

SINGAPORE'S
#1 HOME TUITION AGENCY

.....○

Need A Home Tutor?

🌐 singaporetuitonteachers.com

☎ +65 9695 3522

Contact Us Today For A 100% Free Tutor Request!

○.....

OUR TEST PAPERS ARE:

- ✓ **COMPLETELY FREE!**
- ✓ **SOURCED FROM TOP SCHOOLS**
- ✓ **HIGH-QUALITY**
- ✓ **USED BY 10,000+ SATISFIED STUDENTS**



SINGAPORE'S #1 HOME TUITION AGENCY

Need A Home Tutor?

 singaporetuitionteachers.com

 +65 9695 3522

Contact Us Today For A 100% Free Tutor Request!

OUR TEST PAPERS ARE:

- ✓ **COMPLETELY FREE!**
- ✓ **SOURCED FROM TOP SCHOOLS**
- ✓ **HIGH-QUALITY**
- ✓ **USED BY 10,000+ SATISFIED STUDENTS**



Cambridge
IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY

0470/11

Paper 1

October/November 2016

2 hours

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **three** questions.

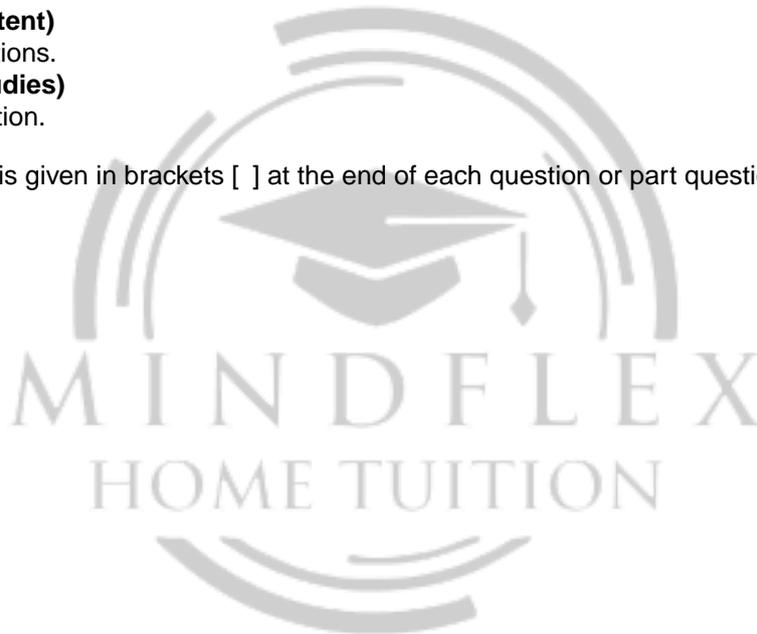
Section A (Core Content)

Answer any **two** questions.

Section B (Depth Studies)

Answer any **one** question.

The number of marks is given in brackets [] at the end of each question or part question.



The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **10** printed pages, **2** blank pages and **1** insert.

DC (RCL (JDA)) 115062/4
© UCLES 2016

 **CAMBRIDGE**
International Examinations

[Turn over

Looking For A Home Tutor? Contact Singapore's #1 Tuition Agency @ +65 9695 3522
Available 24/7 via WhatsApp or Call :)
<https://singaporetuitionteachers.com>

SECTION A: CORE CONTENT

Answer any **two** questions from this Section.

- 1 In 1848–49 there were revolutions across Europe.
- (a) Describe the part played by Kossuth in events leading to the March Laws of 1848. [4]
 - (b) Why did Frederick William IV of Prussia reject the offer of the Imperial German Crown? [6]
 - (c) How successful were the European revolutions of 1848–49? Explain your answer. [10]
- 2 Austrian influence remained strong in Germany after 1848.
- (a) What issues was the Frankfurt Parliament set up to resolve? [4]
 - (b) Why were the terms of the Agreement of Olmütz important? [6]
 - (c) 'The Schleswig-Holstein issue ended Austria's hopes of dominating Germany.' How far do you agree with this statement? Explain your answer. [10]
- 3 European influence over overseas empires varied.
- (a) Describe Faidherbe's achievements in relation to Senegal. [4]
 - (b) Why did British rule in India change after the Mutiny of 1857? [6]
 - (c) How significant for China in the nineteenth century was the impact of Western intervention? Explain your answer. [10]
- 4 Europe was becoming increasingly unstable in the early part of the twentieth century.
- (a) Describe the Kaiser's actions which contributed to rising European tension by 1908. [4]
 - (b) Why were the Balkans unstable in the years leading to the First World War? [6]
 - (c) 'The Alliance System was the major cause of war in 1914.' How far do you agree with this statement? Explain your answer. [10]

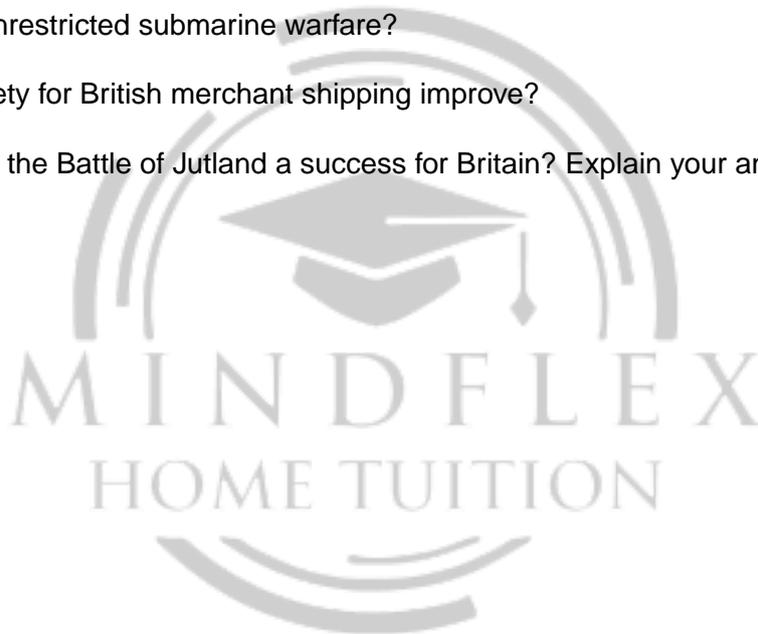
- 5 The Versailles Settlement dealt with Germany and its allies.
- (a) Describe the restrictions imposed on the German land forces by the Treaty of Versailles. [4]
 - (b) Why was the Treaty of Sèvres replaced by the Treaty of Lausanne? [6]
 - (c) How satisfied were the French people with the Treaty of Versailles? Explain your answer. [10]
- 6 Hitler showed his ambitions after 1933.
- (a) Describe the crisis over Austria in 1934. [4]
 - (b) Why was Hitler able to re-militarise the Rhineland in 1936? [6]
 - (c) 'Appeasement was a sensible response to Hitler's aggression.' How far do you agree with this statement? Explain your answer. [10]
- 7 The USA maintained a policy of containment.
- (a) Describe relations between the USA and Cuba between 1959 and the end of March 1961. [4]
 - (b) Why was Kennedy humiliated by the failure of the Bay of Pigs invasion of April 1961? [6]
 - (c) 'The Cuban Missile Crisis was a success for the USA's policy of containment.' How far do you agree with this statement? Explain your answer. [10]
- 8 Saddam Hussein's actions increased tension in the Gulf.
- (a) Describe the events of the 'July Revolution' in Iraq in 1968. [4]
 - (b) Why did Saddam Hussein, after becoming President, use force on his own people? [6]
 - (c) 'The most important reason for the Iran-Iraq War of 1980–88 was Iraq's desire to dominate the Persian Gulf region.' How far do you agree with this statement? Explain your answer. [10]

SECTION B: DEPTH STUDIES

Answer any **one** question from this Section.

