MARK SCHEME for the May/June 2008 question paper

0470 HISTORY

0470/04

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

This mark scheme is published as an aid to teachers and candidates, 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.

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

CIE is publishing the mark schemes for the May/June 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2			Mark Scheme	Mark Scheme Syllabus		er
			IGCSE – May/June 2008	0470	04	
			Depth Study A: Germany, 1918–1945			
(a) (i)	Lev	el 1	Repeats material stated in source, no inference	ce made.		[1–2]
	Lev	el 2	Makes valid inferences, not supported from people see benefits for themselves in the Hitle		young	[3–4]
	Level 3 Supports valid inference(s) with reference to the source e.g. membership as bringing jobs; Not taxed with educational t benefits accrue from loyalty to Hitler etc.			[5–6]		
(ii)	Lev	el 1	Agrees OR disagrees with no support from so	ource.		[1–2]
	Level 2		Level 2 Agrees OR disagrees, supported from source e.g. Yes, boys from all classes, no social distinctions, enjoyed the marches and felt safe hating the SPD. No, mainly middle class and workers, young SPD not supportive; as a leader he found absolute obedience and lack of individual will unpleasant.		t safe ; as a	[3–5]
	Lev	el 3	Agrees AND disagrees, supported from the issue of 'How far?'	source. Addresse	es the	[6–7]
(iii)	Lev	el 1	Useful/not useful – Choice made on the detailed/gives more information, but do information.			[1]
	Lev	el 2	Useful/not useful – One is from the SPD an Hitler Youth members so they could both be b		m ex-	[2]
	Lev	el 3	Choice made on the nature or amount of specify what information.	information given.	Must	[3–5]
	Lev	el 4	Choice made on the grounds of reliability. Discussion of utility must be made on valid e context. Include at this Level answers that cro and B to show reliability.			
			6 marks for one source, 7 marks for both.			[6–7]
(b) (i)		er to g	k for each valid aspect to a maximum of two govern Germany without consulting Reichstag,			[1–2]
(ii)	Lev	el 1	Identifies policies.			[1–2]
	 (ii) Level 1 Identifies policies. Level 2 Describes policies. Award an extra mark for each policy described in additional detail e.g. Role as homemaker in support of husband, KKK, have children for the Aryan race and military, not take male jobs. League of German Maidens, women's steering committee to oversee all women's organisations. 				[2–4]	

Page 3	8		Mark Scheme	Syllabus	Paper
		IGC	CSE – May/June 2008	0470	04
(iii)	Leve	I 1 Single rea	son. One for the reason, one for th	e reason explained.	[1–2]
	Leve	explained and perpe use of M	easons. One for each reason, e.g. To promote Aryan ideal, to bra stuate the Nazi philosophy, anti-S aths, Biology, History in support	ainwash young to su emitism, anti non-A	upport Aryan, oy on
		teachers,	parents etc.		[2–6]
(iv)	Leve	•	sertions. vone was scared.		[1]
	Leve	l 2 Explanatic Control	on of control OR opposition, single f Enabling Act, support of Army, fe Gestapo etc.	v	SS,
		Oppositior	n SA and Rohm in 1933, some und communists and other dise movement, Edelweiss Pirates, a attempts on Hitler through to 1944	sident groups, since and states and stat	Swing
	Leve		on of control OR opposition, with le factors with multiple reasons.	n multiple factors	given.
		Undevelop	bed suggestions on BOTH sides of anced but Brief).	f the argument (anr	notate [3–5]
	Leve		hat offer a balanced argument. es of control AND opposition must l	be addressed,	[6–8]

