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CAMBRIDGE
INTERNATIONAL EXAMINATIONS

November 2003

INTERNATIONAL GCSE

MARK SCHEME

MAXIMUM MARK: 40

SYLLABUS/COMPONENT: 0470/04

HISTORY
Paper 4 (Alternative to Coursework)



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Depth Study A: Germany, 1918 – 1945.

(a)

(i)

- Level 1 Repeats material stated in source, no inference made e.g. The Nazis thought they needed political, cultural teachings etc. (1 – 2)
- Level 2 Makes valid inference(s), not supported from the source e.g. the young must be kept busy etc. (3 – 4)
- Level 3 Makes valid inference with reference to the source e.g. Exercise had a military purpose first, and a fitness purpose second etc. (5 – 6)

(ii)

- Level 1 Agrees OR disagrees about effectiveness, no support from the source e.g. No, many young Germans joined. (1 – 2)
- Level 2 Agrees OR disagrees about effectiveness, supported from source e.g. No, very strict discipline. Yes, not much by way of constructive activity, threats, one-third attendance. (3 – 5)
- Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of “How far?” (6 – 7)

(iii)

- Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Not useful – One is from a private letter, the other is from a British magazine so they could both be biased/unreliable. (2)
- Level 3 Choice made on the nature or amount of information given. Must state what information. (3 – 5)
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both. (6 – 7)

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- (b)**
- (i)** One mark for each valid example to a maximum of two e.g. Teachers had to belong to Nazi teaching organisation, curriculum – history, biology, PE etc. (1 – 2)
- (ii)**
- Level 1 Identifies ideas.
One mark for each idea to a maximum of two. (1 – 2)
- Level 2 Describes ideas.
Award an extra mark for each idea described in additional detail e.g. KKK, homemaker, mother, support for husband, to bear many children etc. (2 – 4)
- (iii)**
- Level 1 Single reason.
One for the reason, one for the explanation. (1 – 2)
- Level 2 Multiple reasons.
One for each reason, one for each reason explained e.g. Promote an ideal image of simple, loyal family life; reduce male unemployment and create large families – the Nazis and soldiers of the future; Aryan dream; happy, employed families would be pro-Nazi etc. (2 – 6)
- (iv)**
- Level 1 Simple assertions.
Yes, they hated the Jews. (1)
- Level 2 Explanation of domination OR lack of domination. Single factor given. (2)
- Level 3 Explanation of domination OR lack of domination with multiple factors given. Allow single factors with multiple reasons e.g. **Yes**, strict Aryan policies re Jews, minorities, Slavs; family; exploitation of “inferior” workers etc. **No**, totalitarian state, getting rid of opposition; Lebensraum, economy, re-armament etc.
- 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 domination AND lack of domination of policies must be addressed. (6 – 8)

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Depth Study B: Russia, 1905 – 1941.

(a)

(i)

- Level 1 Repeats material stated in source, no inference made e.g. The generals complained of poor equipment etc. (1 – 2)
- Level 2 Makes valid inference(s), not supported from source e.g. It was very badly prepared. (3 – 4)
- Level 3 Makes valid inference with reference to the source e.g. Unable to fight effectively as it lacked basic arms, bullets, medical support etc. (5 – 6)

(ii)

- Level 1 Agrees OR disagrees, with no support from sources e.g. Yes, the soldiers were in St. Petersburg for the 1917 Revolution etc. (1 – 2)
- Level 2 Agrees OR disagrees, supported from the sources e.g. Yes, B – morale low; C – troops deserting. No, B – prepared to die; C – officer tried to prevent desertion. (3 – 5)
- Level 3 Agrees AND disagrees, supported from sources. Addresses the issue of “How far?” (6 – 7)

(iii)

- Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Not useful – A is a politician, B is from a letter and C is from a diary 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 sources 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 two or more. (6 – 7)

