies why

2-4

e.g. 'He was Minister for People's Enlightenment and propaganda.'
'He controlled the press.'
'He organised mass rallies.'
'He organised poster campaigns.'

Level 3 Explains why

4-7

e.g. 'Goebbels' role was to get the Nazi message across to the people of Germany. He did this by bombarding the German people with the Party message ensuring Hitler had popular support.'
'At the same time he ensured that views hostile to Nazism were suppressed. He did this by controlling the radio, press and all areas of culture.'
'What was broadcast was strictly controlled and so the message could be heard cheap radios were made easily available to all Germans.'
All culture was controlled and in this way and undesirable influences, such as Jazz, could be kept away from the German people.'
'To promote support he organised great public displays of Nazism. Posters and photographs of Hitler were everywhere and rallies such as the ones at Nuremberg displayed the strength of the military.'

Page 23	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

10(c) 'Most Germans supported the Nazis during their twelve years in power.' How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions

1

e.g. 'They had to as they had little choice.'

Level 2 Identifies strength of support

2-3

e.g. 'There was support for economic recovery.'
 'There was support for improvements internationally.'
 'There was opposition to the Hitler Youth.'

Level 3 Explains support OR opposition

3-5

Level 4 Explains support AND opposition

5-7

e.g. 'Many Germans admired and trusted Hitler. These people were prepared to tolerate rule by terror and loss of political freedom in return for work, foreign policy success and a strong government. Hitler offered a single leader who would steer them to stability and prosperity following the Great Depression and other problems.'
 'Large numbers of Germans were attracted by promises of revenge for the Treaty of Versailles. Success in foreign affairs made Germans feel that their country was a great power again after the humiliations of the First World War and the Treaty of Versailles.'
 'Hitler brought about economic recovery. Through public works programmes and the re-armament programme, unemployment was reduced. As well as bringing employment these measures boosted national pride.'
 'Hitler gained the loyalty of his workers through the "Strength Through Joy" movement, the state scheme to buy a car and the Beauty of Labour movement.'

It is very difficult to judge opposition but candidates may express their views in the following ways.

'Not all women accepted the changes and some joined illegal opposition groups. The policies ignored those women who had particular talents for certain types of jobs.'
 'Not everyone supported the Hitler Youth and eventually it had to be made compulsory. Teenage rebels began to appear on street corners. They played their own music and mixed together. Some considered themselves part of the Edelweiss Pirates and in addition there was opposition from students through the White Rose Movement.'
 'Church leaders opposed Nazi involvement in religion and were sent to concentration camps.'
 'In 1944 a group of army officers tried to assassinate Hitler but failed and were executed. (July Bomb Plot.)

Level 5 Explains with evaluation of 'how far'

7-8

Page 24	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 11

11(a) What problems faced the Provisional Government in taking control of Russia after the Tsar's abdication?

Level 1 General answer

1-2

e.g. 'It lacked power.'
 'It needed to make important decisions.'
 'It was temporary.'

Level 2 Describes the problems

2-5

e.g. 'Its members had no real experience of government.'
 'It was a divided government made up of members from several different parties who quarrelled amongst themselves.'
 'Russia was still at war and this had brought about the downfall of the Tsar. A decision had to be made about peace or to fight on.'
 'There was unrest in the countryside with the peasants seizing landowners' estates and murdering those who resisted. Land reforms were needed to try and bring this anarchy to an end.'
 'The people in the cities were short of food and food supplies needed to be restored.'

11(b) Why were the Bolsheviks able to seize power?

Level 1 General answer

1

e.g. 'Because of the problems that remained.'

Level 2 Identifies why

2-4

e.g. 'The provisional Government was unpopular.'
 'The Bolsheviks were a disciplined party dedicated to revolution.'
 'The Petrograd and Moscow soviets were pro-Bolshevik.'

Level 3 Explains why

4-7

e.g. 'Kerensky was as out of touch with reality as was the Tsar. He ordered the Petrograd garrison to the front line to take part in fighting the Germans. The soldiers mutinied and declared themselves loyal to the Bolsheviks.'
 'Lenin and the Bolsheviks offered a solution to the problems facing the people that the Provisional Government had failed to deal with. He offered 'Peace, bread and land.'
 'Following the occupation of government buildings by the Red Guard the provisional government fled to the Winter Palace. They were arrested. The Mensheviks walked out in disgust leaving the Bolsheviks in total control.'

Page 25	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

11(c) **'The Bolsheviks won the Civil War because of the War Communism policy.' How far do you agree with this statement? Explain your answer.**

Level 1 Unsupported assertions **1**

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

Level 2 Identifies ways **2-3**

e.g. War communism maintained supplies.'
 'The Bolsheviks were better led and had a better army.'
 'The Whites lacked focus and clear leadership.'
 'The armies of the Whites were spread widely.'

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

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

e.g. 'To win the war and ensure that the Red Army was fed and equipped War Communism was introduced. The state took over all aspects of the economy, nationalising more industry and controlling the production and distribution of goods.'
 'Factories with more than ten workers were taken over by the state and strikes made illegal. Strikers could be shot.'
 'Peasants were forced to give up all their surplus produce to the government. Food was rationed in the cities. The Cheka was used to seize peasants' grain stores.'