DEPTH STUDY A: THE FIRST WORLD WAR, 1914–18

- 9** Responses to the Schlieffen Plan surprised the Germans.
- (a) When war broke out, how did France respond? [4]
 - (b) Why was the British Expeditionary Force sent to France? [6]
 - (c) 'The Schlieffen Plan failed because of the actions of the British Expeditionary Force.' How far do you agree with this statement? Explain your answer. [10]
- 10** Control of the sea was thought important by both sides.
- (a) What was unrestricted submarine warfare? [4]
 - (b) Why did safety for British merchant shipping improve? [6]
 - (c) How far was the Battle of Jutland a success for Britain? Explain your answer. [10]



DEPTH STUDY B: GERMANY, 1918–45

- 11** The Nazis gradually increased their strength and power.
- (a) What part did Hitler play in the German Workers' Party (DAP)? [4]
 - (b) Why was Goebbels important in Hitler's rise to power? [6]
 - (c) 'The Enabling Act was the main reason Hitler was able to consolidate his power in 1933–34.' How far do you agree with this statement? Explain your answer. [10]
- 12** Control was important for the Nazis.
- (a) What part did informers play in helping the Nazis to maintain control over the German people? [4]
 - (b) Why did the Nazis seek to control all forms of the media? [6]
 - (c) 'The Nazi regime was more successful in dealing with the churches than it was in dealing with the youth of Germany.' How far do you agree with this statement? Explain your answer. [10]



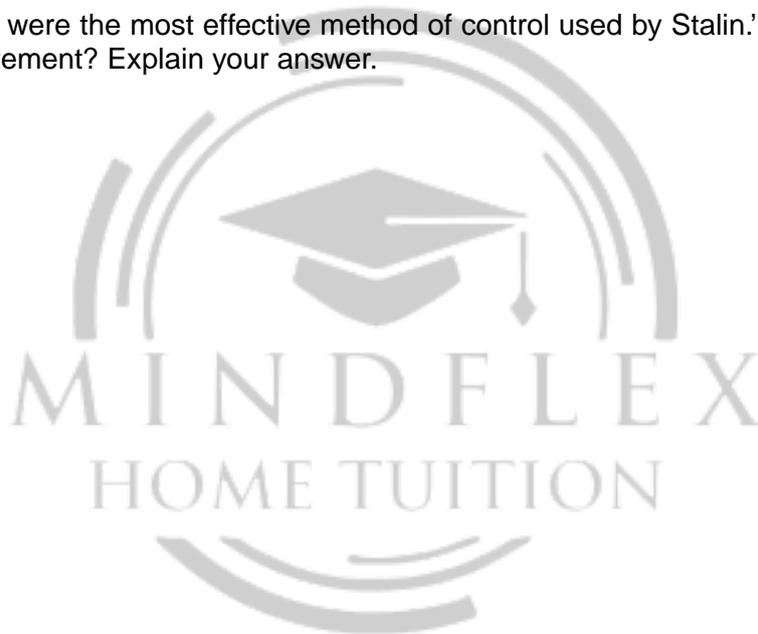
DEPTH STUDY C: RUSSIA, 1905–41

13 By 1921 the Bolsheviks were in control of Russia.

- (a) What was the Petrograd Soviet, set up in March 1917? [4]
- (b) Why was the Provisional Government of 1917 unsuccessful? [6]
- (c) 'The Whites lost the Civil War because their leadership was not united.' How far do you agree with this statement? Explain your answer. [10]

14 Stalin was able to hold on to power.

- (a) What qualities did Trotsky have which enabled him to be considered as Lenin's successor? [4]
- (b) Why did Stalin bring the New Economic Policy (NEP) to an end? [6]
- (c) 'The Purges were the most effective method of control used by Stalin.' How far do you agree with this statement? Explain your answer. [10]



DEPTH STUDY D: THE USA, 1919–41

- 15** In the 1920s the US economy was prosperous.
- (a) In what ways did increased ownership of cars have an impact on the US economy in the 1920s? [4]
 - (b) Why did most black Americans not benefit from the industrial boom? [6]
 - (c) 'The most important cause of the industrial boom was new technology.' How far do you agree with this statement? Explain your answer. [10]
- 16** The 'Roaring Twenties' was a period of change for the USA.
- (a) In what ways did the US entertainment industry change in the 1920s? [4]
 - (b) Why were many Americans shocked by the lifestyle of modern American women? [6]
 - (c) 'Prohibition failed because most Americans did not support it.' How far do you agree with this statement? Explain your answer. [10]



DEPTH STUDY E: CHINA, c.1930–c.1990

- 17** The Communists faced difficulties before 1935.
- (a) Describe how the Kuomintang established control over China by 1928. [4]
 - (b) Why did Chiang Kai-shek regard the Jiangxi Soviet as a threat? [6]
 - (c) How successful was the Long March for Mao? Explain your answer. [10]
- 18** Mao thought China needed to change direction.
- (a) What were the outcomes of the Hundred Flowers Campaign? [4]
 - (b) Why did Mao want the Cultural Revolution to sweep away old ways of doing things? [6]
 - (c) 'The greatest impact of the Cultural Revolution was on the youth of China.' How far do you agree with this statement? Explain your answer. [10]



DEPTH STUDY F: SOUTH AFRICA, c.1940–c.1994

- 19** Government policies were increasingly affecting the non-white population by 1948.
- (a) By 1940, what restrictions had been placed on the rights of black people by the Land Acts? [4]
 - (b) Why was the pass system hated by black South Africans? [6]
 - (c) 'The policies of the United Party were the main reason for the success of the National Party in the 1948 election.' How far do you agree with this statement? Explain your answer. [10]
- 20** Pressure for reform in South Africa increased from the 1970s.
- (a) Describe the Soweto Riots of 1976. [4]
 - (b) Why did Botha think reforms were necessary in the 1970s and 1980s? [6]
 - (c) 'International pressure was responsible for bringing minority rule to an end.' How far do you agree with this statement? Explain your answer. [10]



DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 21** Between 1945 and 1949 unrest in Palestine was inevitable.
- (a) Describe the actions of the Irgun during the years 1946 and 1947. [4]
 - (b) Why did the Palestinian Arabs oppose a Jewish state in Palestine? [6]
 - (c) 'The impact of the War of 1948–49 was more significant for the Palestinians than for the Israelis.' How far do you agree with this statement? Explain your answer. [10]
- 22** Palestinian refugees faced many difficulties.
- (a) Describe conditions in Palestinian refugee camps set up after the 1948–49 War. [4]
 - (b) Why, by the time the British withdrew, had many Palestinians fled from their homeland? [6]
 - (c) 'The Palestine Liberation Organisation (PLO) has successfully supported Palestinian interests.' How far do you agree with this statement? Explain your answer. [10]



BLANK PAGE



BLANK PAGE



Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cie.org.uk after the live examination series.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY

0470/11

Paper 1

October/November 2016

MARK SCHEME

Maximum Mark: 60

Published

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, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

© IGCSE is the registered trademark of Cambridge International Examinations.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **69** printed pages.

© UCLES 2016



[Turn over

Looking For A Home Tutor? Contact Singapore's #1 Tuition Agency @ +65 9695 3522
Available 24/7 via WhatsApp or Call :)
<https://singaporetuitionteachers.com>

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

GENERAL INSTRUCTIONS

Applying the Mark Scheme

- When marking a response the overall criterion to be considered should be – ‘How good is this response to this question?’
- The Level Descriptor should be used to decide the level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct level and given an appropriate mark within that level.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response. Where a band of marks is indicated for a level, these marks should be used with reference to the development of the answer within that level.