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- (b)**
- (i)** One mark for each valid reason to a maximum of two e.g. German, Rasputin, rumours etc. (1 – 2)
- (ii)**
- Level 1 Identifies elements.
One mark for each valid element. (1 – 2)
- Level 2 Describes elements.
Award an extra mark for each element described in additional detail e.g. Demonstrations, Kronstadt sailors, Kerensky has uprising put down, Bolsheviks and Trotsky arrested, Lenin in hiding etc. (2 – 4)
- (iii)**
- Level 1 Single reason.
One for the reason, one for explanation. (1 – 2)
- Level 2 Multiple reasons.
One for each reason, one for each reason explained e.g. Continued the war, no elections, did not satisfy peasants re land, Bolshevik propaganda etc. (2 – 6)
- (iv)**
- Level 1 Simple assertions.
Yes, everyone was unhappy with the Tsar. (1)
- Level 2 Explanation of War's impact OR other reasons. Single factor. (2)
- Level 3 Explanation of War's impact OR other reasons, with multiple factors given. Allow single factors with multiple reasons e.g.
- War – Constant defeat reminded Russians that land reform had failed, caused industrial unrest and repression, revived revolutionary parties, discredited royal family, lowered morale, caused breakdown of old order; immediacy of events.
- Other – Stolypin's reforms, improved industrial conditions and schemes, revolutionary parties in decline after 1905, loyalty of Russians at out break of war BUT Tsar unpopular before war etc.
- 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 sides of the War's impact AND impact of other reasons must be addressed. (6 – 8)

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Depth Study C: The United States, 1919 – 1941.

(a)

(i)

- Level 1 Repeats material stated in source, no inference made e.g. It says there was blood on the leaves. (1 – 2)
- Level 2 Makes valid inference(s), unsupported from source e.g. Black people lived in danger etc. (3 – 4)
- Level 3 Makes valid inferences with reference to the source e.g. Despite the victimisation of blacks, Billie Holliday is a successful singer. (5 – 6)

(ii)

- Level 1 Agrees OR disagrees that racism was accepted, with no reference to the source e.g. Racism was everywhere in the 1920s. (1 – 2)
- Level 2 Agrees OR disagrees that racism was accepted supported from the source e.g. Yes, Garvey agreed with Harding’s statement. No, NAACP opposed Garvey’s views. (3 – 5)
- Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of “How far?” (6 – 7)

(iii)

- Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Not useful – One is a communist poem, the other is from a leader of one of the Negro movements so they could both be biased/unreliable. (2)
- Level 3 Choice made on the nature or amount of information given. Must specify what information. (3 – 5)
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both. (6 – 7)

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- (b)**
- (i)** One mark for each valid example to a maximum of two e.g. intermarriage forbidden; property qualification to vote; separate facilities, schooling etc. (1 – 2)
- (ii)**
- Level 1 Identifies aims and/or methods.
One mark for each valid aspect to a maximum of two. (1 – 2)
- Level 2 Describes aims and/or methods.
Award an extra mark for aspects described in additional detail e.g. Aims – preserve WASP USA; resist communism etc.
Methods – secrecy; rituals; intimidation; control of local government/law enforcement 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. secessionist legacy; number of blacks; poor whites in agriculture felt increasingly vulnerable to competition for jobs; re-formed in the South in 1915 (4m. members by 1925). (2 – 6)
- (iv)**
- Level 1 Simple assertions.
Yes, blacks were victimised. (1)
- Level 2 Explanation of tolerance OR intolerance. Single factor. (2)
- Level 3 Explanation of tolerance OR intolerance with multiple factors. Allow single factors with multiple reasons e.g.

Tolerance – Depended on part of USA; most citizens accepted.

Intolerance – Almost any group qualifies. Expect examples from among the following: Black or native Americans; women; Catholics; Jews; Germans; Italians; immigrants etc.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)
- Level 4 Answers that develop a balanced argument.
BOTH sides of tolerance AND intolerance must be addressed. (6 – 8)

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Depth Study D: China, 1945 – c.1990.

