

June 2004

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 40

SYLLABUS/COMPONENT: 0470/04

HISTORY

Paper 4 (Alternative to Coursework)



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

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Depth Study A: Germany, 1919-1945

- (a) (i) Level 1 Repeats material stated in source, no inference made. (1-2)
- Level 2 Makes valid inferences, not supported from source e.g. There were different views about it etc. (3-4)
- Level 3 Supports valid inference(s) with reference to the source e.g. Refers to the views expressed specifically. (5-6)
- (ii) Level 1 Agrees OR disagrees with no support from the source. (1-2)
- Level 2 Agrees OR disagrees, supported from source e.g. Yes, asserts that if allies had been conciliatory the Germans would have accepted guilt etc OR No, as they did not get their way, the Germans want revenge etc. (3-5)
- Level 3 Agrees AND disagrees, supported by the source. Addresses the issue of “how far?” (6-7)
- (iii) Level 1 Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Useful/not useful - one is a British textbook, the other is from an Englishwoman so they could both be biased/unreliable. (2)
- Level 3 Choice made on the nature or amount of information given. Must specify what information. (3-5)
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. (6 marks for one source, 7 marks for both) (6-7)
- (b) (i) One mark for each valid detail to a maximum of two e.g. The Weimar Govt and/or members who accepted Treaty of Nov 1919, thus hated. (1-2)
- (ii) Level 1 Identifies feature e.g. right wing, in Berlin etc. (1-2)
- Level 2 Describe features. Award an extra mark for each feature described in additional detail e.g. Armed group of ex-soldiers, hated Republic, defeated by General Strike etc. (2-4)
- (iii) Level 1 Single reason. One for the reason, one for explanation e.g. Extreme parties; impact of Rev in Russia; paramilitary groups; Govt officials; judiciary; police; universities etc supported by old style regime; Treaty etc. (1-2)
- Level 2 Multiple reasons. One for the reason, one for the reason explained. (2-6)
- (iv) Level 1 Simple assertions. No, they had little support. (1)

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- Level 2 Explanation of success OR lack of success, single factor given e.g. (2)
Yes, American loans, Stresemann's Golden Years, international acceptance, new, stable currency, feel good factor etc OR
No, Legacy of Putsch, need to reorganise, stability, 'image' did not suit the period, not enough dissatisfaction for a demand for change etc.
- Level 3 Explanation of success OR lack of success, multiple factors given. (3-5)
Allow single factor with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief).
- Level 4 Answers that offer a balanced argument. (6-8)
BOTH sides of success AND lack of success must be addressed.

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Depth Study B: Russia, 1905-1941

- (a) (i) Level 1 Repeats material from source, no inference made. (1-2)
- Level 2 Makes valid inferences, not supported from source e.g. Foreign intervention had the opposite of the desired effect etc. (3-4)
- Level 3 Supports valid inference(s) with reference to the source e.g. Rather than shorten the war with a White victory, they prolonged it and gave the people cause to fight for “Mother Russia” etc. (5-6)
- (ii) Level 1 Agrees OR disagrees with no support from the source. (1-2)
- Level 2 Agrees OR disagrees, supported from source e.g. Yes, 70% of population, majority of peasants, land issue. No, ‘a majority’, ‘do not oppose’, ‘lack of hostility’ are not overt, universal support. (3-5)
- Level 3 Agrees AND disagrees, supported by the source. Addresses the issue of “how far?” (6-7)
- (iii) Level 1 Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Useful/not useful - one is from a British book, the other is from a British agent so they could both be biased/unreliable. (2)
- Level 3 Choice made on the nature or amount of information given. Must specify what information. (3-5)
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. (6 marks for one source, 7 marks for both) (6-7)
- (b) (i) One mark for each valid example to a maximum of two e.g. GB, USA, France, Japan. Accept Poland and Czech Legion. (1-2)
- (ii) Level 1 Identifies role. One mark for each valid factor to a maximum of two. (1-2)
- Level 2 Describes role. Award an extra mark for each factor described in additional detail e.g. Secret police to root out opponents of Revolution. Lubyanka prison, torture, execution, families wiped out, Red Terror etc. (2-4)
- (iii) Level 1 Single reason. One for the reason, one for explanation. (1-2)
- Level 2 Multiple reasons. One for the reason, one for the explanation e.g. To win the Civil War by confiscating food to feed the soldiers and factory workers, to control transport and means of supply, to control production etc. (2-6)

