

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the October/November 2014 series**

### **0470 HISTORY**

**0470/41**

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

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|        |   |          |       |
|--------|---|----------|-------|
| Page 2 | Mark Scheme                             | Syllabus | Paper |
|        | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

### Depth Study A: Germany, 1918–1945

- (a) (i) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Repeats material stated in the source, no inference made. [1–2]
- Level 2 – Makes valid inferences, unsupported from the source e.g. Rapidly promoted; efficient; powerful; spied on everyone etc. [3–4]
- Level 3 – Supports valid inferences with reference to the source e.g. One year from new member to head of SD; Gestapo added to SD; ‘vast network of informers’ etc. [5–6]
- (ii) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Agrees OR disagrees, unsupported from the source. [1–2]
- Level 2 – Agrees OR disagrees, supported from the source e.g.
- Yes Reduced number of camps and prisoners; some judicial action against guards lost; new categories of inmates; execution added to punishments etc.
- No Remained savage; political prisoners still important category; about halved the number of inmates; SS still involved etc. [3–5]
- Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of ‘How far?’ [6–7]
- (iii) Level 0 No evidence submitted or response does not address the question [0]
- 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 German, the other is British so they could both be biased/unreliable [2]
- Level 3 – Choice made on the nature or amount of information given. Must specify what information. [3–5]
- Level 4 – Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross reference between A and B to show reliability. 6 marks for one source, 7 marks for both. [6–7]
- (b) (i) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – One mark for each valid aspect to a maximum of two e.g. Transfer of power to the cabinet from Reichstag for four years; could amend the Constitution without consent; made dictatorship legal; basis of banning trade unions and political parties; purge of civil service; destruction of federal structure; route to Hitler becoming Fuhrer after death of Hindenburg etc. [1–2]

| Page 3 | Mark Scheme                             | Syllabus | Paper |
|--------|---|----------|-------|
|        | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

- (ii) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Identifies aspects. Unions made illegal; replaced by Labour Front (DAF) [1–2]
- Level 2 – Describes aspects. Award an extra mark for each valid aspect described in additional detail e.g. 1933 – May, offices of trade unions raided by SA/SS; leaders arrested; unions and strikes forbidden; DAF membership compulsory for workers and employers; National Labour Service, compulsory for 18–25 year olds; ‘Strength through Joy’ incentives etc. [2–4]
- (iii) Level 0 No evidence submitted or response does not address the question [0]
- 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. SA ‘too socialist’; about 2.5 million members; Rohm too powerful; rivalry SS/Himmler; disliked by upper class; Hitler needed army loyalty; claimed SA intended revolt etc. [2–6]
- (iv) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Simple assertions.  
Yes, many were killed. No, propaganda more important. [1]
- Level 2 – Explanation of Anti-Semitism success OR other factors, single factor given e.g.
- A–S Loss of civil rights; Nuremberg Laws; Kristallnacht; concentration camps; anti-Semitism had popular support; historical anti-Semitism and new racist ideas in Germany; Hitler’s personal resentment and Mein Kampf; ‘stab in the back’ theory etc.
- Other Too small a group (about 100 000) to affect control; other minorities persecuted; another policy more effective – bureaucracy, propaganda; economic policies, Hitler Youth, foreign policy successes; Great Depression; Versailles Settlement; November Criminals; unsolved economic issues; propaganda pre-1933; weakness of Weimar Government etc. [2]
- Level 3 – Explanation of Anti-Semitism success OR other factors with multiple factors. Allow single factors with multiple reasons.
- OR** Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). [3–5]
- Level 4 – Answers that offer a balanced argument.  
BOTH sides of Anti-Semitism success AND other factors must be addressed. [6–8]

|               |  |                 |              |
|---------------|--|-----------------|--------------|
| <b>Page 4</b> | <b>Mark Scheme</b>                             | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>Cambridge IGCSE – October/November 2014</b> | <b>0470</b>     | <b>41</b>    |