(a)

(i)

- Level 1 Repeats material seen in source, no inference made e.g. It is possible to acquire a fridge etc. (1 – 2)
- Level 2 Makes valid inference(s), not supported by source e.g. It is possible to have a higher standard of living etc. (3 – 4)
- Level 3 Makes valid inference with reference to the source e.g. Different parts of China better off, use of Western HP systems etc. (5 – 6)

(ii)

- Level 1 Agrees OR disagrees with no reference to source e.g. Yes, all dictators are less popular after death etc. (1 – 2)
- Level 2 Agrees OR disagrees supported from source e.g. Yes, at the height of communist control such criticism would not have been possible. No, one article in a newspaper does not mean that China has ceased to be communist. (3 – 5)
- Level 3 Agrees AND disagrees, supported from source. Addresses the issue of “How far?” (6 – 7)

(iii)

- Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Not useful – Both are from British newspapers so they could be biased/unreliable. (2)
- Level 3 Choice made on the nature or amount of information given. Must specify what information. (3 – 5)
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be based on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both. (6 – 7)

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(b)

(i) One mark for each valid example to a maximum of two e.g. Hong Kong, Macao. (1 – 2)

(ii)

Level 1 Identifies Gang.
One mark for each valid element to a maximum of two. (1 – 2)

Level 2 Describes Gang.
Award an extra mark for each element described in additional detail e.g. Names of Gang, pro-Cultural Revolution; changed circumstances after Mao's death, trial punishment etc. (2 – 4)

(iii)

Level 1 Single reason.
One for the reason, one for explaining it. (1 – 2)

Level 2 Multiple reasons.
One for each reason, one for each reason explained e.g. Relaxation of some control (criticism) had caused some Chinese to speak their minds and demand more reform – Democracy Wall. Students then reacted to CCP attempts to re-establish control. CCP determined not follow the Russian, Polish liberalisation. (2 – 6)

(iv)

Level 1 Simple assertions.
Yes, Deng was very liberal. (1)

Level 2 Explanation of change OR lack of change. Single factor. (2)

Level 3 Explanation of change OR lack of change, with multiple factors. Allow single factors with multiple reasons e.g.

Change – Initially more liberal introduced economic reforms/workers' incentives; knew he had to work with rest of the world in finance etc.

No change – still one party state, much policy remained the same; most Chinese would not have realised there was any difference.

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

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

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Depth Study E: Southern Africa in the Twentieth Century.

(a)

(i)

- Level 1 Repeats material seen in source, no inference made e.g. John Bull is beating the Transvaal. (1 – 2)
- Level 2 Makes valid inference(s), unsupported from source e.g. Britain is stronger than the Transvaal. (3 – 4)
- Level 3 Makes valid inferences, with reference to the source e.g. The parent, John Bull, is exercising his right to punish his recalcitrant child, Transvaal (Kruger) over the Uitlander issue. (5 – 6)

(ii)

- Level 1 Agrees OR disagrees with no reference to the source e.g. Yes, the Boers always felt threatened by Britain etc. (1 – 2)
- Level 2 Agrees OR disagrees supported from source e.g. Yes, surrounded, railway had military significance. No, railway can be used for trade, help link up; are there other reasons for feeling threatened? (3 – 5)
- Level 3 Agrees AND disagrees, supported from source. Addresses the issue of “How far?” (6 – 7)

(iii)

- Level 1 Not useful – Choice made on basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Not useful – One is a cartoon, the other is just a map so they could both be biased/unreliable/incomplete. (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 based on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both. (6 – 7)

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(b)

(i) One mark for each valid example to a maximum of two e.g. Rhodes' Gold Field Co; Consolidated; Wernher & Beit; Eckstein & Co; Lewis & Marks; Joseph B Robinson; Barney Barnato; Goertz. (1 – 2)

(ii)

Level 1 Identifies Raid.
One mark for each valid aspect to a maximum of two. (1 – 2)

Level 2 Describes Raid.
Award an extra mark for aspects of the raid described in additional detail e.g. Conspiracy Rhodes/Jameson/Uitlanders/Randlords with knowledge of Chamberlain to overthrow Kruger. Launched from frontier railway; Jameson went ahead despite aborted Uitlander rising; arrested, deported; Rhodes forced to resign. (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. It was seen as the issue which would decide the control of "Boer territories". GB wanted to overthrow Kruger and Boers, to gain territory, authority and natural resources. Boers were resisting GB influence, control, defending way of life etc. (2 – 6)

(iv)

Level 1 Simple assertions.
Yes, he was a fanatic. (1)

Level 2 Explanation of Kruger's role OR other reasons. Single factor. (2)

Level 3 Explanation of Kruger's role OR other reasons with multiple factors.
Allow single factor with multiple reasons e.g.