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- (iv) Level 1 Simple assertions. (1)
Yes, he was a great leader.
- Level 2 Explanation in support of Trotsky OR in support of other factors. (2)
Single factor given e.g.
Yes, leadership/organisational skills, inspirational oratory, harsh discipline, Brest-Litovsk etc OR
No, other Bolsheviks' contributions, Cheka, incompetence and different goals of Whites etc.
- Level 3 Explanation of support of Trotsky OR in support of other factors, (3-5)
multiple factors given. Allow single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief).
- Level 4 Answers that deal with the issue of "how far?". (6-8)
BOTH sides of support for Trotsky AND support of other factors must be addressed.

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Depth Study C: The USA, 1919-1941

- (a) (i)** Level 1 Repeats material stated in source, no inference made. **(1-2)**
- Level 2 Makes valid inference, not supported from source e.g. Bitterness, blames bankers/Republicans, turned to Democrats etc. **(3-4)**
- Level 3 Supports valid inference(s) with reference to the source e.g. Points to the deceit of banks secretly exchanging shares for cash etc. **(5-6)**
- (ii)** Level 1 Agrees OR disagrees with no support from the source. **(1-2)**
- Level 2 Agrees OR disagrees, supported from source e.g. Yes, they pulled out with a profit. No, they tried to save it; already falling before they took action; a very narrow interpretation of a vast problem etc. **(3-5)**
- Level 3 Agrees AND disagrees, supported by the source. Addresses the issue of “how far?” **(6-7)**
- (iii)** Level 1 Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information. **(1)**
- Level 2 Useful/not useful - one is from an American, the other is from Britain so they could both be biased/unreliable. **(2)**
- Level 3 Choice made on the nature or amount of information given. Must specify what information. **(3-5)**
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level those that cross-reference between A and B to show reliability. (6 marks for one source, 7 marks for both) **(6-7)**
- (b) (i)** One mark for each valid weakness to a maximum of two e.g. No government regulation; too involved in speculation; insufficient liquidity; too many small banks etc. **(1-2)**
- (ii)** Level 1 Identifies aspects of both e.g. Buying stock with a 10% deposit: attracted small speculators, fuelled rising stock prices etc. **(1-2)**
- Level 2 Describes aspects of both. Award an extra mark for each aspect described in extra detail (definition and effects). **(2-4)**
- (iii)** Level 1 Single reason. One for the reason, one for explanation e.g. Unequal distribution of wealth (top 5% received 33% of all income); ‘rugged individualism’; overproduction led to unemployment; farmers; black population etc. **(1-2)**
- Level 2 Multiple reasons. One for each reason, one for each reason explained. **(2-6)**
- (iv)** Level 1 Simple assertions. Yes, it followed afterwards. **(1)**
- Level 2 Explanation of Crash as the cause OR other cause(s), single factor given e.g. Yes, because Crash caused loss of confidence/bank closures/stopped new investment OR No, production already falling by summer ‘29; demand slowing; agriculture weak throughout ‘20s; foreign loans; tariff barriers etc. **(2)**

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- Level 3 Explanation of Crash as cause OR other cause(s), multiple factors given. Allow single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief). **(3-5)**
- Level 4 Answers that deal with the issue of “how far?”. BOTH the Crash as cause AND other cause(s) must be addressed. **(6-8)**

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Depth Study D: China, 1945-c1990