'The Whites had no single command. Their leaders had many different aims and ambitions. They were geographically split and unable to co-ordinate their efforts as communications were difficult.'
 'The Whites had limited support from the Russian people who did not like the Bolsheviks but preferred them to the Whites as they treated people harshly. They realised if the Whites won the landlords would return.'
 'In 1920 the Whites lost their outside support when foreign powers withdrew their armies and supplies.'
 'The Bolsheviks were united under one leader, fighting for a cause (revolution) and for survival.'
 'The Bolsheviks had control of Moscow and Petrograd and also the railways which enabled arms and food to be supplied and moved to the troops.'
 'The Red Army was created and led by Trotsky. He enforced strict discipline and used both encouragement and terror to make soldiers fight. He was a courageous and outstanding leader.'

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

Page 26	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 12

12(a) What was collectivisation?

Level 1 General answer

1-2

e.g. 'Improvements to agriculture.'
 'One of Stalin's policies.'
 'A policy to increase output.'

Level 2 Describes collectivisation

2-5

e.g. 'A policy to produce more food to feed the workers and to sell abroad to raise money for industry.'
 'Peasants had to give up their small plots of land and pool them with others to make a farm large enough to use machinery and modern methods.'
 'The state provided a tractor, other tools, fertiliser and seed and in return bought the produce of each farm at a low fixed price. The peasants received a small wage.'

12(b) Why did Stalin introduce collectivisation?

Level 1 General answer

1

e.g. 'To control the countryside.'

Level 2 Identifies why

2-4

e.g. 'Farming methods were outdated and not producing enough food.'
 'To make farming more efficient.'
 'Collectivisation fitted in with common ownership.'
 'To deal with the kulaks.'

Level 3 Explains why

4-7

e.g. 'The inefficient farming methods were not producing enough food for the workers in the cities and if the USSR was to industrialise successfully even more workers would have to be fed.'
 'Farming had to start using more machinery as the number of farm workers would decline as peasants went to work in the factories.'
 'The government wanted a surplus to sell abroad in order to make the money it needed to spend on developing industry.'
 'If he controlled the countryside he could fix the price of food and this would help to keep the wages of the industrial workers down.'
 'Stalin wanted to control the countryside and the peasants, particularly the richer peasants called the kulaks, who he disliked.'

Page 27	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

12(c) **'Stalin's industrialisation policy had greater impact on the lives of the Soviet people than on the economy.' How far do you agree with this statement? Explain your answer.**

Level 1 Unsupported assertions

1

e.g. 'Yes as it affected the lives of many people.'

Level 2 Identifies impact

2-3

e.g. 'Strict targets and factory discipline existed.'
 'Food was in short supply and overcrowding remained.'
 'The USSR became the world's second largest industrial power.'

Level 3 Explains agreement OR disagreement

3-5

Level 4 Explains agreement AND disagreement

5-7

e.g. Effect on the people

'The workers were constantly bombarded with propaganda, posters, 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.'

'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 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.'

'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 prisoners, political opponents, kulaks or Jews.'

'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.'

Impact on Economy

e.g. 'It is impossible to know exactly how successful the Five-Year Plans were. Any Soviet figures are unreliable but the Plans did have spectacular economic results although not all the targets were met. By 1940 the USSR was the world's second largest industrial power.'

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

'Huge towns and industrial centres were built deep inside the USSR where they were safe from invasion. The USSR had become a modern state capable of supplying arms to its military and this saved it from defeat by Germany in 1941.'

Level 5 Explains with evaluation of 'how far'

7-8

Page 28	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 13

13(a) Describe the main developments in the motor car industry during the 1920s.

Level 1 General answer

1-2

e.g. 'The method of production changed.'
'Standardised cars were produced.'

Level 2 Describes the developments

2-5

e.g. 'Mass production methods were pioneered by Henry Ford where each worker performed a specific task as a vehicle passed by on an assembly line.'
'The introduction of the assembly line reduced the cost of car production making it possible for more people to afford cars.'
'Ford designed the 'Model T', a car for the masses, not just for the privileged few. All were identical and standardised.'
'By the end of the 1920s the motor industry was the USA's biggest industry.'

13(b) Why did American farmers face problems during the 1920s?

Level 1 General answer

1

e.g. 'Because of lost markets.'

Level 2 Identifies why

2-4

e.g. 'The demand from Europe fell.'
'Canada was more efficient.'
'Because of over-production.'

Level 3 Explains why

4-7

e.g. 'After the War, Europe imported far less food from the USA partly because Europe was poor and partly a response to US tariff which stopped Europe exporting to the USA.'
'The Canadian wheat producers were highly efficient and brought stiff competition to the US farmers.'
'An underlying problem was over-production. Up to 1920, when farming was doing well, more and more land was used for farming. Improved machinery such as the combined harvester made US agriculture extremely efficient. The result of this was that it was producing surpluses of wheat nobody wanted.'
'With reduced incomes many farmers could not afford to pay back the loans they had taken out to buy the new machinery this resulted in eviction and unemployment.'

Page 29	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

13(c) **'Republican policies were the most important factor in causing the boom in America during the 1920s.' How far do you agree with this statement? Explain your answer.**

Level 1 Unsupported assertions

1

e.g. 'Yes as they offered protection.'

Level 2 Identifies reasons

2-3

e.g. '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

Level 4 Explains agreement AND disagreement

5-7

e.g. Republican Policies
 '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 Republican governments did not like trade unions. Employers were allowed to use violence to break strikes and refuse to employ union members. This meant employers could hold down wages and to keep working hours long.'