### Depth Study B: Russia, 1905–1941

- (a) (i)** Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Repeats material stated in the source, no inference made. [1–2]
- Level 2 – Makes valid inferences, unsupported from the source e.g. Provisional Government has not fulfilled the hopes of the soldier; imposing Tsar-like restrictions etc. [3–4]
- Level 3 – Supports valid inferences with reference to the source e.g. Unfulfilled hopes of peace; restricting the soldier’s right to free speech; poor government as restricting food and ammunition whilst expecting the troop to keep fighting etc. [5–6]
- (ii)** Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Agrees OR disagrees, unsupported from the source. [1–2]
- Level 2 – Agrees OR disagrees, supported from the source e.g.
- Yes Desertion was common; once away from the front they disappeared – implies support for revolutionaries’ demand to stop the war etc.
- No Stayed while in the front line; cadets support the policy of government; ‘root of mischief’ was the revolutionaries in Petrograd; sinister news implies opposition to revolutionaries etc. [3–5]
- Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of ‘How far?’ [6–7]
- (iii)** Level 0 No evidence submitted or response does not address the question [0]
- 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 soldier, the other is from an eyewitness 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]

| Page 5 | Mark Scheme                             | Syllabus | Paper |
|--------|---|----------|-------|
|        | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

- (b) (i)** Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – One mark for each valid example to a maximum of two e.g. Workers, soldiers and sailors garrisoned in the Petrograd area – each factory/unit chose when to elect a new member so the balance of view in the soviet often changed – originally moderate, later swung support to support Bolsheviks etc. [1–2]
- (ii)** Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Identifies July Days. Demonstrations against the Provisional Government, followed by a crackdown. [1–2]
- Level 2 – Describes July Days. Award an extra mark for each valid aspect described in additional detail e.g. Massive demonstrations against the government; 500 000, many of whom were armed Kronstadt sailors; Kerensky had sufficient support to crush them (400 dead); arrested Bolsheviks, including Trotsky; Lenin fled in disguise to Finland etc. [2–4]
- (iii)** Level 0 No evidence submitted or response does not address the question [0]
- 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. Stolypin’s land reforms had failed – could not keep up with the rising peasant population; strikes on an upward spiral before the war; repression against peasants, workers, intelligentsia, Jews; revolutionary parties developed new strength, Bolsheviks, Mensheviks, Social Revolutionaries – newspapers and propaganda; failures and shortages of the war; Tsar’s command; middle class frustrated by weak Duma and broken promises; Rasputin and Tsarina etc. [2–6]

| Page 6 | Mark Scheme                             | Syllabus | Paper |
|--------|---|----------|-------|
|        | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

(iv) Level 0 No evidence submitted or response does not address the question [0]

Level 1 – Simple assertions.  
No, Lenin only got back in April. [1]

Level 2 – Explanation of Bolshevik agitation OR other factors, single factor given e.g.

**Bols** All revolutionary parties found new support from 1912 onwards; when shortages and defeats hit the people, Bolsheviks had a simple attractive slogan of ‘Peace, Bread, Land’; return of Lenin; increasing Bolshevik influence in Petrograd Soviet; Trotsky, organising and speaking genius; leadership and organisation; Provisional Government played into their hands over Kornilov – releasing and arming them, making them appear to be the heroes for saving the government etc.

**Other** Continuation of the war; delayed elections for the Constituent Assembly; growing economic chaos – shortages, strikes, defeats, mixing of troops and workers; Kornilov represented discontent from officer class; no land reforms etc. [2]

Level 3 – Explanation of Bolshevik agitation OR other factors with multiple factors. Allow single factors with multiple reasons.

**OR** Undeveloped suggestion on BOTH sides of the argument (annotate BBB – Balanced but Brief). [3–5]

Level 4 – Answers that offer a balanced argument.  
BOTH sides of Bolshevik agitation AND other factors must be addressed. [6–8]

|        |   |          |       |
|--------|---|----------|-------|
| Page 7 | Mark Scheme                             | Syllabus | Paper |
|        | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