Assessment Objectives

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

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

1 (a) Describe the part played by Kossuth in events leading to the March Laws of 1848.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Kossuth was a leading figure in the revolution.'

'In 1848, he addressed the Hungarian Diet.'

'He demanded independence for Hungary.'

'Kossuth was a brilliant speaker and able to inspire people into action.'

'He demanded the immediate implementation of the 1847 reforms, which had already been agreed by the Diet.'

'Kossuth was a Magyar and believed that Croat and Slovak nationalism had no place in the new Hungary.'

'Kossuth declared Hungary an independent republic with himself as president.'

'The Croats reacted angrily to Kossuth's suggestions.'

'The Austrian Emperor, Ferdinand I, at first constitutionally confirmed the March Laws.'

'Later, the Austrians with Russian support defeated Kossuth's forces.'

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



Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why did Frederick William IV of Prussia reject the offer of the Imperial German Crown?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The Frankfurt Parliament offered him the Crown in April 1849. He refused it saying that he would not accept "a crown from the gutter". He said that he would only accept the Imperial Crown after being elected by the German princes. He did not think the Frankfurt Parliament had the authority to offer the Crown.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'In Frederick William's eyes, only a reconstituted College of Electors would have the authority to offer the Crown.'

'He did not think the Frankfurt Parliament had the authority.'

'He did not think the Parliament represented the German princes.'

'He thought the offer was "unworthy".'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was against his principles.'

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



Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) How successful were the European revolutions of 1848–49? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

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

OR

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

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

- e.g. 'Popular enthusiasm was short-lived.'
'The clash of aims made success impossible.'
'Demands were initially agreed to and then power regained.'
'The revolutions provided lessons for the governments and their opponents.'
'They laid the foundations for unification.'
'They stirred a national consciousness.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They achieved very little because they failed.'

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

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

2 (a) What issues was the Frankfurt Parliament set up to resolve?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'It was set up to create a constitution for a unified Germany.'

'It was to define the catalogue of basic rights within the constitution.'

'It was to debate whether Austria should be included in German affairs.'

'It was to define the borders of the future German nation state.'

'It was to debate the potential head of state.'

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



Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why were the terms of the Agreement of Olmütz important?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The terms of the Agreement of Olmütz saw the capitulation of Prussia to Austria. The Treaty is often known as the 'humiliation of Olmütz'. When the ruler of Hesse-Cassel was overthrown, he appealed to Austria not Prussia. The Austrians sent an army of 200 000 to suppress the revolution. This clearly showed to German states that Austria was still the dominant force in Germany and this was reflected in the terms of the Treaty which followed.'

Level 2 Identifies AND/OR describes reasons [2–3]

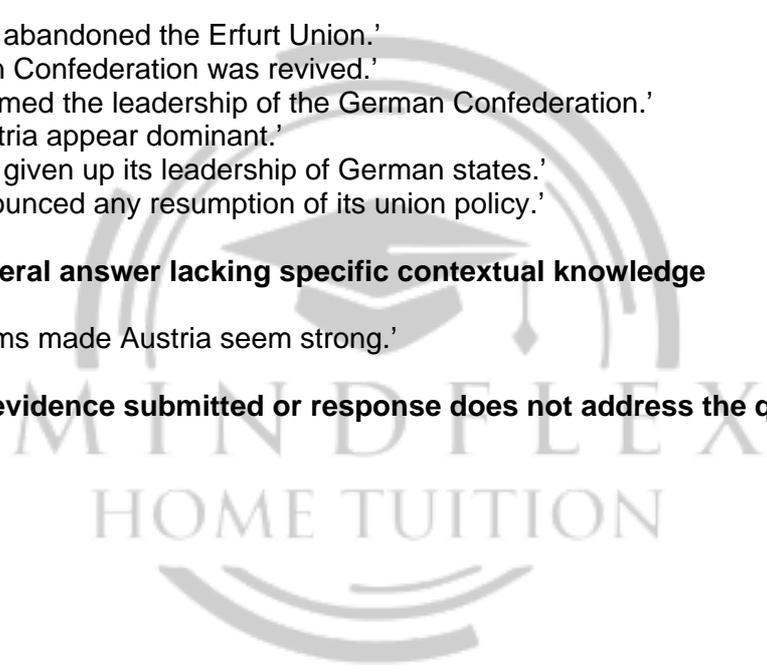
(One mark for each identification/description)

e.g. 'Prussia abandoned the Erfurt Union.'
'The German Confederation was revived.'
'Austria resumed the leadership of the German Confederation.'
'It made Austria appear dominant.'
'Prussia had given up its leadership of German states.'
'Prussia renounced any resumption of its union policy.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The terms made Austria seem strong.'

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



Page 8	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) 'The Schleswig-Holstein issue ended Austria's hopes of dominating Germany.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'When Schleswig-Holstein was handed over to be ruled jointly by Austria and Prussia, they could not agree and the territories were split. Many think Bismarck deliberately agreed so that it would be easier to pick a quarrel with Austria at a later date.'

OR

e.g. 'There had been a considerable amount of investment in the Prussian economy to produce the weapons of war. Moltke and his generals had produced a well equipped and trained army. Moltke now wanted to test his forces against the Austrians, believing the Austrian forces to be inferior to the Prussian forces. This was the decisive factor in ending Austria's domination.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'The Schleswig-Holstein problem was the excuse for war.'
'It was the chance for Bismarck to show his dominance over Austria.'
'Bismarck was able to pick a quarrel with Austria.'
'It was an opportunity for Bismarck to expand his territory and influence.'
'Bismarck's diplomatic skills isolated Austria.'
'The Prussian Army wanted to try out its military reforms.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a dispute over ownership which had serious consequences.'

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

Page 9	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

3 (a) Describe Faidherbe's achievements in relation to Senegal.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Faidherbe built a series of inland forts up the Senegal River.'
'He signed protectorates with Bubukar Saada of Bundu and King Samba of Khasso.'
'He stemmed the Muslim advance by advancing French outposts on the upper Senegal.'
'He brought into subjection the country lying between the Senegal River and Gambia.'
'He founded Dakar.'
'Faidherbe built road systems, bridges and a telegraph.'
'He began a railway line along the Senegal into the interior.'
'He provided fresh drinking water for the Senegalese.'
'He placed under direct French control large scale groundnut cultivation near the forts and along the rail lines.'
'He created a base for further French expansion in West Africa.'

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



Page 10	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why did British rule in India change after the Mutiny of 1857?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Britain's East India Company was known for its greed and lack of tolerance towards Indian customs. The Mutiny meant this had to end otherwise there would be more trouble in India and possibly in other parts of the Empire. The East India Company had to have its powers removed and handed over to the British Crown so that there was accountability for Indian affairs in the British Parliament.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Britain could not afford another mutiny.'
'Britain did not want rebellion to spread to other parts of the Empire.'
'The East India Company's main motive had been profit.'
'Britain needed to be more sensitive to India's needs.'
'Britain needed to be less strict with its westernisation policy.'
'Britain's Parliament needed to regain control of Indian affairs.'
'Britain needed to rule by consent.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There needed to be more religious tolerance.'

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

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) How significant for China in the nineteenth century was the impact of Western intervention? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'Emperors were against change. They studied the writings of Confucius, who said that in the past everything was good and that, therefore, all change was bad. When Emperor Guangxu attempted moderate reforms in education as suggested by the Western powers, he was overthrown by his aunt, the Emperor Dowager Cixi.'