Page 4	,	Mark Scheme	Syllabus	Paper
		IGCSE – May/June 2008	0470	04
		Depth Study B: Russia, 1905–1941		
(a) (i)	Level	1 Repeats material stated in source, no inference	ce made.	[1–2]
	Level	2 Makes valid inferences, not supported from so in a crisis without necessary supplies, n volunteers etc.		
	Level	3 Makes valid inference(s), with reference to the the detail of required troops and supplies etc.	-	ers to [5–6]
(ii)	Level	1 Agrees OR disagrees, unsupported from sour	rce.	[1–2]
	Level 2 Agrees OR disagrees, supported from source e.g. Yes, dedicated volunteers, party members at every level etc. No, ex-officers 'willing' but for what reasons? Conscription, harsh discipline etc.			
	Level	3 Agrees AND disagrees, supported from sour of 'How far?'	ce. Addresses the	issue [6–7]
(iii)	ii) Level 1 Useful/not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information.			
	Level	2 Useful/not useful – One is Trotsky himself ar they could both be biased/unreliable.	nd the other is Briti	sh so [2]
	Level	3 Choice made on the nature or amount of specify what information.	information given.	Must [3–5]
	Level	 Choice made on the grounds of reliability. Discussion of utility must be made on valid e context. Include at this Level answers that croand B to show reliability. 6 marks for one source, 7 marks for both. 		`
				[0,1]
(b) (i)		d one mark for each valid example to a maximum Japan. Accept Czech Legion and Poland.	of two e.g. GB, Fr	ance, [1–2]
(ii)	Level	1 Identifies elements e.g. Harsh on Russia bu concentrate on domestic issues.	ut allowed Bolshev	iks to [1–2]
	Level	2 Develops elements. Award an extra mark f described in additional detail e.g. Russia lost Lithuania, west Belorussia, Poland, Ukraine, Lost half European territory and 75 % of h marks in reparations.	Finland, Estonia, L parts of the Cauc	atvia, asus.
(iii)	Level	1 Single reason. One for the reason, one for ex	planation.	[1–2]
	Level	2 One for each reason, one for each reasor Communist theories into practice by sharing Civil War by keeping towns and Red Army weapons. Details about the control of the m transport, and confiscation of food can be exp	wealth. To help wi supplied with foo neans of production	th the d and

Page 5		Mark Scheme	Syllabus	Paper
		IGCSE – May/June 2008	0470	04
(iv) Leve	el 1	Simple assertions. Yes, he was a great leader.		[1]
Leve	el 2	 Explanation of Trotsky's leadership OR oth given. Trotsky Leadership and organisational skill discipline etc. Other Whites had no unified strategy, Re control of more industry and transpallowed Bolsheviks to claim defence Army had up to ten times the numb Bolsheviks' contributions etc. 	s, brilliant oratory, ds had central are port, foreign interve e of Mother Russia	train, a and ention , Red
Leve	el 3	Explanation of Trotsky's leadership OR othe given. Allow single factors with multiple reaso OR Undeveloped suggestions on BOTH sides of BBB – Balanced but Brief).	ons.	
Leve	el 4	Answers that offer a balanced argument. BOTH sides of Trotsky's leadership AND addressed.	other factors mu	st be [6–8]

Page 6			Mark Scheme	Syllabus	Paper			
			IGCSE – May/June 2008	0470	04			
Depth Study C: The USA, 1919–1941								
(a) (i)	Level	11	Repeats material seen in source.		[1–2			
	Level 2		Makes valid inferences, not supported from obeyed but then largely ignored etc.	om source e.g. La	aw is [3–4			
	Level	13	Makes valid inference(s) with reference to drop in consumption but by 1929 more being					
(ii)	Level	11	Agrees OR disagrees with no support from so	ource.	[1–2			
	Level	12	Agrees OR disagrees, supported from source cities, working class towns, not effective in Ne beer.	orth, drank gin inste	ead of			
			No, supported in South and West and stil 'ignored' rather than defied in small towns etc		inent, [3–5			
	Level	13	Agrees AND disagrees, supported from sour of 'How far?'	ce. Addresses the	issue [6–7			
(iii)	Level	1	Useful/not useful – Choice made on the detailed/gives more information, but do information.					
	Level	12	Useful/not useful – One is statistics and the or they could both be biased/unreliable.	other is from a Chur	rch so [2			
	Level	13	Choice made on the nature or amount of specify what information.	information given.	Must [3–5			
	Level	4	Choice made on the grounds of reliability. Discussion of utility must be made on valid e context. Include at this Level answers that cre and B to show reliability. 6 marks for one source, 7 marks for both.		. ,			
					[0 /			
(b) (i)			k for each area to a maximum of two e.g. Mex fleet' outside the three mile limit.	tico, Canada, Carib	bean, [1–2			
(ii)	Level	1	Identifies aspects. Drinking centres.		[1–2			
	Level	12	Develops aspects. Award an extra mark for e additional detail e.g. Secret drinking clubs, pa controlled by gangsters etc.	-				
(iii)	Level	11	Single reason. One for the reason, one for the	e reason explained.	[1–2			
	ii) Level 1 Level 2		Multiple reasons – One for each reason explained. e.g. Religious conviction; social family life, caused poverty, debt, crime, viole making fortunes; impact on health and absen	concerns – effec ence; morality of bre	ts on			