### Depth Study C: The USA, 1919–1941

- (a) (i) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Repeat material stated in the source, no inference made. [1–2]
- Level 2 – Makes valid inferences, unsupported from the source e.g. Opposed; saw it as a threat to freedom, business, social harmony and ‘the American way’ etc. [3–4]
- Level 3 – Supports valid inferences with reference to the source e.g. Attacked ‘rights’, ‘integrity’; state ‘monopoly/regulations’; ‘corrupt’ and ‘inflamm’ etc. [5–6]
- (ii) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Agrees OR disagrees, unsupported from the source. [1–2]
- Level 2 – Agrees OR disagrees, supported from the source e.g.
- Yes Upheld opposition to major policies; gained Congressional support; divided Democrats; F.D.R. abandoned ‘Packing Plan’ etc.
- No Only some policies challenged; major ones accepted; changed attitude within two years etc. [3–5]
- Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of ‘How far?’ [6–7]
- (iii) Level 0 No evidence submitted or response does not address the question [0]
- 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 Republican source, the other is from an American historian 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]

| Page 8 | Mark Scheme                             | Syllabus | Paper |
|--------|---|----------|-------|
|        | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

- (b) (i)** Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – One mark for each valid critic to a maximum of two e.g. Huey Long, Gerald Smith, Father Coughlin, Francis Townsend, William Lemke. [1–2]
- (ii)** Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Identifies aspects. Began welfare state; pensions. [1–2]
- Level 2 – Describes aspects. Award an extra mark for each valid aspect described in additional detail e.g. Contributory unemployment insurance; pensions for over 65s; widows and disabled support; payment of pensions from 1940; federal system; unemployment federal/state provision and thus variable in amounts; about 35 million covered but not domestic or agricultural workers etc. [2–4]
- (iii)** Level 0 No evidence submitted or response does not address the question [0]
- 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. Alphabet Agencies were temporary; 1937 cuts in budget; confidence remained low; employers resisted implementation of policies/taxation; discrimination against black and native Americans; mechanisation; Dust Bowl; still weakening agriculture; lack of international trade etc. [2–6]
- (iv)** Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Simple assertions.  
Yes, it created jobs. No, it was only in one part of USA. [1]
- Level 2 – Explanation of TVA success OR other factors, single factor given e.g.
- TVA Within 10 years the area was transformed from the most depressed to a showpiece for progressive agriculture; benefited an area of 40 000 square miles in seven states; electrification/flood control/irrigation; longstanding achievement etc.
- Other Did not stop evictions; tenants displaced by the project not recompensed; many could not afford electricity, only 1 in 5 in the area. Other policies more successful – AAA, essential to cut production to allow agriculture to recover; more work created by NRA/PWA; longstanding benefit of Wagner Act – workers’ rights; Social Security Act affected largest number, first provision etc. [2]
- Level 3 – Explanation of TVA success OR other factors with multiple factors given. Allow single factors with multiple reasons.
- OR** Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). [3–5]
- Level 4 – Answers that offer a balanced argument.  
BOTH sides of TVA success AND other factors must be addressed. [6–8]



|        |   |          |       |
|--------|---|----------|-------|
| Page 9 | Mark Scheme                             | Syllabus | Paper |
|        | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

### Depth Study D: China, 1945–c.1990

- (a) (i) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Repeats material stated in the source, no inference made. [1–2]
- Level 2 – Makes valid inferences, unsupported from the source e.g. Landlords' crimes came back to haunt them; justice by humiliation; compensation and rough justice etc. [3–4]
- Level 3 – Supports valid inferences with reference to the source e.g. Justice was obtained by speaking about crimes of violence and theft of tools etc.; landlords were broken to offer their land and possessions as compensation; very changed outlook for landlords who were often tried and then executed etc. [5–6]
- (ii) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Agrees OR disagrees, unsupported from the source. [1–2]
- Level 2 – Agrees OR disagrees, supported from the source e.g.
- Yes 'Going too far'; the landlords have driven the peasants to act severely – implied as Mao is defending peasants; 'who deserves severe punishment' implies some got just that etc.
- No The peasants are clear sighted, and know who deserves light treatment and who not; peasants keep clear account and 'seldom has the punishment exceeded the crime' etc. [3–5]
- Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' [6–7]
- (iii) Level 0 No evidence submitted or response does not address the question [0]
- 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 eyewitness, the other is from Mao himself 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>Page 10</b> | <b>Mark Scheme</b>                             | <b>Syllabus</b> | <b>Paper</b> |
|                | <b>Cambridge IGCSE – October/November 2014</b> | <b>0470</b>     | <b>41</b>    |