OR

e.g. 'Chinese society changed as foreign powers encouraged the building of railways, the introduction of the telegraph and the development of mines for coal and iron and the building of mills for textiles.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'The vast majority were ruled by custom and tradition.'
'The Emperor, Mandarins and landlords resisted change.'
'Opium had been introduced.'
'Western equipment and training were made available.'
'Education reforms at the end of the century were rejected.'
'The Boxer Rising showed the hatred towards foreign influence.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Some adopted Western ideas, but most were untouched.'

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

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

4 (a) Describe the Kaiser's actions which contributed to rising European tension by 1908.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Wilhelm adopted 'weltpolitik'.'

'This change of foreign policy was to turn Germany into a global power.'

'The Kaiser wanted colonies.' (A 'place in the sun'.)

'The German navy would be built up.'

'Wilhelm had built 'dreadnoughts' by 1908.'

'Germany produced the best trained and most powerful army in Europe.'

'Wilhelm adopted the Schlieffen Plan.'

'In 1905, the Kaiser went to Morocco supporting Morocco's independence.'

'Wilhelm wanted to test the Entente Cordiale.'

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



Page 13	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why were the Balkans unstable in the years leading to the First World War?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Serbia had been a large country in the Middle Ages, but had been conquered by the Turkish Empire. With Turkish power now in serious decline, Serbia hoped to regain its former territory and unite all southern Slavs. Serbia hoped to annex Bosnia-Herzegovina, but in 1908 Austria took the provinces with German support. This upset both Serbia and its ally, Russia.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'After 1908 the Serbians were furious as Austria-Hungary had gained Bosnia-Herzegovina.'

'In 1908, Germany forced Russia to back down from supporting the Serbs.'

'Different nationalities were mixed together.'

'The area had been ruled by the Turks, but their power was in decline.'

'The Balkan League was set up and drove out Turkey.'

'The new governments set up in place of Turkish rule were often in dispute.'

'Two great powers, Russia and Austria, bordered the countries in the region.'

'Both wanted to control the area to give them access to the Mediterranean.'

'Austria felt Germany would support it in any dispute in the area.'

'Serbia emerged as the strongest Balkan state.'

'Austria looked for an excuse to crush Serbia.'

'Bulgaria wanted revenge on Serbia and Greece.'

'Archduke Franz Ferdinand was assassinated.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a bonfire waiting for a spark to ignite it.'

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

Page 14	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) 'The Alliance System was the major cause of war in 1914.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'The Alliance system was a major cause of war as it created two armed camps, the Triple Alliance and the Triple Entente. A dispute between one of the members of each camp could well involve other members.'

OR

e.g. 'Germany entered the arms race building up a navy to challenge British supremacy. There was a race to see who could build the largest battleships. Germany's army was already powerful and Britain feared German world domination if it had the strongest navy.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

- e.g. 'The Alliance System created two armed camps.'
'The Alliance System increased tension between the different Great Powers.'
'Colonial rivalry was a cause of war.'
'The arms race was responsible.'
'The Balkan crises were the main cause of the war.'
'Germany's aggressive attitude was partly responsible for war.'
'The growth of Serbia contributed to the causes.'
'The Austrian ultimatum to Serbia led to war.'
'Germany was backing Austria.'
'The Alliance System was a major cause of war.'
'The assassination of Archduke Franz Ferdinand led to war.'
'The invasion of Belgium by Germany was a significant cause of war.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'War was caused by some countries being stronger than others.'

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

Page 15	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

- 5 (a) Describe the restrictions imposed on the German land forces by the Treaty of Versailles.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The German Army was to be restricted to 100 000.'

'There was to be no conscription.'

'No tanks or armoured vehicles were permitted.'

'No heavy artillery was permitted.'

'The Rhineland was to be a demilitarised zone.'

'No German troops or fortifications were allowed in the area.'

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



Page 16	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why was the Treaty of Sèvres replaced by the Treaty of Lausanne?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The loss of Smyrna to Greece outraged Turkish national feeling as the principle of self-determination was being ignored. This sparked a national movement led by Mustapha Kemal. He challenged the peace treaty by using force to drive the Greeks out of Smyrna, forcing the treaty to be re-negotiated.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'To remove reparations.'
'The Turks challenged the treaty by force.'
'Kemal drove the Greeks out of Smyrna.'
'The Turks were angry as they lost land in Europe.'
'The Turkish empire broken up and governed by Britain and France.'
'The Turks were so angry they overthrew the Sultan's government.'
'A nationalist uprising was led by Mustapha Kemal.'
'The Allies did not want to fight again so re-negotiated.'
'Giving Smyrna and Thrace to Greece would lead to lasting resentment.'
'Reparation payments were so severe they had to be changed twice.'
'The loss of Smyrna and Thrace made no logical sense.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Treaty of Sèvres had been too harsh.'

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

Page 17	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) How satisfied were the French people with the Treaty of Versailles? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'When the terms of the Treaty became known, they were condemned throughout France. Within a few months, Clemenceau's government was overthrown and his political career ended. The French people did not think the terms were harsh enough, that Germany had been punished enough and France protected sufficiently.'

OR

e.g. 'France made some material gains which the French public appreciated. The return of Alsace-Lorraine, the gaining of some German colonies and the use of the coalmines of the Saar Basin brought some satisfaction.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

- e.g. 'Alsace-Lorraine was returned to France.'
'The demilitarisation of the Rhineland increased France's security.'
'Germany's economic and military power had been reduced.'
'Germany's overseas territories were put under the League of Nations.'
'France was a major recipient of reparations.'
'France was getting coal profits from the Saar Basin.'
'France had to abandon the French claim to the Saar Basin.'
'France could not get Germany split into many separate states.'
'France had to abandon making the Rhineland an independent state.'
'The German military might was not reduced enough/Germany still too strong.'

Level 1 General answer lacking specific contextual knowledge [1]

- e.g. 'The French people were unhappy with the settlement.'
'It was still too lenient.'
'Not reduced as much as they wanted.'

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

Page 18	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

6 (a) Describe the crisis over Austria in 1934.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

- e.g. 'In 1934, Hitler attempted to take over Austria.'
- 'Germany failed in its attempt to unify Germany with Austria.'
- 'He used the Austrian Nazi Party to stir up discontent in the country.'
- 'The Nazi Party put pressure on the Austrian Chancellor, Dollfuss.'
- 'Dollfuss was determined to keep his country independent of Germany.'
- 'Dollfuss outlawed the Nazi Party.'
- 'In July, the Austrian Nazi Party assassinated Dollfuss.'
- 'The Nazi Party again tried to seize power.'
- 'Mussolini stopped Hitler from taking over Austria.'
- 'Mussolini was not close to Hitler in 1934.'
- 'Mussolini did not want a powerful Germany on his border.'
- 'Mussolini sent 100 000 troops to the Austrian frontier.'
- 'Hitler was surprised at Mussolini's actions.'
- 'Hitler denied all knowledge of the assassination of Dollfuss.'

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



Page 19	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why was Hitler able to re-militarise the Rhineland in 1936?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The French, who were the most directly threatened by the move, were divided over what to do. They were about to hold an election and none of the French leaders was prepared to take responsibility for plunging France into war. France refused to act without British support and so Hitler's gamble paid off.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The feeling that the Treaty had been too harsh was increasing.'
'Britain and France were following appeasement.'
'Hitler was seen as a threat.'
'Hitler was confident after the Saar plebiscite.'
'Hitler took a gamble which was successful.'
'The French were facing elections.'
'The French were in the middle of a financial crisis.'
'The French would not act without Britain's support.'
'Most British politicians thought Hitler was only going into his 'own backyard'.
'Neither Britain nor France wanted to risk European peace.'
'The attention of the League of Nations was on the Abyssinian Crisis.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Inaction by Britain and France.'