Other reasons

'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.'
 'The introduction of credit purchases gave opportunities for people to own goods whilst paying for them by instalments.'
 'The expansion of the motor industry boosted the whole economy as more and more cars were bought. It stimulated other industries such as the oil industry, the construction industry as well as steel, rubber and glass.'
 '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.'
 '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.'

Level 5 Explains with evaluation of 'how far'

7-8

Page 30	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 14

14(a) What was a 'Hooverville'?

Level 1 General answer

1-2

e.g. 'A place to live.'

Level 2 Describes a 'Hooverville'

2-5

e.g. 'A shanty town often built on wasteland on the outskirts of a town.'

'It was a group of ramshackle huts where migrants lived, while they searched for work.'

A place where the homeless lived in shelters built from scrap – corrugated iron, old metal, old wood.'

'A shanty town nicknamed as an insult to Hoover.'

14(b) Why did Wall Street crash in 1929?

Level 1 General answer

1

e.g. 'Because of a loss of confidence.'

'There was panic.'

Level 2 Identifies why

2-4

e.g. 'Because of credit buying.'

'Because of speculation.'

'Economy slowing down.'

'Share prices stopped going up.'

'Speculators tried to sell to save something.'

Level 3 Explains why

4-7

e.g. 'Americans bought shares on the stock market to make a profit. As more shares were bought share prices kept rising. People bought shares on credit expecting to sell them for a profit. This is called speculation. On Black Thursday prices plunged and this caused investors to sell to try and cut their losses.'

'People were allowed to buy 'on the margin' where they paid only a small percentage of the real price. Then re-selling at a profit and paying of the balance. Banks were happy to lend money but everything depended on the price going up. In 1928 share prices did not rise as much as the economy was slowing down. Some speculators began to sell.'

'By the end of the 1920s, the US economy was slowing down. Demand for consumer goods was falling and therefore profits were reducing. American businessmen found it difficult to sell abroad because of the US tariff policy.'

Page 31	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

14(c) **'Roosevelt's victory in the Presidential election of 1932 was due to President Hoover's unpopularity.' How far do you agree with this statement? Explain your answer.**

Level 1 Unsupported assertions

1

e.g. 'They must have been as he lost the election.'

Level 2 Identifies reasons

2-3

e.g. 'Hoover offered little until it was too late.'
'Because of Hoover's treatment of the Bonus Army.'
'Roosevelt offered a 'New Deal'.'

Level 3 Explains agreement OR disagreement

3-5

Level 4 Explains agreement AND disagreement

5-7

e.g. 'Hoover created an image of being heartless and uncaring by:

believing that government should stay out of business matters. He assumed eventually everything would return to normal.'

believing in 'rugged individualism', the idea that people should work hard for themselves and not expect the government to help them. He thought that the American economy was strong and would recover on its own.'

his treatment of the Bonus Marchers (war veterans) who were promised their war bonus early but were refused and they were evicted from their camps.'

offering in his election campaign nothing but the USA had 'turned the corner'.

Roosevelt promised a "New Deal" and came over with energy and determination. He could offer some hope. He made the people feel he was on their side.'

'He promised government schemes for new jobs, measures to revive industry and agriculture, relief for the poor and unemployed although nothing was in detail.'

'Had a reputation for helping the unemployed by using public money to fund job-creation schemes.'

Level 5 Explains with evaluation of "how far"

7-8

Page 32	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 15

15(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

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.'

15(b) Why were land reforms introduced by the Communists as soon as they came to power?

Level 1 General answer

1

e.g. 'To put right previous wrongs.'

Level 2 Identifies why

2-4

e.g. 'To increase output.'
'To reward peasants.'
'To punish the landowners.'

Level 3 Explains why

4-7

e.g. 'To increase agricultural output which had dropped drastically after three years of civil war had taken peasants away from the fields.'
'Many landlords were accused of charging high rents and mistreating tenants and the Communists wanted to reward the Chinese peasants for their support by re-allocating land.'
'It gave an opportunity for peasants to 'speak bitterness' against landlords and their past actions. It was at the heart of the Chinese Revolution.'
'It was essential to increase output and the government believed this could best be achieved by pooling the peasants' holdings into mutual aid teams.'

Page 33	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

15(c) How successful was agricultural policy in the first fifteen years of Communist rule? Explain your answer.

Level 1 Unsupported assertions

1

e.g. 'Not very as it kept changing.'

Level 2 Identifies impact

2-3

e.g. 'The peasants were encouraged by land reform.'

'Small farms were inefficient.'

'The growing population needed more food.'

'Co-operatives were introduced.'

Level 3 Explains successes OR failures

3-5

Level 4 Explains successes AND failures

5-7

Candidates may well build their arguments around the following points.

e.g. 'Land reform had made Mao popular as land was taken from the landlords and re-distributed to the peasants. Grain production had climbed to a record high by 1952.'

'Despite this many were disappointed when they realised they did not have the equipment or the money to purchase. This led to some joining mutual aid teams sharing equipment and animals.'

'Most peasants' farms were too small to be farmed efficiently, meaning they could not increase food output to the level needed for the Five-Year Plan and change was needed.'

'The government feared that if the peasants kept their plot of land, they would become a new class in society, concerned only with making a profit for themselves and opposing any change to their status.'

'The census of 1951 showed that China's population was 600 million and rising fast. If famine was to be avoided food production needed to be increased greatly. At the time the average farm was less than 2.5 acres. Larger farms and more modern methods were needed if famine was to be avoided.'