- (b) (i)** Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – One mark for each valid aspect to a maximum of two e.g. Peasants were persuaded to join together in collective farms in order to increase food production. By 1956 about 95% of all peasants were in collectives (consisting of between 100 to 300 families) with joint ownership of farm and equipment. [1–2]
- (ii)** Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Identifies aspect. An attempt to increase production of heavy goods. [1–2]
- Level 2 – Describes aspects. Award an extra mark for each valid aspect described in additional detail e.g. Trying to develop heavy industry (iron, steel, chemicals and coal); Centrally planned economy, with Soviet cash, equipment and advisers; there was some success but Mao began to think that heavy industrialisation was not right for China – began tensions between regimes and led to Soviet withdrawal in 1960 etc. [2–4]
- (iii)** Level 0 No evidence submitted or response does not address the question [0]
- 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. Industrialisation had created a new class of technicians and engineers; Party cadres, who organised the masses, politically and economically, felt that the new class would undermine their authority; feeling pleased with progress so far, the government felt that open discussion would improve relations between cadres and experts and intellectuals; called the Hundred Flowers Campaign etc. [2–6]

| Page 11 | Mark Scheme                             | Syllabus | Paper |
|---------|---|----------|-------|
|         | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

- (iv) Level 0 – No evidence submitted or response does not address the question [0]
- Level 1 – Simple assertions  
No, industry was not really repaired. [1]
- Level 2 – Explanation of resolved problems OR unresolved problems, single factor given e.g.
- Res Some good recovery from the ravages of war; full communications had been restored; inflation under control; economy much healthier; some of the land issues solved; progress in industry; position of women had been addressed; better education and healthcare etc.
- Unres Still much to be done to help agriculture and industry; natural Chinese conservatism against change had not been overcome; Mao had to drive through two revolutions to overcome reluctance to change – Great Leap Forward and the Cultural Revolution etc. [2]
- Level 3 – Explanation of resolved problems OR unresolved problems with multiple factors. Allow single factors with multiple reasons.
- OR** Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). [3–5]
- Level 4 – Answers that offer a balanced argument.  
BOTH sides of problems resolved AND unresolved problems must be addressed. [6–8]

|         |   |          |       |
|---------|---|----------|-------|
| Page 12 | Mark Scheme                             | Syllabus | Paper |
|         | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

### Depth Study E: Southern Africa in the Twentieth Century

- (a) (i) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Repeats material stated in the source, no inference made. [1–2]
- Level 2 – Makes valid inferences, unsupported from the source e.g. Single sex; poor living conditions; repressive etc. [3–4]
- Level 3 – Supports valid inferences with reference to the source e.g. ‘Women not allowed’; overcrowded and inadequate cooking facilities; toilets and showers shared so little or no privacy; ‘liquor banned’ etc. [5–6]
- (ii) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Agrees OR disagrees, unsupported from the source. [1–2]
- Level 2 – Agrees OR disagrees, supported from the source e.g.
- Yes Superintendent meets on arrival, passes etc.; building programmes to meet needs; more settled population; unwanted migrants arrested and moved etc.
- No Resistance to rent; unbalanced gender ratios; Rand towns could not keep up; arrival of unwanted migrants; speed of expansion of urban Africans etc. [3–5]
- Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of ‘How far?’ [6–7]
- (iii) Level 0 No evidence submitted or response does not address the question [0]
- 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 online history and the other is from a British history of South Africa 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]

| Page 13 | Mark Scheme                             | Syllabus | Paper |
|---------|---|----------|-------|
|         | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