Page 7		Mark Scheme	Syllabus	Paper
		IGCSE – May/June 2008	0470	04
(iv) Leve		ple assertions. , everyone got richer and richer.		[1]
Leve	•	anation of benefit OR lack of benefit, sing Consumer boom, multiple cars, fridges up, mechanised production, cars and market etc. Minorities, esp. southern Europes Americans, farmers, some women, na Wall Street Crash etc	s, radios etc; produ allied industries; an immigrants,	uction stock black
Leve	sing OR Und	anation of benefit OR lack of benefit, wi le factors with multiple reasons. eveloped suggestions on both sides of a – Balanced but Brief).	·	
Leve		wers that offer a balanced argument. H sides of benefit AND lack of benefit mu	ust be addressed.	[6–8]

Page 8			Mark Scheme	Syllabus	Paper
			IGCSE – May/June 2008	0470	04
			Depth Study D: China, 1945–c.1990		
(a) (i)	Leve	el 1	Repeats material stated in source, no inferen	ce made.	[1–2
	Level 2		Makes valid inferences, unsupported from set the government in Beijing etc.	ource e.g. Useful to	ool for [3–4
	Leve	9 3	Makes valid inference(s), supported from s production, more useful than collectives, us vehicle, kept Beijing informed etc.		
(ii)	Leve	el 1	Agrees OR disagrees, unsupported from sou	rce.	[1–2
	Leve	el 2	Agrees OR disagrees, supported from source to be enthusiastically involved and proud of s No, production was not real, all had been making surreal claims etc.	uccesses etc.	
	Leve	el 3	Agrees AND disagrees, supported from sour of 'How far?'	rce. Addresses the	issue [6–7
(iii)	Leve	el 1	Useful/not useful – Choice made on the detailed/gives more information, but do information.		
	Leve	el 2	Useful/not useful – One is British and the writer so they could both be biased/unreliable		ninese [2
	Leve	el 3	Choice made on the nature or amount of specify what information.	information given.	Must [3–5
	Leve	4	Choice made on the grounds of reliability. Discussions of utility must be made on valid context. Include at this Level answers that cr and B to show reliability. 6 marks for one source, 7 marks for both.		
(b) (i)	Farm in ru and	ner/p ral a field:	one mark for each relevant aspect to a easant doctors who had been given minimal reas. 'Barefoot' as they did not wish to get sl s. 1965 speech by Mao on healthcare instituti ame part of the Cultural Revolution.	medical training. W noes dirty/wet in pa	/orked addies
(ii)	Leve prod		Identifies functions e.g. Families joining to n.	gether to increase	food [1–2
	Leve	el 2	Develops functions. Award an extra mark for additional detail e.g. Joint ownership of lar equipment. By 1965 about 95% of all peasan	nd, sharing of tool	s and

Page 9	Page 9		Mark Scheme	Syllabus	Paper
			IGCSE – May/June 2008	0470	04
(iii)	Level	1 Singl	e reason. One for the reason, one for the	e explanation.	[1–2]
	Level	expla gove scien the incor demo	ple reasons. One for each reason, nined e.g. Feeling confident at recent rnment tried to open discussions with n tists and engineers to try to improve rela- party cadres. However, the party wan npetent and over-enthusiastic cadres, or ocracy. Mao abandoned the campaign ome say he started it to 'out' critics.	t progress the Ch new class of techni ations between ther as criticised as h ver-centralisation a	ninese cians, m and naving nd no
(iv)	Level		le assertions. a lot of people starved.		[1]
	Level	giver	anation of improvement OR lack of imp Early land redistribution and Speak engaged the peasants. Later colle boosted food production. Measures education etc. Pettiness and incompetence of officia resulted in famine and deaths, most sa daily grind etc.	Bitterness courts ectives and common women, health lls, Great Leap Fo	s had nunes n and prward
	Level	Allow OR Unde	anation of benefit OR lack of benefit, wi v single factors with multiple reasons. eveloped suggestions on BOTH sides of – Balanced but Brief).	•	given.
	Level 4		vers that offer a balanced argument. H sides of benefit AND lack of benefit mu	ust be addressed.	[6–8]