'Co-operatives were encouraged so resources could be pooled on a larger scale and crops grown efficiently. Peasants opposed this as it meant giving up the land received in 1950. This system remained until 1958.'

Level 5 Explains with evaluation of 'how successful'

7-8

Page 34	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 16

16(a) Describe 'The Hundred Flowers' campaign of 1956-1957.

Level 1 General answer

1-2

e.g. 'A chance to let of steam.'
'A chance to express views.'

Level 2 Describes the campaign

2-5

e.g. 'An opportunity for free discussion and criticism of the government and its work.'
'It was mainly addressed to the educated classes.'
'The resultant torrent of hostile comment was a shock to the government as the Party had expected constructive criticism, but what happened was counter-revolutionary.'
'It was ended abruptly.'

16(b) Why did the Cultural Revolution cause chaos in China?

Level 1 General answer

1

e.g. 'Because control was lost.'

Level 2 Identifies why

2-4

e.g. 'Red Guards rampaged.'
'People were treated violently.'
'China was on the verge of Civil War.'

Level 3 Explains why

4-7

e.g. 'Young people were encouraged to rise up and rid China of anti-Communist elements within the Party, schools, universities and society as a whole.'
'In June 1966 schools and universities were closed down with students joining the Red Guards. At mass rallies they were encouraged by Mao to seek out revisionists.'
'The Red Guards went on the rampage. Parents were denounced as anti-Communist as were teachers and lecturers who were also tortured.'
'Factories, offices and homes were ransacked by Red Guards. Everything considered anti-revolutionary was smashed or burned. Thousands of innocent people were beaten, tortured or imprisoned after unfair trials.'
'By 1967 the Cultural Revolution was rapidly spinning out of control and China was on the verge of civil war. Around one million people had been killed. The education of a whole generation of young people had been lost and industrial production had fallen. The absolute faith of many Chinese in the Communist Party had been damaged.'

Page 35	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

16(c) How great a leader of China was Mao? Explain your answer.

Level 1 Unsupported assertions

1

e.g. 'He was a major twentieth century leader.'

Level 2 Identifies impact

2-3

e.g. 'He improved government and leadership.'

'Industrial output increased.'

'Social improvements were immense.'

'His main changes failed.'

Level 3 Explains agreement OR disagreement

3-5

Level 4 Explains agreement AND disagreement

5-7

e.g. 'Mao was a charismatic leader able to appeal to the masses, especially the young and the peasants.'

'He created a unified country and provided strong, efficient government for a people unused to such things.'

'Industrial output in 1976 was ten times what it was in 1949. Oil production had increased significantly whilst agriculture was less of a success.'

'Education saw real progress with literacy rates increasing significantly and four times as many children in education. Health and the position and status of women also improved.'

'China had become a major military power, with an army just less in size that of America and the USSR.'

'The price was the loss of freedom of expression with the Party members exhibiting a firm grip.'

'Human threats to Mao were treated badly after the Hundred Flowers campaign and the Cultural Revolution and there was considerable loss of life especially landowners. However, terror was never used against the peasants as had happened in the USSR.'

'Mao believed true Communism would be achieved in China but his two major attempts, the Great Leap Forward and the Cultural Revolution failed.'

Level 5 Explains with evaluation of 'how great'

7-8

Page 36	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 17

17(a) Describe the events leading to the defeat of the British at Majuba Hill in 1881.

Level 1 General answer

1-2

e.g. 'An attempted claim for South African riches.'
'A failure to gain Boer support.'

Level 2 Describes events

2-5

e.g. 'Part of the on-going scramble for Africa and control of the gold mines.'
'It was part of an attempt to win Boer support. Kruger refused to be drawn into the British Empire.'
'Colley and British troops occupied the summit of the hill. The Boers believed it was part of a plan to outflank them.'
'The British thought they were in a good position on top of the hill.'

17(b) Why was Britain trying to expand its influence and territory in South Africa in the last quarter of the nineteenth century?

Level 1 General answer

1

e.g. 'To remain powerful.'

Level 2 Identifies why

2-4

e.g. 'Because of the development of imperialism.'
'Concern about the growing interference from other countries.'
'The keenness to develop free trade.'
'To participate in the new found wealth.'

Level 3 Explains why

4-7

e.g. 'Diamonds and gold had been found and the British government was anxious to control the huge potential profits. One of the keenest imperialists was an Englishman, Cecil Rhodes.'
'The British government feared that this new wealth would encourage the Boers to demand formal independence and they were concerned that this would allow interference from other states such as Germany.'
'Britain was keen to exploit free trade and free trade agreements to benefit from markets in colonial countries.'

Page 37	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

17(c) **'Neither side gained from the Anglo-Boer War of 1899-1902.' How far do you agree with this statement? Explain your answer.**

Level 1 Unsupported assertions **1**

e.g. 'This is not true as the Boers lost.'

Level 2 Identifies impact **2-3**

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

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

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

e.g. '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 Boer 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.'
 'In 1906-7 The Liberal Government tried to wipe out some of the bitterness by restoring the independence of Transvaal and Orange Free State.'
 'In 1910 the four independent South African States became a self governing dominion, the Union of South Africa.'

Level 5 Explains with evaluation of "how far" **7-8**

Page 38	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 18

18(a) What was apartheid?

Level 1 General answer

1-2

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

Level 2 Describes aims

2-5

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.'

18(b) Explain how the government made sure that the various racial groups were separated.