- (a) (i) Level 1 Repeats material stated in source, no inference made. (1-2)
- Level 2 Makes valid inference, not supported from source e.g. The victims were humiliated etc. (3-4)
- Level 3 Makes valid inference(s) with reference to the source e.g. The victims were humiliated by the use of ink, notices, punishment etc. (5-6)
- (ii) Level 1 Agrees OR disagrees with no support from the source. (1-2)
- Level 2 Agrees OR disagrees, supported from source e.g. Yes, lost years, no qualifications, skills etc. No, still proud of China, wants to give something back, only one Red Guard's view etc. (3-5)
- Level 3 Agrees AND disagrees, supported from source. Addresses the issue of "how far?" (6-7)
- (iii) Level 1 Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Useful/not useful - one is from an eyewitness, the other is from a Red Guard so they could both be biased/unreliable. (2)
- Level 3 Choice made on the nature or amount of information given. Must specify what information. (3-5)
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. (6 marks for one source, 7 marks for both) (6-7)
- (b) (i) One mark for each valid aspect to a maximum of two e.g. Contained the "Thoughts of Chairman Mao"; manifesto of the Cultural Revolution; passport for Red Guards to act etc. (1-2)
- (ii) Level 1 Identifies elements. One for each valid element to a maximum of two. (1-2)
- Level 2 Describes elements. Award an extra mark for each element described in additional detail e.g. Mao's enforcers during CR; to accuse, humiliate and punish bourgeois teachers etc; destroy the past; add energy to CR; finally got out of control etc. (2-4)
- (iii) Level 1 Single reason. One for the reason, one for the explanation. (1-2)
- Level 2 Multiple reasons. One for the reason, one for the reason explained e.g. to restore his power base and influence; add energy to revolution; overcome critics; disguise previous failures etc. (2-6)
- (iv) Level 1 Simple assertions. Yes, it was chaotic. (1)

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- Level 2 Explanation of mistake OR of success, single factor given e.g. (2)
Yes, dangerous disruption, ruined millions of lives, held up economic development for 10 years, individual CCP politicians damaged, destroyed antiquities and education base etc OR
No, economy recovered quickly, did not destroy all progress made since 1949, China remained a loyal entity, strengthened Mao's position etc.
- Level 3 Explanation of mistake OR of success, with multiple factors. Allow (3-5)
single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief).
- Level 4 Answers that deal with the issue of "how serious a mistake?". (6-8)
BOTH sides of mistake AND of success must be addressed.

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Depth Study E: Southern Africa in the 20th Century

- (a) (i) Level 1 Repeats material stated in source, no inference made. (1-2)
- Level 2 Makes valid inferences, not supported from source e.g. Foolish, not to be trusted. (3-4)
- Level 3 Supports valid inference(s) with reference to the source e.g. Foolish as, having beaten Boers, they give them not only their land back but the Cape and Natal as well etc. (5-6)
- (ii) Level 1 Agrees OR disagrees with no support from the source. (1-2)
- Level 2 Agrees OR disagrees, supported from source e.g. Yes, NNC, missionaries and 'even' Transvaal landowners protested. No, only NNC said it was completely wrong; missionaries wanted sites for the evicted to relocate, and was not opposing eviction *per se*; it was landowners policy, but wanted time to get it right. (3-5)
- Level 3 Agrees AND disagrees, supported by the source. Addresses the issue of "how far?" (6-7)
- (iii) Level 1 Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Useful/not useful - one is the view of a black South African, the other is from a member of the NNC so they could both be biased/unreliable. (2)
- Level 3 Choice made on the nature or amount of information given. Must specify what information. (3-5)
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. (6 marks for one source, 7 marks for both) (6-7)
- (b) (i) One mark for each valid term to a maximum of two e.g. Blacks could no longer buy land from whites; could only own land in Transkei or Zululand (7% of SA); could only live on white farms if labourers; banned sharecropping (called 'on the halves' in SA). (1-2)
- (ii) Level 1 Identifies effects e.g. Squatters and stock evicted quickly; share croppers had to accept poor tenancy deals; gradually independent black farming destroyed; became labourers in white farms or in towns/mines; reserves soon overcrowded. (1-2)
- Level 2 Describes effects. Award an extra mark for each valid effect described in additional detail. (2-4)
- (iii) Level 1 Single reason. One for the reason, one for explanation. (1-2)

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- Level 2 Multiple reasons. **(2-6)**
 One for each reason, one for each reason explained e.g. Felt it was a SA internal matter; worried about Germany, wanting to keep Afrikaners pro-British; more involved with mining than farming; many in GB Govt held same views as Afrikaners (Churchill 'Black Peril'); more concerned with Indian rights; NNC slow to press case.
- (iv) Level 1 Simple assertions. **(1)**
 Yes, it took black land.
- Level 2 Explanation of damaging OR other more damaging policy, single factor given e.g. **(2)**
 Yes, permanently divided SA into areas of exclusive white/black land ownership; forced rural blacks into dependence OR
 No, not able to implement in Cape because of franchise rights lost in '36 - very damaging; 1911 Mines and Works Act had introduced colour bar, strengthened in '26 and Hertzog Govt making more jobs 'whites only'; 1923 Natives (Urban Areas) Act.
- Level 3 Explanation of damaging OR other more damaging policy, with multiple factors given. Allow single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief). **(3-5)**
- Level 4 Answers that address the issue of "how far?". **(6-8)**
 BOTH sides of damaging AND other policy must be addressed.