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

Page 20	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) 'Appeasement was a sensible response to Hitler's aggression.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'It was morally wrong. Hitler was a bully and by appeasing him they were giving in to a bully. They allowed Hitler to go unchallenged and abandoned Czechoslovakia to its fate. Appeasement was another word for cowardice.'

OR

e.g. 'Britain and France were not ready to fight as they were militarily weak and were still coping with the impact of the Great Depression, having large debts and high unemployment. Appeasement would give time for rearmament.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Britain and France were not ready to fight.'
'In Britain and France memories of the First World War were still vivid.'
'The Commonwealth countries might not give their support for war.'
'Soviet Russia was seen as a greater threat than Germany.'
'Many thought the Treaty of Versailles had been unfair to Germany.'
'By giving in to Hitler it was giving in to a bully.'
'Hitler took any concession as a sign of weakness.'
'It gave Hitler time to build up his armed forces and resources.'
'It alarmed the USSR and led to the Nazi-Soviet Pact.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Appeasement sent out the wrong messages.'

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

Page 21	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

- 7 (a) Describe relations between the USA and Cuba between 1959 and the end of March 1961.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The US was unhappy Batista had been overthrown.'
'Castro promised to reduce American influence in the country.'
'The US was concerned at its loss of influence over Cuba.'
'The US was concerned at the possible spread of Communist ideas so close to the USA.'
'Castro took many American assets by nationalisation.'
'Much land owned by Americans was redistributed amongst Cubans.'
'Many Cuban exiles put pressure on the US government to take action against Castro.'
'Eisenhower introduced economic sanctions.'
'The USA refused to buy Cuban raw materials, tobacco and sugar.'
'In the summer of 1960, Castro negotiated trade agreements with the USSR to export sugar.'
'Khrushchev agreed to send Castro military advisers and equipment.'
'In January 1961, the US broke off diplomatic relations with Cuba.'
'Eisenhower approved US plans to attempt to remove Castro.'
'Through Cuban intelligence, Castro was aware of potential threats.'
'The US media broadcast a relentless stream of criticism of Castro.'
'There were assassination attempts against Castro.'

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



Page 22	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why was Kennedy humiliated by the failure of the Bay of Pigs invasion of April 1961?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The failure to remove Castro humiliated Kennedy and made him look weak because it strengthened Castro's position with his own people and strengthened relations with the USSR. Instead of stamping out communism near its borders, the USA had now encouraged further communist take-overs in Latin America.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Castro was not removed.'
'The USA had to admit responsibility for the attacks.'
'The plan was not kept a secret.'
'The USA failed to control the air over Cuba during the attack.'
'The Cuban air force was left intact.'
'The captured troops were paraded by Castro.'
'It strengthened Cuba's relations with the USSR.'
'The CIA had a \$13 million budget for the plan but it failed.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The USA failed.'

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

Page 23	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) 'The Cuban Missile Crisis was a success for the USA's policy of containment.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'The intention of the policy of containment was to prevent the USSR from expanding its influence any further. In the Cuban Crisis, the USA managed to persuade the USSR to remove its nuclear weapons from Cuba. This meant Cuba was no longer a military threat to the USA and the USSR had failed to permanently site weapons there aimed at the USA.'

OR

e.g. 'Although the military threat was removed, Cuba was still a communist country with close links to the USSR through trade, diplomacy and ideology. Cuba, with the support of the USSR, could still be used to spread communism into Central America and the northern part of South America.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

- e.g. 'Cuba could be a base to spread communism.'
'Containment stopped the spread of USSR's influence.'
'Soviet weapons were removed from Cuba.'
'Missiles were removed from Turkey.'
'The USSR was still an ally of Castro.'
'The Crisis showed the USSR that Kennedy would stand up to Soviet expansion.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a partial success in halting Soviet influence.'

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

Page 24	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

8 (a) Describe the events of the 'July Revolution' in Iraq in 1968.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Power was held by President Abdul Salam Arif.'

'The Baath Party made contact with some senior army officers in the government.'

'Saddam was persuasive at an emergency meeting of the Regional Command in promoting the idea of a coup.'

'There was a bloodless coup.'

'President Arif was flown to London into exile.'

'Ahmad Hasan al-Bakr, the leader of the Baath Party became President.'

'Saddam ensured that two of the colonels involved in the coup were sent abroad never to return.'

'Saddam was made Deputy Chairman of the Revolutionary Command Council.'

'After President Bakr, Saddam was now the most important person in government circles.'

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



Page 25	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why did Saddam Hussein, after becoming President, use force on his own people?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Saddam wanted to construct a new waterway in south-east Iraq where the Marsh Arabs lived. It involved destroying the marshes and displacing a group of Arabs whose culture stretched back centuries. Some moved voluntarily, others were victims of chemical attacks and others starved to death. The population of Marsh Arabs dropped from 250 000 to 30 000.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'To remove threats to his rule.'

'Saddam wanted to unify Iraq.'

'The Kurds wanted independence.'

'He wanted to remove as many Kurds as possible from Iraqi land.'

'The Shiites were hostile to the Sunni-dominated regime.'

'He wanted to construct a new waterway in the region of the Marsh Arabs.'

'He needed to remove the Marsh Arabs.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Saddam did not want any opposition.'

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

Page 26	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

- (c) 'The most important reason for the Iran-Iraq War of 1980–88 was Iraq's desire to dominate the Persian Gulf region.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'By the 1970s, Iran and Iraq were still the only serious contenders for leadership of the region. They alone had the military and financial resources. Saddam hoped that, with the annexation of Khuzestan and renewed control of the Shatt al-Arab waterway, Iraq's oil reserves could be expanded at the expense of Iran. This would result in a shift in the balance of power to Iraq.'

OR

e.g. 'The Islamic Revolution in Iran in 1979 meant the end of US assistance for the Iranian army. It was deprived of spare parts for tanks and artillery. The Revolution led to a purge of the senior ranks in the Iranian army. Saddam thought this was an ideal time to deliver a knock-out blow to his main enemy.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Iran had been involved in the assassination of leading members of the Baathist Party.'
'Iraq wanted complete control of the Shatt al-Arab waterway and province of Khuzestan.' (2 marks)

'Saddam wanted to claim part of oil-rich south-west Iran.'

'It was a good time to strike with Iran's economy in chaos.'

'Saddam feared Iranian plots to assassinate him.'

'Saddam could become the leading power in the oil-rich Gulf with Iran's defeat.'

'Saddam wanted to overturn the Algiers Agreement.'

'Saddam knew that Khomeini had encouraged Iraqi Shiites to fight for an Islamic Republic in Iraq.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Saddam wanted to make a pre-emptive strike.'

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

Page 27	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

9 (a) When war broke out, how did France respond?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The French put into operation Plan 17.'

'This was a plan of action in the event of war between France and Germany.'

'It was an offensive plan.'

'French armies moved to the French-German border.'

'The armies were on either side of the Metz-Thionville fortresses.'

'The French moved into Alsace-Lorraine.'

'Within a week, French forces retreated.'

'A fifth French army had been sent to the Belgian border.'

'Joffre used the railways to take troops from the east to protect Paris.'

'With British support, the French drove the Germans back at the Battle of the Marne.'

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



Page 28	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why was the British Expeditionary Force sent to France?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'In 1839, Belgium became an independent country. This was recognised in the Treaty of London and was signed by the major powers including Britain. One term of the Treaty was that the powers should guarantee Belgium's neutrality. When Germany violated Belgium's neutrality in 1914, the BEF was sent to defend Belgium as Britain honoured the Treaty of London.'