- (b) (i) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – One mark for each valid aspect to a maximum of two e.g. Areas designated for African land ownership under Natives' Land Act, 1913 and 1936 Acts; tribal basis; c. 7% of land for 70% of the population; poor land, essentially for those losing land/rural workers; those without passes for towns restricted to Reserves; foundation of later 'Bantustans' etc. [1–2]
- (ii) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Identifies effects. Extended Reserves; SANTs dictated agricultural/living conditions - betterment; designated 'black spots' etc. [1–2]
- Level 2 – Describes effects. Award an extra mark for each valid effect described in additional detail e.g. Land area up to 13%; final death of any black land-ownership; evictions from 'black spots' to Reserves; strengthened state control; some agricultural improvement; more cheap rural labour etc. [2–4]
- (iii) Level 0 No evidence submitted or response does not address the question [0]
- 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. Worldwide demand for gold and diamonds; rapid price increase and mining developments; State investment especially in iron and steel (I.S.C.O.R.); armaments; agricultural subsidies; more railways; cheap labour; no black trade union rights etc. [2–6]
- (iv) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Simple assertions.  
Yes, increased employment/wages. No, whites did better. [1]
- Level 2 – Explanation of benefit OR lack of benefit, single factor given e.g.
- Ben Both black and white South Africans benefited from industrial developments; gold boom; government subsidies, war stimulus – more jobs, wages increases, lowering of the colour bar; growing trade union activity; black workers, the best paid in Africa; better housing, facilities, health etc.
- Lack Agriculture and rural economy did badly in the 1930s; black South Africans lost land rights; Reserves overcrowded; Pass system tightened; wage differences sustained; immigrant workers in the mines kept wages down; no black trade unions allowed; black opposition groups ineffective etc. [2]
- Level 3 – Explanation of benefit OR lack of benefit with multiple factors. Allow single factors with multiple reasons.
- OR** Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). [3–5]
- Level 4 – Answers that offer a balanced argument.  
BOTH sides of benefit AND lack of benefit must be addressed. [6–8]

|         |   |          |       |
|---------|---|----------|-------|
| Page 14 | Mark Scheme                             | Syllabus | Paper |
|         | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

### Depth Study F: Israelis and Palestinians, 1945–c.1994

- (a) (i) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Repeats material stated in the source, no inference made. [1–2]
- Level 2 – Makes valid inferences, unsupported from the source e.g. Made no allowance when living amongst people of a different culture; differed from Arabs in behaviour etc. [3–4]
- Level 3 – Supports valid inferences with reference to the source e.g. Continued to live, behave and dress as they had in Europe; making no allowance in dress for the cultural niceties of those they were living amongst; young Arab males fascinated even if they did not approve; lived together with Arabs etc. [5–6]
- (ii) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Agrees OR disagrees, unsupported from the source. [1–2]
- Level 2 – Agrees OR disagrees, supported from the source e.g.
- Yes We cannot make peace with you; making peace would mean the Arabs would have accepted Israel's existence; situation in Egypt and Arab world would not permit it etc.
- No Already talking; have an armistice; 'We are not ready' implies possibly, later; 'We cannot yet live in peace with you' – later perhaps etc. [3–5]
- Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' [6–7]
- (iii) Level 0 No evidence submitted or response does not address the question [0]
- 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 source is Palestinian and the other is mixed Palestinian and American rabbi 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 sources 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>Page 15</b> | <b>Mark Scheme</b>                             | <b>Syllabus</b> | <b>Paper</b> |
|                | <b>Cambridge IGCSE – October/November 2014</b> | <b>0470</b>     | <b>41</b>    |

**(b) (i)** Level 0 No evidence submitted or response does not address the question [0]

Level 1 – One mark for each valid aspect to a maximum of two e.g. The word means defence; originally formed in 1920 as a secret force to defend Jewish settlements from Arab attack; organised illegal Jewish migration during World War; disapproved of violence of Irgun and Stern Gang in 1947; 60 000 strong defended new state of Israel and was the nucleus of the new state's army etc. [1–2]

**(ii)** Level 0 No evidence submitted or response does not address the question [0]

Level 1 – Identifies difficulties. Caught in the middle of warring Jews and Arabs; trying to keep peace. [1–2]

Level 2 – Describes difficulties. Award an extra mark for each valid difficulty described in additional detail e.g. Economically crushed and war weary; GB tried to keep peace between Jews and Arabs; unpopular with both and attacked by both sides; also trying to stop illegal entry of Jewish refugees – Exodus; King David hotel, 22 July, 1946 etc. [2–4]