Page 1	0	Mark Scheme Syllabus		Paper				
		IGCSE – May/June 2008	0470	04				
	Depth Study E: Southern Africa in the 20th Century							
(a) (i)	Level 1	Repeats material stated in source, no inference	ce made.	[1–2]				
	Level 2	Makes valid inferences, not supported from so way of prolonging the war etc.	ource e.g. It was a	costly [3–4]				
	Level 3 Makes valid inference(s), supported from source e.g. British 'caring for' women and children; destroying property; British and Boer prolonging the war; Still resentment today etc.							
(ii)	Level 1	Agrees OR disagrees with no support from sc	ource.	[1–2]				
	Level 2 Agrees OR disagrees, supported from source e.g. Yes, Boers stopped fighting and became loyal citizens, No, Boers retained all rights at no additional cost, were compensated; little chance of non- white franchise having British support.							
	Level 3	el 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?'						
(iii)	Level 1	Useful/not useful – Choice made on the l detailed/gives more information, but do information.						
	Level 2	Useful/not useful – One is from an Afrikaans British so they could both be biased/unreliable		ther is [2]				
	Level 3	Choice made on the nature or amount of specify what information.	information given.	Must [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)		ark for each valid name to a maximum of two e.g de la Rey, Joubert, Hertzog, Cronje.	j. Botha, Smuts, de	e Wet, [1–2]				
(ii)	Level 1	Identifies buildings and use.		[1–2]				
	Level 2	Describes buildings and use. Award an ex aspect described in additional detail e.g. Sn then corrugated iron reinforced by earth; 800 than a mile apart. Used to protect railways, commandos; barbed wire; to aid sweeps of co	nall forts; early of 00 constructed, no restrict mobility of	stone more				

Page 11		Mark Scheme	Syllabus	Paper	
		IGCSE – May/June 2008	0470	04	
(iii) L	evel 1.	Single reasons. One for the reason, one for the	e explanation.	[1–2]	
L	evel 2	Multiple reasons. One for each reason, explained. e.g. Hopes that British victory we and rights were dashed after 1902; those in the their franchise; Knew that Afrikaners would re Bambatha rising in Natal savagely put de Congress appeal to London against pass la was black delegation in 1909; National Con- Union was all white.	ould improve conc he Cape feared a lo not shift on beliefs; lown; Transvaal N aws in 1906 ignor	ditions oss of 1906 Native ed as	
(iv) L	evel 1.	Simple assertions. Yes, they lost their land.			
L	evel 2	Explanation of economic OR other factors, sin Econ Development of diamond/gold mines pass laws; taxation – to be paid in benefit from increased demand unt Mines and Works Act made colour-b Land Act had a major impact; blacks Transkei and Zululand, not from white illegal.	iled to migrant la cash; black farme il 1890s drought; ar legal in mines; could only buy la	abour; rs did 1911 1913 and in	
		Other Involved in war by both sides as scor soldiers on British side in 2nd war. Be died in concentration camps			
L	evel 3.	Explanation of economic OR other factors, Allow single factors with multiple reasons. OR	multiple factors	given.	
		Undeveloped suggestions on BOTH sides of BBB – Balanced but Brief).	the argument (and	notate [3–5]	
L	evel 4	Answers that offer a balanced argument. BOTH sides of economic AND other factors m	nust be addressed.	[6–8]	

Page 12		Mark Scheme	Syllabus	Paper	
	IGCSE – May/June 2008 0470			04	
		Depth Study F: Israelis and Palestinia	IS		
(a) (i)	Leve	1 Repeats material stated in source, no infer	ence made.	[1–2]	
	Leve	2 Makes valid inferences, not supported fro from year to year etc.	n source e.g. Figure	s vary [3–4]	
	Leve	3 Makes valid inference(s) with reference to vary but are largest in the middle years of with Nazi control of Germany; Huge num etc.	f the decade and co	incide	
(ii)	Leve	1 Agrees OR disagrees with no support from	the source.	[1–2]	
	Leve	2 Agrees OR disagrees, supported fror persistence and determination of Jews to what obstacles; when there used viole Exodus, world opinion etc. No, prepared to fire on and sink ships if necessary etc.	get to Palestine no in notice; public relations	matter s e.g.	
	Leve	3 Agrees AND disagrees, supported from issue of 'How far?'	he source. Addresse	es the [6–7]	
(iii)	Leve	 Useful/not useful – Choice made on th detailed/gives more information, but information. 			
	Leve	2 Useful/not useful – A is from the ESCO Fo is American so they could all be biased/unit		and C [2]	
	Leve	3 Choice made on the nature or amount specify what information.	of information given.	Must [3–5]	
	Leve	 Choice made on the grounds of reliability. Discussion of utility must be made on valid context. Include at this Level answers that A, B and C to show reliability. 6 marks for one source, 7 marks for more to the source of the so	t cross-reference be	· · ·	
(b) (i)	mand	nark for each valid aspect to a maximum of two ate to be administered by GB to be prepared gh self-government.			
(ii)	Leve	1 Identifies elements e.g. hostility, unrest.		[1–2]	
	 (ii) Level 1 Identifies elements e.g. hostility, unrest. Level 2 Develops elements. Award an extra mark for each element described in additional detail e.g. Previous migration of Jews in 1930s had caused unrest and clashes; mid 1940s and it looked like another huge wave. Clash of cultures and religions; Jewish armed groups to attack the British. King David hotel etc. 				