Kruger – determination to resist GB; maintain Boer way of life and independence; imbued with GB/Boer conflicts; unwilling to compromise in face of overwhelming odds etc.

Other – Ambitions of Rhodes, Jameson, Milner, Chamberlain; Randlords; interference of Germany etc.

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

Level 4 Answers that offer a balanced argument.
BOTH Kruger's role AND other reasons must be addressed. (6 – 8)

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Depth Study F: Israelis and Palestinians.

(a)

(i)

Level 1 Repeats material stated in source, no inference made e.g. Created a culture of national and universal significance etc. (1 – 2)

Level 2 Makes valid inference(s), not supported from source e.g. They were very proud of their achievement. (3 – 4)

Level 3 Makes valid inference with reference to the source e.g. They were proud of re-establishing their state and of its heritage. (5 – 6)

(ii)

Level 1 Agrees OR disagrees with no support from source e.g. Yes, it is their homeland. (1 – 2)

Level 2 Agrees OR disagrees with support from source e.g. Yes, we are owed it after the Holocaust. No, ignores historic claim, acknowledges Palestinian claims. (3 – 5)

Level 3 Agrees and disagrees, supported from source. Addresses the issue of “How far?” (6 – 7)

(iii)

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

Level 2 Not useful – They are both written by Jewish/Israeli writers so could be biased/unreliable. (2)

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

Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both. (6 – 7)

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(b)

(i) One mark for each valid example to a maximum of two e.g. Irgun, Stern, Haganah. (1 – 2)

(ii)

Level 1 Identifies opposition.
One mark for each aspect to a maximum of two. (1 – 2)

Level 2 Describes opposition.
Award an extra mark for each aspect described in additional detail e.g. From Palestinians (their land), from Arab states (in support of Palestinians and defence of own interests), different levels of opposition from other states e.g. GB. (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 establish, populate and defend homeland; to establish religion, culture and community; to develop industry and agriculture; to provide a haven for persecuted Jews etc. (2 – 6)

(iv)

Level 1 Simple assertions.
Yes, it made all Arab people angry. (1)

Level 2 Explanation of UN blame OR lack of blame. Single factor. (2)

Level 3 Explanation of UN blame OR lack of blame with multiple factors.
Allow single factors with multiple reasons e.g.

Yes, too many Jews arriving, putting pressure on Palestinian towns, Jews occupying what they saw as their land; international disagreement; Palestinians thought it unfair and insulting etc.

No, Cultural, religious, language and social problems already there; immigration merely made matters worse; it was the loss of Palestinian land and imposition of language, culture etc. that made things worse.

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?”
BOTH UN blame AND lack of blame must be addressed. (6 – 8)

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Depth Study G: The Creation of Modern Industrial Society.

(a)

(i)

- Level 1 Repeats material seen in source, no inference made e.g. They protested about unemployment etc. (1 – 2)
- Level 2 Makes valid inference(s), not supported from source e.g. They co-operated with each other etc. (3 – 4)
- Level 3 Makes valid inference with reference to the source e.g. Their protests were opposed by the authorities (police) etc. (5 – 6)

(ii)

- Level 1 Agrees OR disagrees with no support from source e.g. Yes, it was hugely successful etc. (1 – 2)
- Level 2 Agrees OR disagrees with support from source e.g. Yes, British people were won over to the compelling cause. No, little sympathy in the early days; exaggeration by the biased writer of the source etc. (3 – 5)
- Level 3 Agrees AND disagrees with support from source. Addresses the issue of “How far?” (6 – 7)