Level 1 General answer

1

e.g. 'They used laws.'

Level 2 Identifies how

2-4

e.g. 'They passed a number of laws such as the Separate Amenities Act of 1953 and the Bantu Education Act of the same year.'
'South Africans were placed in racial groups.'
'Black men had to carry a pass.'
'Signs were put up to show who could use the amenities.'

Level 3 Explains how

4-7

e.g. 'The government designated areas in the towns for particular groups. Non-designated groups were removed from the area by force and relocated.'
'Political groups which aimed to bring about political change by the promotion of disturbances and disorder were banned.'
'All black men living in 'white' areas were forced to carry passes containing personal details including their racial group. Being in that area without a pass was illegal.'
'All public spaces and public services were designated for 'Europeans Only' or 'Non-Europeans Only'. Often the non-European spaces were less pleasant than those for Europeans.'
'Education was brought fully under government control with black schools providing different courses and using ethnic language.'
'The right of Cape Coloureds to vote with whites in elections was ended.'

Page 39	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

18(c) How successful were the ANC and other opposition groups between 1948 and 1976? Explain your answer.

Level 1 Unsupported assertions 1

e.g. 'At times they were able to achieve notice and support.'

Level 2 Identifies opposition 2-3

e.g. 'The ANC held a campaign of defiance in 1952.'

'The Charter Congress was held.'

'Civil disobedience was encouraged.'

'Students rioted in Soweto.'

Level 3 Explains success / lack of impact of ANC or other groups 3-5

Level 4 Explains success / lack of impact of ANC and other groups 5-7

e.g. ANC

'The ANC planned a campaign of defiance in 1952 led by Mandela with ANC supporters all over South Africa defying apartheid regulations. They were arrested in their thousands. Their actions gained publicity in newspapers abroad and within the United Nations. Membership increased and the ANC was becoming the voice of Black resistance.'

'The ANC held a Charter Congress in 1955 at which delegates could put forward their demands. These were incorporated into a Freedom Charter – a manifesto for the ANC and a basis for future campaigning.'

'The ANC adopted 'stay-at-home' days as part of a civil disobedience campaign.'

'They organised a boycott of schools and provided alternative education for black children. The government forced them to return to school.'

'Following the Rivonia Trials leading members of the ANC and other resistance organisations were arrested, charged with treason, found guilty and sentenced to life imprisonment.'

Other Protests

'The extension of the Pass Laws to women resulted in peaceful demonstrations in many parts of South Africa. In 1956 a group of women were refused permission to meet with the government minister responsible.'

'Many liberal women founded the Black Sash Movement worked to help black women through advice centres.'

'The Black Consciousness Movement gained in popularity during the late 1960s and raised the profile of the problems led by Steve Biko.'

'In 1973 following black workers' strikes the employers were forced to give way and restore wages to previous levels.'

'In 1976 students demonstrated in Soweto. The death of two students brought a public outcry and more demonstrations at which more students were killed. This resulted in great police brutality.'

Level 5 Explains with evaluation of 'how successful' 7-8

Page 40	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 19

19(a) Describe how South Africa retained control of Namibia after the Second World War.

Level 1 General answer

1-2

e.g. 'It already was in control.'
'Because of a referendum.'

Level 2 Describes how

2-5

e.g. 'When the United Nations was founded, a council was set up for the mandated territories of the former League of Nations. They were put under the trusteeship of the UN and as South Africa had governed Namibia for so long SA thought it should continue.'
'South Africa said it had held a referendum, the result of which was that most Namibians wanted the union. In fact the Namibian people did not take part.'

19(b) Why did the United Nations pass a resolution in 1966 ending the South African mandate for Namibia?

Level 1 General answer

1

e.g. 'The United Nations was being ignored.'

Level 2 Identifies why

2-4

e.g. 'South Africa wanted to rule in its own way.'
'SA said the mandate had ended.'
'It ignored the International Court.'

Level 3 Explains why

4-7

e.g. 'South Africa wanted SW Africa as a fifth province. This was refused by the UN.'
'The UN wanted a trusteeship but SA refused and stopped sending reports about administration to the UN.'
'South Africa introduced apartheid and governed with the non-white laws. This was opposed by the UN who saw it as violating the 'sacred trust' of the original mandate.'
'The International Court of Justice ruled that the original mandate had not ended with the demise of the L of N and South Africa was legally bound to follow the UN rulings. They refused.'
'Following legal proceedings against South Africa by Ethiopia and Liberia in the International Court of Justice that failed the United Nations General Assembly decided to take matters into its own hands passing the resolution.'

Page 41	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

19(c) **'Namibian independence was achieved by the people themselves.'**
How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions

1

e.g. 'Very far as independence was gained.'

Level 2 Identifies ways

2-3

e.g. 'The UN worked through its International Court.'

'The UN supervised an election.'

'SWAPO was recognised by the UN.'

Level 3 Explains agreement OR disagreement

3-5

Level 4 Explains agreement AND disagreement

5-7

e.g. People

In 1971-72 the Namibian workers went on strike and the colonial regime unsuccessfully tried to recruit workers from neighbouring countries. The strike was effective with SWANLA having to negotiate with the workers.'
 'SWAPO had gained support from the peasants as they gave valuable information to SWAPO guerrillas in their fight against the South African army.'

'As a result of the 1971 Court ruling SWAPO became recognised as 'the nation in a state of becoming' and was recognised by the UN as representing the majority of Namibians and therefore the demands were made in the 'name of the people of Namibia'.'