Page 1	Page 13		Mark Scheme	Syllabus	Paper	
			GCSE – May/June 2008	0470	04	
(iii)	Level 1	1 Single r	Single reason. One for the reason, one for the explanation.			
	Level 2	explaine 1930s a and cos internat	e reasons. One for each reason, ed e.g. Previous clashes and the n and now in the 1940s too much for B sts of war) so asked UNO to take ional pressure and sympathy with e from Zionists. Nov 1947 UN voted to	nigration of Jews i ritain to cope with (over the problem; Jews after suffe	in the (strain much erings;	
(iv)	Level 1		Simple assertions. Yes, Britain handed the problem to UNO.			
	Level 2	2 Explana e.g. Britain Other	Attacks by Stern Gang and Irgun, b hotel, blowing up of radio and power killing soldiers hit a very weak GB War II etc. Propaganda and world opinion, 'he and Exodus, US pressure from Je from Arabs. Handing to UNO would not just a British one etc.	olowing up of King stations, raiding ca after the strain of eroic' displaced pe wish lobby, new tl	David amps, World ersons nreats	
	Level 3	given. A OR Undeve	ation of British weakness OR other fac Allow single factors with multiple reasc loped suggestions on BOTH sides of	ons.	actors	
	Level 4	 BBB – Balanced but Brief) Answers that offer a balanced argument. BOTH sides of British weakness AND other factors must be addressed. 				

Page 14		Mark Scheme		Syllabus	Paper			
			IGCSE – May/June 2008	0470	04			
	Depth Study G: The Creation of Modern Industrial Society							
(a) (i)	Leve	el 1	Repeats material seen in source, no inference	e made.		[1–2]		
	Leve	el 2	Makes valid inferences, not supported from picture indicates that some aspects are run de		. The	[3–4]		
	Leve	el 3	Makes valid inference(s), with reference to foreground shows that inns and business are are finished. Train in background offering background.	e in ruin. Stageco	aches	[5–6]		
(ii)	Leve	el 1	Agrees OR disagrees with no support from so	ource.		[1–2]		
	Leve	əl 2	Agrees OR disagrees, supported from sour lists big horse carrier industry, railways still number working on railways is large, does n lives and work enhanced by railways. Cer unreliable.	in infancy in 1850 ot show that many). No, [,] have	[3–5]		
	Leve	el 3	Agrees AND disagrees, supported from sour of 'How far?'	ce. Addresses the	issue	[6–7]		
(iii)	Leve	el 1	Useful/not useful – Choice made on the detailed/gives more information, but do information.			[1]		
	Leve	el 2	Useful/not useful – One is painting and one i could both be biased/unreliable.	is a history book se	o they	[2]		
	Leve	el 3	Choice made on the nature or amount of specify what information.	information given.	Must	[3–5]		
	Leve	el 4	Choice made on the grounds of reliability. Discussion of utility must be made on valid e context. Include at this Level answers that cro and B to show reliability.		• •			
			6 marks for one source, 7 marks for both.			[6–7]		
(b) (i)			ne mark for the place and one mark for th to Darlington, 1825, and Manchester to Liverp	-	both	[1–2]		
(ii)	Leve	el 1	Identifies benefits.			[1–2]		
	Leve	el 2	Develops benefits. Award an extra mark for additional detail e.g. Produce to towns quic gardening; Livestock transported to market n	ckly, encouraged not driven so meatie	narket er and			