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Depth Study F: Israelis and Palestinians, 1945-c1994

- (a) (i) Level 1 Repeats material stated in source, no inference made. (1-2)
- Level 2 Makes valid inferences, not supported from source e.g. Sadat is being more friendly etc (3-4)
- Level 3 Supports valid inference(s) with reference to the source e.g. Name calling, "so-called Israel" replaced by a wish to live in peace etc. (5-6)
- (ii) Level 1 Agrees OR disagrees with no support from the source. (1-2)
- Level 2 Agrees OR disagrees, supported from source e.g. Yes, Palestinians rolling up red carpet would indicate dissatisfaction. No, smiles, handshake and olive branch would indicate a more peaceful outcome. (3-5)
- Level 3 Agrees AND disagrees, supported by the source. Addresses the issue of "how far?" (6-7)
- (iii) Level 1 Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Useful/not useful - one is from Sadat, the other is from Britain so could both be biased/unreliable. (2)
- Level 3 Choice made on the nature or amount of information given. Must specify what information. (3-5)
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. (6 marks for one source, 7 marks for both) (6-7)
- (b) (i) One mark for each valid term to a maximum of two e.g. 5 year plan for Israeli troop withdrawal from Gaza and West Bank; development of Palestinian self Govt. Israel to withdraw from Sinai; Israel's shipping through Suez and Straits of Tiran. (1-2)
- (ii) Level 1 Identifies benefits. Peace and security. (1-2)
- Level 2 Develops benefits. Award an extra mark for benefits described in additional detail e.g. End of 30 years of war, right to live in peace agreed; secure boundaries; trade and tourism; reversion of some areas in Sinai to Egypt. (2-4)
- (iii) Level 1 Single reason. One for the reason, one for explanation. (1-2)
- Level 2 Multiple reasons. One for the reason, one for the reason explained e.g. Abandoned 30 years of joint Arab hostility; appeared selfish as he did the deal to save money to spend on internal needs - agriculture, health, housing, industry, food in Egypt. An unthinkable liaison etc. (2-6)

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- (iv) Level 1 Simple assertions. (1)
Yes, USA always tries to help.
- Level 2 Explanation of American efforts OR Arab efforts, single factor given (2)
e.g.
USA - Camp David, even though US known to be pro-Israel; wanted to protect US interests in ME; personal ambition of Clinton to find a solution OR
Arabs - Initially an Egyptian initiative; other Arab states have supported Arafat who has used appeals to UNO for international support and sympathy; Accept Oslo Accords.
- Level 3 Explanation of American efforts OR Arab efforts, with multiple factors (3-5)
given. Allow single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief).
- Level 4 Answers that offer a balanced account. (6-8)
BOTH sides of American AND Arab efforts must be addressed.

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Depth Study G: The Creation of Modern Industrial Society