'The church opposed injustice and criticised acts of oppression.'

SWAPO

'SWAPO wanted a united and independent Namibia with universal adult suffrage. They wanted the UN to supervise the transition to independence.'

'It was made clear in March 1977 by the Western Five that the independence was unacceptable without the participation of SWAPO but SWAPO would not participate unless SA troops were withdrawn.'

'South Africa refused to recognise the role of the UN and continued to try and implement policies. This angered SWAPO who were opposed because it made it impossible to gain independence.'

United Nations

'The General Assembly passed a resolution ending the mandate in October 1966 and established a committee to take over and in May 1967 a UN Council was established to take over until independence.'

'South Africa was requested by the UN to withdraw but refused and the UN requested member states to introduce limited sanctions against South Africa.'

'The International Court (June 1971) ruled that the UN was acting lawfully and that South Africa should be removed.'

'In 1978 the UN passed Resolution 435 which spelt out how SWA should become independent as SA had again gone against the UN wishes with their proposals.'

'A UN supervised election was accepted by SA in November 1989 and independence granted in March 1990.'

Level 5 Explains with evaluation of 'how far'

7-8

Page 42	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 20

20(a) Describe the proposals of the United Nations for Palestine in 1947.

Level 1 General answer

1-2

e.g. 'It suggested partition.'
'It ended the British mandate.'

Level 2 Describes the proposals

2-5

e.g. 'In May 1947, the United Nations set up a commission (UNSCOP) on the future of Palestine which produced a report calling for the partition, or division, of Palestine into a Jewish and an Arab state. On 29th November the General Assembly of the UN approved the plan.'
'The Report said the British mandate should end and that Jerusalem should be an international zone under UN control.'
'It proposed that the Jewish and Arab states should be linked in an economic union to help each other's trade.'

20(b) Why did the Palestinians oppose the proposals?

Level 1 General answer

1

e.g. 'They thought it was unfair.'

Level 2 Identifies why

2-4

e.g. 'The Jewish state would be larger.'
'The Arab state was split.'
'The Palestinians were given poor farming land.'

Level 3 Explains why

4-7

e.g. 'The Jewish state would be larger than the Arab state, even though the Jews were only one-third of the population and owned less than one tenth of the land.'
'The Arab state would be divided into three zones and would not have direct access to the sea as the main Arab port would be cut off from the rest.'
'The fertile land was to be Jewish leaving mostly desert country for the Arabs and this was difficult to farm.'

Page 43	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

20(c) 'The Israelis were successful in the first Arab-Israeli War because they were fighting for the survival of their new state'. How far do you agree with this statement? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'They were successful because they showed spirit and determination.'

Level 2 Identifies why **2-3**

e.g. 'They were more prepared.'

'They had to win.'

'The Arabs were not organised.'

'They were better at fighting.'

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

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

e.g. 'The Jews were fighting for survival. They knew they had to fight or see all their dreams destroyed.'

'The Israelis, supported by US and Soviet governments, wanted to ensure that the new Jewish state was established within the territory controlled by Jewish forces.'

'A month long truce was arranged by the UN. This gave Israelis time to get supplies of vital arms. The Israelis were disciplined fighters, many with recent experience in World War Two.'

'The Arabs were badly organised and their leaders distrusted each other, whilst the official leader Abdullah wanted to control Jerusalem and the West Bank. He did little else.'

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

Page 44	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 21

21(a) Describe how the Six Day War (1967) made the situation of the Palestinians worse.

Level 1 General answer

1-2

e.g. 'It increased the suffering of the Palestinians.'
 'It was a disaster for them.'
 'It brought suffering.'

Level 2 Describes how

2-5

e.g. 'A million Palestinians who had been living in the West Bank and the Gaza Strip suddenly found themselves in 'Occupied Territories' under Israeli rule.'
 'The war was a total disaster for the Palestinians losing men, weapons and land. Their pride and prestige had been crushed.'
 'Many fled to Jordan, adding to the already huge population of refugees.'
 'Those who stayed were subject to restrictions on travel, the need for work permits and heavy please surveillance.'
 'They lost faith in ever getting back their homeland.'

21(b) Why did tension exist between King Hussein of Jordan and the Palestine Liberation Organisation (PLO)?

Level 1 General answer

1

e.g. 'Because of the actions of the PLO.'

Level 2 Identifies why

2-4

e.g. 'Because Jordan became the main base for the PLO after 1967.'
 'Some disapproved of Hussein.'
 'The PLO was too powerful.'

Level 3 Explains why

4-7

e.g. 'King Hussein disliked Fatah and the PLO, as they were a threat to his authority. In towns in Jordan they were often driving around in jeeps, heavily armed, organising roadblocks and demanding money for their cause.'
 'Tension increased as new guerrilla groups, using extreme methods, came into being. They organised a series of aircraft hijacks in which many civilians died.'
 'Some Palestinians disapproved of Hussein and wanted him removed from power. This led to fierce fighting between the PLO and the Jordanians. (Black September). The PLO were forced to leave.'

Page 45	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

21(c) How successful was the PLO? Explain your answer.

Level 1 Unsupported assertions

1

e.g. 'It was successful in the eyes of some, but many condemned the violence.'

Level 2 Identifies success and/or lack of impact

2-3

e.g. 'It provided a voice for Palestinians.'
 'It gained massive publicity with its tactics.'
 'There were many splinter groups.'
 'They had to change their approach.'