(iii)

- Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Not useful – One is a drawing, the other is from a striking docker so they could be biased/unreliable. (2)
- Level 3 Choice made on the nature or amount of information given. Must specify what information. (3 – 5)
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-reference between A and B to show reliability. 6 marks for one source, 7 marks for both. (6 – 7)

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(b)

(i) One mark for each valid example to a maximum of two e.g.
Government, employers, legislation, communications etc. (1 – 2)

(ii)

Level 1 Identifies “New Unionism”.
Allow one mark for each aspect to a maximum of two. (1 – 2)

Level 2 Describes “New Unionism”.
Award an extra mark for each aspect described in additional detail e.g.
Technology had increased the need (and clout) of workers – docks,
gas. General unions within one industry; low subscription;
concentrated on working condition, pay; peaceful picketing allowed
after 1875; contribution to establishment of Labour Party 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. Skilled were
better educated, qualified, paid; quality of Gen. Secs; legislation; fear
of dismissal; technology had not developed sufficiently so unskilled
were replaceable - always someone else to take the job;
communications better – newspapers, post etc. (2 – 6)

(iv)

Level 1 Simple assertions.
Yes, there were many strikes. (1)

Level 2 Explanation of success OR lack of success. Single factor. (2)

Level 3 Explanation of success OR lack of success with multiple factors.
Accept single factors with multiple reasons e.g.

Yes, examples of successes of New Model Unions and New Unionism;
formation of Labour Party.

No, examples of how successes were only scratching the surface; many
not in unions; working conditions and pay still needing much attention
etc.

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

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

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

(a)

(i)

- Level 1 Repeats material stated in sources, no inference made e.g. It is our duty to give them justice etc. (1 – 2)
- Level 2 Makes valid inference(s), not supported from source e.g. Whatever the Indians think, the British view is paramount etc. (3 – 4)
- Level 3 Makes valid inference with reference to the source e.g. To treat them well as long as they obey British laws and customs etc. (5 – 6)

(ii)

- Level 1 Agrees OR disagrees with no support from source e.g. No, it was the Indians who mutinied etc. (1 – 2)
- Level 2 Agrees OR disagrees with support from source e.g. Yes, concession just after the mutiny, change of administrative system. No, peace and more effective administration will improve things for everyone. (3 – 5)
- Level 3 Agrees AND disagrees, supported from source. Addresses the issue of “How far?” (6 – 7)

(iii)

- Level 1 Not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)
- Level 2 Not useful – All three sources offer British views so could be biased/unreliable. (2)
- Level 3 Choice made on the nature or amount of information given. Must state what information. (3 – 5)
- Level 4 Choice made on the grounds of reliability. Discussion of utility must be based 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 two or more. (6 – 7)

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- (b)**
- (i)** One mark for each valid example to a maximum of two e.g. Bentinck, Dalhousie, Canning. (1 – 2)
- (ii)**
- Level 1 Identifies customs.
Award one mark each to a maximum of two. (1 – 2)
- Level 2 Describes customs.
Award an extra mark for each custom described in additional detail e.g. Suttee – the burning of widows; thuggee – religious fanatics who murdered; infanticide. (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. Long term – the reforms of Dalhousie, and treatment of sepoys by British officers; Short term - the Crimean War service; the cartridge issue upset both Hindus and Moslems. (2 – 6)
- (iv)**
- Level 1 Simple assertions.
Yes, the system of government was changed. (1)
- Level 2 Explanation of Indian gain OR British gain. Single factor. (2)
- Level 3 Explanation of Indian gain OR British gain with multiple factors.
Allow single factors with multiple reasons e.g.
- Indian – Change of government system; GB more aware of Indian sensibilities; Congress Party; Civil Service jobs; education. Empress of India BUT still under British rule etc.
- GB – Peaceful rule; maintained control; free hand; much profit; co-operative population, mostly; now controlled all of India etc.
- OR** Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief) (3 – 5)
- Level 4 Answers that offer a balanced argument.
BOTH sides of Indian gain AND British gain must be addressed. (6 – 8)