Level 2 Identifies AND/OR describes reasons [2–3]

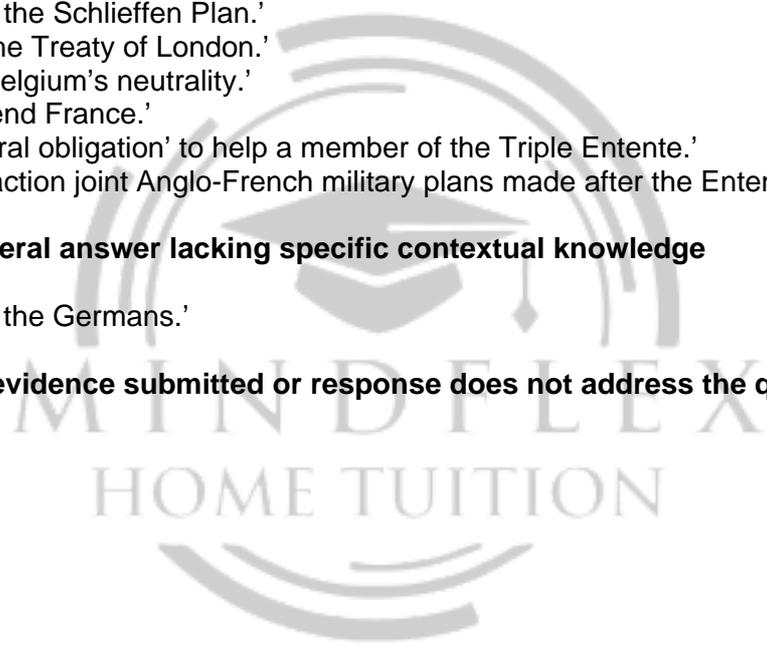
(One mark for each identification/description)

e.g. 'To stop the Schlieffen Plan.'
'To honour the Treaty of London.'
'To defend Belgium's neutrality.'
'To help defend France.'
'It was a 'moral obligation' to help a member of the Triple Entente.'
'To put into action joint Anglo-French military plans made after the Entente Cordiale.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To fight the Germans.'

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



Page 29	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

- (c) 'The Schlieffen Plan failed because of the actions of the British Expeditionary Force.'
How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'The BEF faced the Schlieffen Plan at Mons and Le Cateau. It was able to slow the Plan down. Speed was vital for the success of the Plan. Working with the French at the Battle of the Marne, the BEF managed to halt the German advance outside of Paris and cause a split in the German forces, forcing the Germans to retreat to the River Aisne.'

OR

e.g. 'The Schlieffen Plan was risky because it depended upon too many assumptions. It did not expect the Russians to mobilise in less than six weeks. It did not expect Belgium to put up any resistance. It did not expect Britain to honour the Treaty of London. The assumptions were wrong.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'The Germans weakened the right hook of the original Plan.'
'The German forces did not encircle Paris allowing the British to send their troops through the Channel ports.'
'The Russians mobilised more quickly than expected.'
'The Belgians put up much resistance.'
'Britain honoured the treaty with Belgium.'
'The BEF slowed down the Schlieffen Plan.'
'The French abandoned Plan 17 and regrouped to defend Paris.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The modifications to the Plan weakened it.'

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

Page 30	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

10 (a) What was unrestricted submarine warfare?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'In February 1915, the Germans created war zones around the entire British Isles.'
'The Germans warned that any ship from any country found in these war zones would be sunk.'

'This policy was known as 'unrestricted U-boat warfare'.'

'The Germans called it off at the end of 1915 following the sinking of the Lusitania.'

'The Germans feared America might join the war after the death of Americans on the Lusitania.'

'In February 1917, the Germans resumed unrestricted submarine warfare.'

'It was a desperate gamble to starve Britain out of the war.'

'It was highly successful as Britain was down to six weeks' supply of certain foods.'

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



Page 31	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why did safety for British merchant shipping improve?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The convoy system was introduced in June 1917. A convoy was a group of ships sailing together and protected by fast warships such as armed trawlers or destroyers fitted with depth charges and hydrophones. It proved successful because in over a year only 150 ships were sunk out of 17 000 crossing the Atlantic. Many U-boats were sunk while attacking convoys.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Many merchant ships sailed together to form a convoy.'

'Destroyers and sometimes aircraft escorted convoys.'

'Heavily armed Q ships disguised as merchant vessels lured U-boats to the surface.'

'Thousands of mines were laid across the North Sea in an attempt to destroy German U-boats.'

'U-boats came to the surface at night and often hit the mines.'

'The British attempted to block off the U-boat bases at Ostend and Zeebrugge with block ships.'

'Some ships were fitted with depth charges, which were dropped into the sea above a suspected U-boat.'

'Hydrophones or listening devices were fitted to destroyers to detect a submarine engine.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The convoy system cut down the casualties.'

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

Page 32	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) How far was the Battle of Jutland a success for Britain? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'Britain considered the battle a success because the Germans failed in their objective of lifting the blockade. It showed the German fleet was not in a position to challenge the Royal Navy in the North Sea. The German fleet returned to port never to venture out again.'

OR

e.g. 'The Germans considered the battle a German victory because they had inflicted more casualties both in ships and crews. Within the first hour of the battle, German gunfire had sunk HMS Indefatigable and HMS Queen Mary, costing nearly 3000 lives.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Britain was able to maintain its control of the North Sea.'
'Britain was to sustain its blockade of the north German coast.'
'Britain was able to deploy more large ships immediately after the battle.'
'Britain lost more ships than Germany.'
'Britain had more dead, wounded and captured than Germany.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Both sides claimed the battle as a victory.'

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

Page 33	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

11 (a) What part did Hitler play in the German Workers' Party (DAP)?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Hitler joined the Party following the end of the First World War.'

'He was a powerful orator.'

'He took responsibility for publicity and propaganda.'

'Hitler organised meetings and became their leading speaker.'

'Hitler played a considerable part in constructing the Twenty Five Point Programme.'

'He agreed upon changing the name of the Party to the National Socialist German Workers' Party.'

'He replaced Drexler as leader (in 1921).'

'He introduced the swastika.'

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



Page 34	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why was Goebbels important in Hitler's rise to power?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Goebbels was important to Hitler because he organised three highly successful election campaigns. He arranged for Hitler to travel around the country by airplane with the slogan "the Fuhrer over Germany". He organised massive rallies which either Hitler or himself addressed. He was an outstanding orator and was very persuasive. He increasingly became a close friend of Hitler's and Hitler knew he could rely upon him.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Goebbels was put in charge of propaganda.'
'He controlled regional Nazi newspapers.'
'He edited the Nazi national paper 'The People's Observer'.'
'In September 1930, Goebbels took charge of the Nazi national campaign for Reichstag elections.'
'Goebbels organised massive campaigns including rallies, parades and speeches.'
'He organised Hitler travelling around the country by airplane.'
'Goebbels gave speeches during election campaigns.'
'He produced striking posters with violent imagery.'
'Goebbels used film, radio and records to bring the Nazi message to everybody.'
'He encouraged Nazis to use slogans rather than detailed policies.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Goebbels was a great organiser.'

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

Page 35	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

- (c) 'The Enabling Act was the main reason Hitler was able to consolidate his power in 1933–34.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'The Enabling Act made Hitler dictator of all Germany. He could now pass laws for four years without consulting the Reichstag. Hitler was able to ban all other political parties which made Germany a one-party state. The democratic Weimar Republic had been destroyed.'

OR

e.g. 'With the death of Hindenburg in August 1934, Hitler proclaimed himself Chancellor and Reich Fuhrer. As such, he was Head of State and Commander-in-Chief of the Army. Every soldier was required to swear an oath of personal loyalty to Hitler. Hitler had achieved total power.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. Enabling Act

'The Enabling Act gave Hitler dictatorial powers.'