**(iii)** Level 0 No evidence submitted or response does not address the question [0]

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. After the British handed over its mandate to the UN, delegates went to Palestine to consider the problem; reported that a two-state solution would be best; Zionists accepted but Arabs and Britain did not – said it would mean war; agreed by a UN vote in November – some states heavily leaned on by President Truman; decision angered Arabs as it took 'their land'; Jews not entirely satisfied; dissatisfaction showed itself in breakdown in law and order as Jews and Arabs fought etc. [2–6]

|                |  |                 |              |
|----------------|--|-----------------|--------------|
| <b>Page 16</b> | <b>Mark Scheme</b>                             | <b>Syllabus</b> | <b>Paper</b> |
|                | <b>Cambridge IGCSE – October/November 2014</b> | <b>0470</b>     | <b>41</b>    |

(iv) Level 0 – No evidence submitted or response does not address the question [0]

Level 1 – Simple assertions.  
No, the Jews did all the fighting. [1]

Level 2 – Explanation of American support OR other factors, single factor given e.g.

USA Increasing support for Zionists from USA during World War; American Jewish lobby; money and aid from USA; increasingly critical of Britain as mandate holder, and for refusal to accept some migrant Jews from Europe; pressure from US government and companies to get support for votes at UN; influence and support of President Truman etc.

Other Weakness of Britain; organisations like Irgun, Stern Gang, Haganah; determination and organisation of Jews; sympathy after Holocaust; weakness and division of attacking Arab nations – different agendas; leadership of Israeli forces; fighting for survival etc. [2]

Level 3 – Explanation of American support OR other factors with multiple factors. Allow single factors with multiple reasons.

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

Level 4 – Answer that offer a balanced argument.  
BOTH sides of American support AND other factors must be addressed. [6–8]



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|---------|---|----------|-------|
| Page 17 | Mark Scheme                             | Syllabus | Paper |
|         | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

### Depth Study G: The Creation of Modern Industrial Society

- (a) (i) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Repeats material stated in the source, no inference made. [1–2]
- Level 2 – Makes valid inferences, unsupported from the source e.g. All the noise and smells indicate a place of industry; heavily populated with workers etc. [3–4]
- Level 3 – Supports valid inferences with reference to the source e.g. The fog and smoke would indicate that conditions are injurious to health; 300 000 workers in poor conditions; all working for the profit of a few; profit appears to come before any kind of pleasant life etc. [5–6]
- (ii) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Agrees OR disagrees, unsupported from the source. [1–2]
- Level 2 – Agrees OR disagrees, supported from the source e.g.
- Yes The author appears to believe that workers in industries where steam engines are used do little else than watch them work with no effort of their own; industries of spinning and weaving are particularly blessed by the machines etc.
- No Lace making and stocking weaving do not use steam engines so they involve hard work; industries which do use steam engines still require manual assistance as in ‘delicate operations of joining threads’ etc. [3–5]
- Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of ‘How far?’ [6–7]
- (iii) Level 0 No evidence submitted or response does not address the question [0]
- 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 – Both sources are written in the 1830s and we do not know the authors 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]

| Page 18 | Mark Scheme                             | Syllabus | Paper |
|---------|---|----------|-------|
|         | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

- (b) (i) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – One mark for each valid example to a maximum of two e.g. Iron, steel, coal, transport (canals and railways), building. [1–2]
- (ii) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Identifies factors. Geographical benefits; availability of finance. [1–2]
- Level 2 – Describes factors. Award an extra mark for each valid factor described in additional detail e.g. Climate damp so good for brittle cotton; closeness to sea – later aided by Manchester Ship Canal; availability of coal, water and labour force; financiers and entrepreneurs available and willing to finance operations etc. [2–4]
- (iii) Level 0 No evidence submitted or response does not address the question [0]
- 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. Work was often better paid in industrial areas; enclosures had forced people from the land and they went to seek work in industrial areas; decline of the domestic spinning and weaving industries in the face of industrial enterprises; work less seasonal than in rural areas etc. [2–6]
- (iv) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Simple assertions.  
Yes, some laws had been passed. [1]
- Level 2 – Explanation of Parl improvement OR other factors/lack of improvement, single factor given e.g.
- Parl Factory Acts especially that of 1833, public health acts especially that of 1848; legalisation of trade unions; repeal of the Corn Laws 1846 etc.
- Other All legislation was limited and often hard won; and then circumvented by artful employers; slum dwelling got worse and there were major epidemics of cholera and other diseases in the first half of the century; wages remained low – parliament had nothing to do with this; the new Poor Law intended to help but often caused distress to many in towns etc. [2]
- Level 3 – Explanation of intervention OR other factors with multiple factors. Allow single factors with multiple reasons.
- OR** Undeveloped assertions on BOTH sides of the argument (annotate BBB – Balanced but Brief). [3–5]
- Level 4 – Answers that offer a balanced argument.  
BOTH sides of intervention AND other factors must be addressed. [6–8]