- (a) (i) Level 1 Repeats material stated in source, no inference made. (1-2)
- Level 2 Makes valid inference, not supported from source e.g. They have produced many benefits etc. (3-4)
- Level 3 Supports valid inference(s) with reference to the source e.g. Increased loads and passengers at much lower cost etc. (5-6)
- (ii) Level 1 Agrees OR disagrees with no support from the source. (1-2)
- Level 2 Agrees OR disagrees, supported from source e.g. Yes, the speaker; the promise of excitement and bustle. No, nostalgia for rural life etc. (3-5)
- Level 3 Agrees AND disagrees, supported by the source. Addresses the issue of “how far?” (6-7)
- (iii) Level 1 Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Useful/not useful - Source A is from a magazine, B is from a supporter, and C is an artist’s impression so they could all be biased/unreliable. (2)
- Level 3 Choice made on the nature or amount of information given. Must specify what information. (3-5)
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A, B and C to show reliability. (6 marks for one source, 7 marks for more than one source) (6-7)
- (b) (i) One mark for each valid engineer to a maximum of two e.g. Expect Stephenson and Brunel, but also accept Trevithick, Blenkinsop, Hedley etc. (1-2)
- (ii) Level 1 Identifies objections. Safety, noise, pollution etc. (1-2)
- Level 2 Describes objections. Award an extra mark for objections described in additional detail e.g. Frighten horses, dry up cows, human flesh fall of at speed etc. Also allow canal owners objections. (2-4)
- (iii) Level 1 Single reason. One for the reason, one for explanation. (1-2)
- Level 2 Multiple reasons. One for the reason, one for the reason explained e.g. Obvious benefits of speed and load; passenger travel; money to be made by entrepreneurs and developers; investors - ‘Railway Mania.’ (2-6)

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- (iv) Level 1 Simple assertions. (1)
Yes, it created jobs.
- Level 2 Explanation of importance OR lack of importance, single factor given (2)
e.g.
Yes, jobs, cheap travel, live away from work, holidays, fast transport of fresh food, short haul coaching, increased demand for iron etc.
No, noise, pollution, already living close to work, harmed canal and long haul coaching drew people away from countryside etc.
- Level 3 Explanation of importance OR lack of importance, multiple factors (3-5)
given. Allow single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief).
- Level 4 Answers that deal with the issue of “how important?”. (6-8)
BOTH sides of importance AND lack of importance must be addressed.

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Depth Study H: The Impact of Western Imperialism in the 19th Century

- (a) (i) Level 1 Repeats material stated in source, no inference made. (1-2)
- Level 2 Makes valid inference, not supported from source e.g. Underestimates the West, thinks soldiers incompetent etc. (3-4)
- Level 3 Supports valid inference(s) with reference to the source e.g. Underestimates because of different fighting methods, strange uniforms etc. (5-6)
- (ii) Level 1 Agrees OR disagrees with no support from the source. (1-2)
- Level 2 Agrees OR disagrees, supported from source e.g. Yes, actually seeking support, an audience - some listening intently. No, small scale, social gathering, only speaker looks animated etc. (3-5)
- Level 3 Agrees AND disagrees, supported from source. Addresses the issue of “how far?” (6-7)
- (iii) Level 1 Useful/not useful - choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Useful/not useful – Source A is from a Chinese official, B is from a British magazine, and C is a Boxer poster so they could all be biased/unreliable. (2)
- Level 3 Choice made on the nature or amount of information given. Must specify what information. (3-5)
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A, B and C to show reliability. (6 marks for one source, 7 marks for more than one source) (6-7)
- (b) (i) Award one mark for each valid example to a maximum of two e.g. USA, France, Germany, Russia, Japan. Also possible Italy, Portugal, Belgium, Austria-Hungary. (1-2)
- (ii) Level 1 Identifies losses. Lost control of land, commerce, money and jurisdiction. (1-2)
- Level 2 Describes losses. Award an extra mark for each loss described in additional detail e.g. Ceded Hong Kong, opened ports, paid war indemnities, had to allow ambassadors, British citizens in China not subject to Chinese law. (2-4)
- (iii) Level 1 Single reason. One for the reason, one for explanation. (1-2)
- Level 2 Multiple reasons. One for the reason explained e.g. Narrow anti-West base in such a vast country, the overwhelming strength and unity of imperialist powers, they killed missionaries, attacked technology etc. (2-6)

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- (iv) Level 1 Simple assertions. (1)
Yes, China was too big.
- Level 2 Explanation of lack of success OR successful imposition, single factor given e.g. (2)
Yes, country too vast, trade was primary focus, communications, embedded culture etc OR
No, impact of missionaries, Europeanised trading ports, Chinese travelling West to complete education (Sun Yat-sen) etc.
- Level 3 Explanation of lack of success OR successful imposition, multiple factors given. Allow single factors with multiple reasons OR undeveloped suggestions on BOTH sides of the argument (annotate BBB - Balanced but Brief). (3-5)
- Level 4 Answers that offer a balanced argument. (6-8)
BOTH sides lack of success AND successful imposition must be addressed.