[2–4]

by railway.

in better condition; Seasonal labour could go from town to country – hops etc. Transport of cereals, milk and root crops more convenient

Page 1	5	Mark Scheme		Syllabus	Paper 04	
		IGCSE -	IGCSE – May/June 2008 0470			
(iii)	Level	1 Single reason.	One for the reason, one for the	e explanation.	[1–2]	
	Level	explained e.g geographically. from frost or influenced mor	ns. One for each reason, g. Ever expanding netwo Railways cheaper and easie drought. Quicker and ava e freight haulage. Money re- ght to buy out canal companie	ork and not l r to build. Did not ilable passenger adily available and	imited suffer travel	
(iv)	Level	•	ns. liked going on journeys		[1]	
	Level	Welcome Mos imp	welcome OR lack of welcome, st sections of industry pro roved by access to work, cour d etc.	ospered, peoples	lives	
		Not Old env	carrier industries and their ironmentalists, fear of train rel and escape quickly etc.			
	Level		welcome OR lack of welcor gle factors with multiple reasc		actors	
		Undeveloped s BBB – Balance	uggestions on BOTH sides of d but brief).	f the argument (ani	notate [3–5]	
	Level		ffer a balanced argument. welcome AND lack of welcom	e must be addresse	ed. [6–8]	

Page	Page 16			Mark Scheme	Syllabus	Paper	
				IGCSE – May/June 2008	0470	04	1
I	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]
		Leve	12	Makes valid inferences not supported from the if everyone was to be looked after etc.	ne source e.g. It loc	oks as	[3–4]
		Leve	13	Makes valid inference(s) with reference to the the natives conditions through educa suppressing the slave trade, whilst also missionaries and scientists etc.	tion, Christianity	and	[5–6]
(ii)	Leve	11	Agrees OR disagrees with no support from so	ource.		[1–2]
		Leve	12	Agrees OR disagrees, supported from s commerce comes before Christianity. Th exploitation. No, B mentions Christianity and the natives.	ne whole of C s	eems	[3–5]
		Leve	13	Agrees AND disagrees, supported from the issue of 'How far?'	e source. Addresse	es the	[6–7]
(i	ii)	Leve	11	Useful/not useful – Choice made on the detailed/gives more information, but do information.			[1]
		Leve	12	Useful/not useful – A is a summary from the from Livingstone and C is from a BBC corres be biased/unreliable.			[2]
		Leve	13	Choice made on the nature or amount of specify what information.	information given.	Must	[3–5]
		Leve	4	Choice made on the grounds of reliability. Discussion of utility must be made on valid e context. Include at this Level answers that A, B and C to show reliability.		• •	
				6 marks for one source, 7 marks for more that	in one source.		[6–7]
(b) ((i)			rk for each valid example to a maximum I, Uganda, Namibia (German SWA).	of two e.g. Came	eroon,	[1–2]
(ii)	Leve	11	Identifies incidents			[1–2]
		Leve	12	Develops incidents. Award an extra mark for in additional detail. Most likely incidents Fa crises of 1905 and 1911.			[2–4]

Page 17			Mark Scheme	Syllabus	Paper
		IGCS	SE – May/June 2008	0470	04
(iii)	Level 1	Single reaso	ons. One for the reason, one for	the explanation.	[1–2]
	Level 2	explained e to define ar avoid Euro	asons. One for each reason .g. To bring some sort of order to eas of influence, to create a cre pean conflict in Africa, to set ying to stake a claim as an imper	o the 'Scramble for A edibility for imperialis ttle the Congo que	frica', m, to
(iv)	Level 1	Simple asse Yes, lots of	ertions. missionaries went.		[1]
	Level 2	Explanation	of benefits OR other reasons, s	ingle factor given e.g	
		Christianity Other	Many individuals went with the Christianity and its organis natives. Much good work do slave trade. Trade, status, 'Place in the su	ations to enlighter ne especially agains ın'. Precious metals.	the the Raw
			materials, captive markets. Exp	oloration.	[2]
	Level 3	•	of benefits OR other factors w factors with multiple reasons.	rith multiple factors of	given.
		Undevelope	ed assertions on BOTH sides on ced but brief).	f the argument (anr	otate [3–5]
	Level 4		at offer a balanced answer. s of benefits of Christianity AN	ID other factors mu	st be [6–8]