'Could pass laws for four years without Reichstag approval.'

'Able to make Germany a one-party state.'

'Abolished trade unions.'

The Reichstag Fire

'Whipped up public fear of supposed Communist threat.'

'Hitler persuaded Hindenburg to issue an emergency decree.'

Emergency Decree

'Hitler was able to deal with the emergency after the Reichstag Fire.'

'Curbed freedom of speech and right of assembly.'

'The police arrested Communists.'

General Election (5 March 1933)

'Hitler was able to ban Communist Party and shut down their newspapers.'

Night of the Long Knives

'A rival, Rohm, was shot with SA leaders and political opponents.'

'This secured the support of the Army.'

'The SA was now totally under Hitler's leadership.'

Page 36	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

'The death of President Hindenburg.'
'This meant Hitler became Fuhrer.'
'Every soldier was required to swear an oath of personal loyalty.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was decisive action which brought Hitler supreme power.'

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



Page 37	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

12 (a) What part did informers play in helping the Nazis to maintain control over the German people?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Created a fear of the Gestapo.'

'Everyone was encouraged to be vigilant and report anti-Nazi talk and activities.'

'Husbands were encouraged to report on their wives.'

'Children were encouraged to report on their parents.'

'This could be done at school or in the Hitler Youth.'

'Ordinary people were encouraged to report on their neighbours.'

'This created enormous fear and suspicion.'

'It meant people were reluctant to openly oppose any Nazi measure or action.'

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



Page 38	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why did the Nazis seek to control all forms of the media?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The Nazis wanted to persuade the German people of the benefits of Nazi rule. They wanted to ensure that everything that was seen or heard was consistent with Nazi policy and ideals. It would make the task of the Nazi leadership so much easier if they were ruling over a nation that shared the same thoughts and beliefs. Every form of communication had to be dedicated to the task of producing loyal Nazis and followers of Adolf Hitler.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The Nazis wanted to spread Nazi ideas.'
'They wanted to create loyal followers of Hitler.'
'They wanted obedience to the Nazi cause.'
'They wanted to stamp out opposition.'
'They wanted to not give opportunities to opposition groups.'
'They wanted Hitler's speeches to be heard, seen or read.'
'To pass on important State announcements.'
'To Nazify all areas of culture.'
'To ensure that certain information was not available to the public.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To ensure Hitler's regime had popular support.'

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

Page 39	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

- (c) 'The Nazi regime was more successful in dealing with the churches than it was in dealing with the youth of Germany.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'The Concordat signed by Hitler with the Catholic Church meant the Church would not comment on political matters and the Nazis would not interfere in religion. Hitler closed Catholic youth clubs leading to the Pope criticising the Nazis for being anti-Christian and for their abuse of human rights. Priests and nuns who read out the Pope's comments were sent to concentration camps.'

OR

e.g. 'Some young people did not support the Hitler Youth. The Navajos Gang and the Edelweiss Pirates liked to beat up members of the Hitler Youth. In the war some spread Allied propaganda and even helped Allied airmen to escape. The 'Swing' movement liked dancing to American songs and listening to jazz music. The Nazis considered them as degenerates.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Hitler signed a Concordat with the Catholic Church.'
'The Catholic Church agreed to stay out of politics.'
'The Reich Church was not successful.'
'The pagan German Faith Movement was opposed.'
'Pope Pius XI denounced Nazism as anti-Christian.'
'Nuns and priests were sent to concentration camps.'
'Bishop Galen denounced euthanasia and forced sterilisation.'
'Pastor Niemoller was sent to a concentration camp.'
'Bonhoeffer preached against the Nazis.'
'The school curriculum was well structured by the Nazis.'
'The Hitler Youth movement was enjoyed by millions.'
'The 'Swing' movement and the Edelweiss Pirates offended the Nazis.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was opposition from both sectors.'

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

Page 40	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

13 (a) What was the Petrograd Soviet, set up in March 1917?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'It was made up of revolutionaries.'

'Many of its members were industrial workers.'

'The Soviet had support from key industries such as coal and water.'

'It acted like a city council.'

'Many of its members were soldiers who had mutinied.'

'It set up soldiers' committees throughout the armed forces.'

'It started to take control of food supplies into Petrograd.'

'To many it was an alternative government to the Provisional Government.'

'It co-ordinated the activities of the national soviet movement.'

'It worked with the Provisional Government during the crisis months of the spring of 1917.'

'It became increasingly hostile to the Provisional Government as it fell under the influence of the Bolsheviks.'

'The power of the Soviet was exercised through a small executive committee.'

'The Bolsheviks targeted the executive committee for takeover.'

Level 0 No evidence submitted OR response does not address the question [0]



Page 41	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why was the Provisional Government of 1917 unsuccessful?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The fall of the Tsar can be attributed to problems that stemmed from the war. By not removing Russia from the war, the Government, in effect, allowed these problems to continue. The Kerensky Offensive, an attempt to gain territory in the West and push the Germans back, failed. By the summer of 1917, an estimated two million soldiers had run away and some soldiers killed their officers rather than fight. It was a disaster.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'It continued with the war.'
'The Kerensky Offensive failed.'
'There were mutinies and desertions.'
'The presence of the Petrograd Soviet undermined the Government.'
'The Government failed to deal with land distribution.'
'The Government failed to make sure people had the basics to live.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It failed to address several problems facing Russia.'

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

Page 42	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) 'The Whites lost the Civil War because their leadership was not united.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'The Whites were a mixture of Tsarist forces who wanted the return of the Romanovs, liberal groups who wanted reforms and foreign nations who wanted to keep Russia in the First World War. With so many groups involved, no one person could be appointed as their sole commander. With no unified leadership, the Whites were much weakened.'

OR

e.g. 'The newly formed army of the Bolsheviks was brilliantly led by Trotsky. The army was well supplied and organised. To support the new army which lacked experience, Trotsky worked with ex-Tsarist officers as he knew they had the military experience the Red Army lacked.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'The Whites had no overall commander.'
'The Whites were made up of many different groups with different aims.'
'The Whites failed to gain the support of the Russian people.'
'Trotsky's leadership of the Red Army was crucial.'
'War Communism provided food and supplies for the Red Army.'
'The Cheka hunted down possible opponents to the Bolsheviks.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Bolsheviks had more to lose.'

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

Page 43	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

14 (a) What qualities did Trotsky have which enabled him to be considered as Lenin's successor?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Trotsky was a brilliant organiser.'

'He was intelligent.'

'Trotsky had organised the Bolshevik takeover in 1917.'

'He organised the Red Army during the Civil War.'

'He proved to be an excellent commander.'

'He was a great motivator.'

'He promoted men on ability rather than on their class.'

'He had a reputation outside the Soviet Union, having been Commissar for Foreign Affairs.'

'He was a brilliant speaker, writer and thinker.'

'He was the hero of the October Revolution and the Civil War.'

'He had been considered by many as second to Lenin.'

'He was popular with/liked by Lenin.'

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



Page 44	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why did Stalin bring the New Economic Policy (NEP) to an end?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'When Lenin set up the NEP in 1921, he made it clear that it was only temporary. The NEP effectively brought back capitalism for some sections of Russian society and many Bolsheviks were horrified as they considered it betrayed Communism. Stalin hated the kulaks, who had benefited from the NEP, and he wanted to introduce Collectivisation and his Five Year Plans. This meant the end of the NEP.'