Level 3 Explains success OR lack of impact

3-5

Level 4 Explains success AND lack of impact

5-7

e.g. 'The success of Fatah at Karama in 1968 encouraged more recruits to the PLO and the PLO became an independent voice for the Palestinians.'
 'Around 1970 they began killing civilians to attract more attention. In that year they also gained massive publicity with the hijacking and destruction of three airliners in Jordan.'
 'In 1972 massive publicity was gained for the death of 11 Israeli athletes at the Olympic Games and in 1976 for the hijacking of a French plane which was taken to Entebbe.'
 'In 1974 the PLO became the sole legitimate representative of the Palestinian people with Arafat being invited to speak at the UN.'
 'In 1987 the images of stone-throwing Palestinians confronting heavily armed Israeli soldiers became familiar during the Intifada and gained much sympathy for the Palestinians' cause world-wide.'
 'In 1988 Arafat finally publically accepted the existence of Israel and the principle of UN Resolution 242. The Americans invited the PLO to talks. Many welcomed this change of policy.'

'Arafat hoped that after the Six Day War that the PLO would fight a successful guerrilla war against Israel. The Israeli forces were too strong and there existed too many PLO splinter groups with different aims.'
 'Many people condemned the PLO for its attacks on civilians despite many understanding the thinking behind the approach.'
 'The PLO was based in Jordan but there was hostility between them and King Hussain. A period of fighting followed (Black September) and Palestinian guerrillas were forced to leave Jordan and move to Lebanon and then to Tunisia.'
 'Although by 1982 the PLO had been accepted by much of the world as the voice of the Palestinian community, the use of force had brought little success in the struggle with Israel.'

Level 5 Explains with evaluation of 'how successful'

7-8

Page 46	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 22

22(a) What threats to health existed in towns in the mid-nineteenth century?

Level 1 General answer

1-2

e.g. 'People were killed by disease.'

Level 2 Describes threats

2-5

e.g. 'A rapid rise in population had caused overcrowding where disease could spread easily.'

'House building was unplanned and houses lacked amenities such as running water.'

'Privies were unsanitary as they overflowed spreading disease.'

'Drinking water was often polluted.'

'Drains were often open ditches.'

22(b) Why had little been done to improve conditions in towns by the middle of the nineteenth century?

Level 1 General answer

1

e.g. 'Because it was not viewed as important by many.'

Level 2 Identifies why

2-4

e.g. 'Because of the 'laissez-faire' attitude.'

'The cause of illness was not understood.'

'Profit was the most important motive.'

Level 3 Explains why

4-7

e.g. 'Many believed in 'laissez-faire'. This view argued that the government should not interfere in what was done by the individual.'

'The attitude of the richer people was that if they lived in this way it must be their own fault and not the responsibility of others to make improvements.'

'Local ratepayers wanted to pay as little as possible and did not want councils undertaking ambitious schemes to clear slums and build drains.'

'The link between dirt and infectious disease was not understood.'

'The government's reluctance to interfere was highlighted by the 1848 Act which was permissive and rarely adopted.'

'Landlords, builders and water companies were only interested in profits and did not consider the consequences of inadequate facilities.'

Page 47	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

22(c) How far were model towns the main reason why living conditions were improving by the end of the nineteenth century? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'Many people helped but it was really the work of the government.'

Level 2 Identifies reasons **2-3**

e.g. 'Slum dwellings were cleared.'
'Sewers were built and water supply improved.'
'Chamberlain improved Birmingham.'

Level 3 Explanation to agree OR disagree with hypothesis **3-5**

Level 4 Explanation to agree AND disagree with hypothesis **5-7**

e.g. 'Sir Titus Salt built housing of a high standard with a park.'
'William Hesketh Level founded the garden village of Port Sunlight and George Cadbury established Bournville with tree-lined streets and open spaces for their workers. The impact of these was only felt in a small area.'

'The introduction of the Artisans Dwellings Act allowed slum clearance to take place and Chamberlain as mayor, cleared away slums and built better houses for the people of Birmingham.'

'The 1875 Act made local councils responsible for public health having to provide efficient sewers and clear refuse.'

'During the later part of the nineteenth century more and more councils began to build reservoirs to provide fresh drinking water.'

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

Page 48	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 23

23(a) Describe the benefits of being a member of a trade club at the beginning of the nineteenth century.

Level 1 General answer

1-2

e.g. 'They protected members' interests.'
'They improved conditions.'

Level 2 Describes benefits

2-5

e.g. 'Members were skilled craftsmen, all of the same trade, and able to understand needs of individuals.'
'They could work together to improve pay and conditions.'
'In times of needs the Club could look after its members.'
'It restricted entry to the profession. Those entering had to undergo an apprenticeship.'
'It helped unemployed members to find work.'

23(b) Why was it difficult to form a trade union in the first half of the nineteenth century?

Level 1 General answer

1

e.g. 'Because of the views of the government.'

Level 2 Identifies why

2-4

e.g. 'They were restricted by laws.'
'Government and employers were hostile to them.'
'Workers were afraid of losing their jobs.'
'The culture of unions did not exist within the working classes.'
'Communication was a problem.'