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|---------|---|----------|-------|
| Page 19 | Mark Scheme                             | Syllabus | Paper |
|         | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

### Depth Study H: The Impact of Western Imperialism in the Nineteenth Century

- (a) (i) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Repeats material stated in the source, no inference made. [1–2]
- Level 2 – Makes valid inferences, unsupported from the source e.g. Asserts that British imperialism brought benefits to all those that have been acquired by the British Empire; says that we are justifiably proud of what we have done to help others etc. [3–4]
- Level 3 – Supports valid inferences with reference to the source e.g. Says Britain has brought great benefits to conquered people, replacing, for example, ‘misery and oppression’ with ‘peace and justice’; British are hugely proud and passionate about their Empire and its bringing ‘good to the world’ etc. [5–6]
- (ii) Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Agrees OR disagrees, unsupported from the source. [1–2]
- Level 2 – Agrees OR disagrees, supported from the source e.g.
- Yes Using power to spread the peaceable light of their institutions is the main reason for conquest; imperialism for selfless and philanthropic reasons etc.
- No Caused by other needs – military or naval conquest; the need to find places for the ever increasing population etc. [3–5]
- Level 3 – Agrees AND disagrees, supported from the source. Addresses the issue of ‘How far?’ [6–7]
- (iii) Level 0 No evidence submitted or response does not address the question [0]
- 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 peer and the other is from a French Prime Minister, 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 the Level answers that cross reference between A and B to show reliability.  
6 marks for one source, 7 marks for both. [6–7]

| Page 20 | Mark Scheme                             | Syllabus | Paper |
|---------|---|----------|-------|
|         | Cambridge IGCSE – October/November 2014 | 0470     | 41    |

- (b) (i)** Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – One mark for each valid territory to a maximum of two e.g. Chad, Mauritania, Niger, French Guinea, Upper Volta, Gabon, French Morocco, Algeria, French Equatorial Africa, Dahomey, Ivory Coast, and Tunisia. [1–2]
- (ii)** Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Identifies methods. Peaceful or non-peaceful. [1–2]
- Level 2 – Describes methods. Award an extra mark for each valid method described in additional detail e.g. Treaties – legal or not; trade stations caused creeping colonisation; capture and force of arms; international conferences e.g. Berlin; occupation by excess population; protectorates etc. [2–4]
- (iii)** Level 0 No evidence submitted or response does not address the question [0]
- 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. Already an established colonial power; powerful as a naval and military force; strength of maritime trade and industrial output; trusted by many Africans as opposed to slavery and slave trade; some countries like Germany and Italy were late comers as only formed as countries in the second half of the nineteenth century etc. [2–6]
- (iv)** Level 0 No evidence submitted or response does not address the question [0]
- Level 1 – Simple assertions.  
Yes, every country wanted ‘a place in the sun’. [1]
- Level 2 – Explanation of prestige OR other factors, single factor given e.g.
- Prest** All countries were aware of world prestige, and history had shown that acquisition of an Empire gave a country world status. It showed strength and ability etc.
- Other** Trade and exploitation of natural resources were important; in some cases it was strategic necessity; ‘White Man’s Burden’ to spread to ‘barbaric’ and ‘savage’ nations the institutions and civilisation of Europe; to spread the word of God; altruism for some, exploitation for others etc. [2]
- Level 3 – Explanation of prestige OR other factors with multiple factors. Allow single factors with multiple reasons.
- OR** Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). [3–5]
- Level 4 – Answers that offer a balanced argument.  
BOTH sides of prestige AND other factors must be addressed. [6–8]