Level 3 Explains why

4-7

e.g. 'The government was concerned about the growing strength of the voice of workers demanding improved conditions and so passed the Combination Acts.'
'The government was fearful of revolution and so used strong measures to prevent the expression of views and also passed the 'Six Acts'.
'Employers were concerned and used tactics such as lock-outs where they refused entry to employees until they agreed to certain conditions.'
'The strong action of the government in relation to the 'Tolpuddle Martyrs' scared many workers.'

Page 49	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

23(c) How successful were working-class movements in Britain from 1870 to 1890? Explain your answer.

Level 1 Unsupported assertions 1

e.g. 'Some were successful as conditions improved.'

Level 2 Identifies successes / failures 2-3

e.g. 'Successes included the match-girls and the dockers.'
'The NALU failed.'

Level 3 Explains successes OR failures 3-5

Level 4 Explains successes AND failures 5-7

e.g. Successes

'The match-girls of Bryant and May went on strike because of low wages and dangerous working conditions. Annie Besant used a newspaper article to highlight the working conditions. This got public opinion on the side of the match-girls and their strike was successful in improving conditions.'

'The London dockers were paid low wages and not always guaranteed work. A claim for 6d an hour was rejected and a five week strike followed (1889). The strikers picketed the docks so that non-union members could not work. This brought the docks to a standstill with food rotting on the ships. Funds were raised on marches through London and an unexpected donation of £30,000 from Australia. After five weeks the dock owners listened to Cardinal Manning and the mediating committee and the dockers won.'

'The London gas workers threatened to strike and this was enough to reduce the working day from 12 to 8 hours without loss of pay.'

'These strikes brought the formation of a number of large unions based on a whole industry including the railway workers and the miners. Total membership of the trade union movement doubled.'

Failures

'The National Agricultural Labourers' Union was founded in 1872 and quickly had 100,000 members. The landowners were against unions and organised a lock-out in 1874. Many went on strike against the lock-out but because of hardship gave up the struggle. The main problem was that many labourers lived in tied cottages and could be thrown out of their home. The NALU collapsed.'

'Despite the work of the unions, the employers often held the upper hand because workers were frightened of losing their jobs. In the 1890s the economic situation became worse and the gas, dockers and the revived NALU folded.'

Level 5 Explanation and evaluation of 'how successful' 7-8

Page 50	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 24

24(a) **Which parts of the world remained free from European Imperialism at the beginning of the nineteenth century?**

Level 1 Identifies which parts

1-5

e.g. 'North America.'
 'South America'
 'Asia (Except India)
 'Africa (most of)

24(b) **Why did Europeans regard people in some parts of the world as barbarians?**

Level 1 General answer

1

e.g. 'Because they committed many 'evils'.'

Level 2 Identifies why

2-4

e.g. 'Because of their brutal acts.'
 'They were not Christian.'
 'They held sacrifices.'

Level 3 Explains why

4-7

e.g. 'Tales came back from explorers recounting the treatment that some missionaries had to endure.'
 'They used primitive weapons and dealt severely with those captured.'
 'The carried out heathen rites and sacrifices.'

Page 51	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

24(c) **'Religion was the most important motive for European Imperialism in the nineteenth century.' How far do you agree with this statement? Explain your answer.**

Level 1 Unsupported assertions **1**

e.g. 'Yes as they thought it would 'improve' the people.'

Level 2 Identifies reasons **2-3**

e.g. 'They provided raw materials and food products.'

'They provided a market for manufactured goods.'

'People were very patriotic.'

'It was important for strategic military purposes.'

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

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

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

'Many believed that Britain had a moral responsibility to bring civilisation and Christianity to the native peoples.'

Economic factors.

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

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

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

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

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

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

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

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

Page 52	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

QUESTION 25

25(a) What hindered the development of colonies in Africa in the first half of the nineteenth century?

Level 1 General answer

1-2

e.g. 'It was inhospitable.'

Level 2 Describes

2-5

e.g. 'The oppressive climate – thick, steaming equatorial forests, swamps, tropical diseases.'

'There was a lack of perceived value in gaining such land.'

'Lack of suitable shipping.'

'It was more about trade.'

25(b) Why was there little desire to develop colonies in Africa in the early part of the nineteenth century?

Level 1 General answer

1

e.g. 'It was known as the dark continent.'

Level 2 Identifies why

2-4

e.g. 'Because of the climate and terrain.'

'It did not have a governmental policy.'

'Others countries were not expanding.'

'Dealing with the Dominions.'

Level 3 Explains why

4-7

e.g. Candidates may well develop any of the above into an explanation.

Page 53	Mark Scheme	Syllabus	Paper
	IGCSE - OCT/NOV 2006	0470	1

25(c) To what extent was European imperialism in the nineteenth century carried out peacefully? Explain your answer.

Level 1 Unsupported assertions **1**

e.g. 'Imperialism was not peaceful.'

Level 2 Identifies ways **2-3**

e.g. 'Uprisings were often crushed.'

'Imperialists were aggressors.'

'France was more peaceful.'

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

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

e.g. 'Imperialists were often seen as a foreign aggressor meddling in the internal affairs of another country and were often attacked.'

'In the Congo the local people were treated harshly by Belgians.'

'Uprisings were often crushed as if the colonial armies were dealing with animals, not people. This happened with the Dervishes.'

'At the Battle of Adowa when Italy tried to take Abyssinia.'

'France prided itself on the way it tried to assimilate each of their territories into the French way of life treating the people as equals.'

'Britain had, in Africa, an extensive network of trade arrangements with local tribal leaders.'

Level 5 Explains with evaluation of 'to what extent' **7-8**