Level 2 Identifies AND/OR describes reasons [2–3]

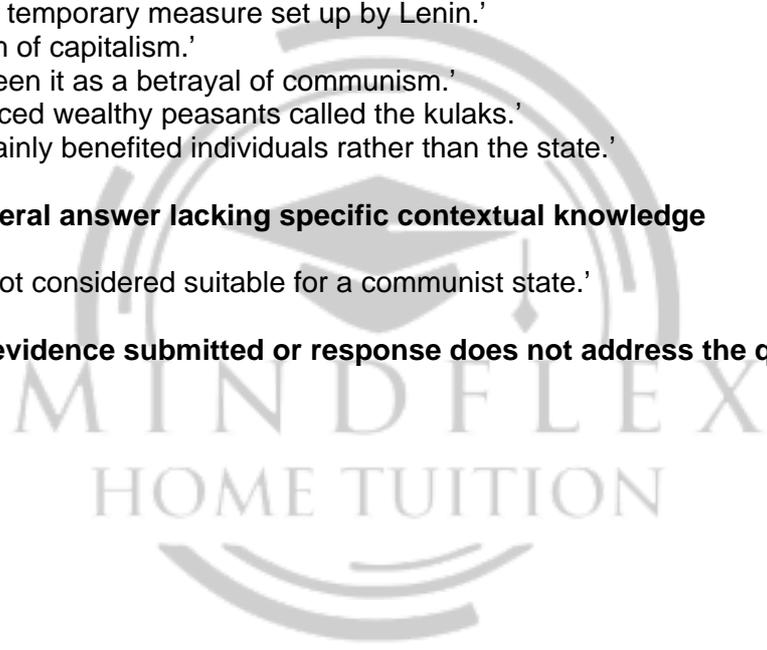
(One mark for each identification/description)

e.g. 'It was a temporary measure set up by Lenin.'
'It was a form of capitalism.'
'Many had seen it as a betrayal of communism.'
'It had produced wealthy peasants called the kulaks.'
'The NEP mainly benefited individuals rather than the state.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was not considered suitable for a communist state.'

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



Page 45	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) 'The Purges were the most effective method of control used by Stalin.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'Stalin used propaganda to create the 'cult of Stalin' in which Stalin was worshipped as a leader. Pictures and statues of him were everywhere and places named after him. People at meetings clapped when his name was mentioned. Children were taught that Stalin was the 'Great Leader' and the 'Father of the Nation'.'

OR

e.g. 'Stalin purged anyone who was a potential political rival. He executed the Commander-in-Chief of the Red Army and seven other generals. He even purged the secret police. About 12 million were either executed or sent to gulags. This removed most opposition and squashed most disloyalty to Stalin.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'The purges removed 'old' Bolsheviks.'
'They removed anyone who showed any disloyalty to Stalin.'
'He purged those who criticised his industrial and agricultural policies.'
'He purged the Army and secret police.'
'Trotsky was murdered by one of Stalin's agents.'
'Stalin developed a cult status.'
'He was considered a hero by many in Russian society.'
'He kept control of minorities by Russification.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Control was kept by a combination of terror and propaganda.'

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

Page 46	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

15 (a) In what ways did increased ownership of cars have an impact on the US economy in the 1920s?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Gave employment and increased purchasing power.'

'Demand increased production.'

'The car industry stimulated road and hotel construction.'

'It encouraged the building of roadside filling stations.'

'It helped the growth of holiday resorts.'

'It boosted the oil industry.'

'It increased production of plate glass, rubber, steel and leather.'

'The car industry was a main subject for the advertising industry.'

'The financial institutions benefited because of hire purchase arrangements for buying cars.'

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



Page 47	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why did most black Americans not benefit from the industrial boom?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Most black Americans lived in the states of the South, such as Texas and Louisiana. They worked as sharecroppers or agricultural labourers. With the agricultural slump during the 1920s, many lost their jobs. Some stayed in the South in poverty and experienced racial discrimination. Others moved to the North to find employment. Most were employed in poorly paid jobs and they lived in slum areas. There was discrimination against black Americans in jobs, education and housing.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'They were not employed in industry.'
'Many were sharecroppers or labourers in farming.'
'There was an agricultural slump in the 1920s.'
'Most jobs were in the low pay sector such as domestic service or casual labouring.'
'High wage industries often operated a whites-only employment policy.'
'Black Americans met with considerable discrimination.'
'Lacked money for the new technologies/good housing.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'All vulnerable groups in society found it difficult to find work.'

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

Page 48	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) 'The most important cause of the industrial boom was new technology.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'After the war, there were important breakthroughs involving new products and means of production. The building industry benefited from new machines such as concrete mixers, pneumatic tools and power shovels. Communications were speeded up by automatic switchboards, dialphones and teletype machines. The start of radio broadcasting in 1921 created a demand for radios.'

OR

e.g. 'The Republican governments of the 1920s followed financial policies that were considered favourable to business with low taxes, high tariffs and an absence of regulation or government intervention.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Advances in chemicals and synthetics brought rayon, Bakelite and cellophane.'

'The widespread availability of electricity meant homes and businesses had an efficient power source.'

'Mass production techniques increased productivity and reduced prices.'

'The Republican governments favoured policies supporting business.'

'Mass-marketing through adverts promoted the sale of goods.'

'The use of hire purchase meant payments could be made in instalments to buy a product.'

'The car industry employed large numbers and stimulated other industries.'

'The American economy emerged from the First World War strong and reinvigorated.'

'By 1900, the USA had a ready supply of oil, coal, iron and steel.'

'Stock market activity aided the boom.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The USA had thriving industries before the 1920s.'

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

Page 49	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

16 (a) In what ways did the US entertainment industry change in the 1920s?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Cinema increased significantly in popularity.'

'Hollywood produced a large number of films or 'movies'.'

'Many new stars were created including Charlie Chaplin, Mary Pickford and Rudolph Valentino.'

'The cinema quickly discovered the selling power of sex.'

'In 1927 the first 'talkie' was made.'

'As variety theatres declined, radio provided a fresh start for many artists.'

'The choice of radio programmes rapidly grew in the '20s.'

'The 1920s became known as the 'Jazz Age'.'

'Jazz was linked to dance music and led to the opening of many night clubs.'

'Sport boomed during the 1920s, especially baseball.'

'Stars like Babe Ruth were created.'

'Baseball became a big money sport with legendary teams like the New York Yankees and the Boston Red Sox.'

'Boxing became increasingly popular with heroes like Jack Dempsey.'

Level 0 No evidence submitted OR response does not address the question [0]



Page 50	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why were many Americans shocked by the lifestyle of modern American women?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The 1920s brought a revolution in the role of some women. Some became known as "flappers". These were often young, wealthy, middle and upper class women from the larger towns and cities. They were the "showy and noisy" minority. They went to wild parties in short skirts with plenty of drinking and smoking and energetic dances. Many women from rural areas were shocked by these changes or jealous!'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Some women began smoking (drinking and kissing) in public.'
'Many women went out without chaperones.'
'Short hair and make-up became symbols of the new freedom.'
'Some women abandoned (corsets and) long restrictive dresses.'
'They began wearing shorter (lighter) skirts and dresses.'
'The new fashions and materials allowed greater movement and self-expression.'
'Some women drove cars.'
'They went to outrageous parties.'
'They did dances like the Charleston (and the Black Bottom).'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was so different from the pre-First World War lifestyle.'

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

Page 51	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) 'Prohibition failed because most Americans did not support it.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'Most Americans did not support Prohibition because the consumption of alcohol increased. Prohibition had the undesired effect of making alcohol more attractive. Illegal bars, called 'speakeasies', became common and drinking continued here behind closed doors.'

OR

e.g. 'Prohibition failed because it boosted crime. Organised gangs controlled the manufacture and sale of alcohol. They bribed policemen and government officials. There was much feuding between the gangs leading to incidents like the Valentine's Day Massacre of 1929 when rival gang members were murdered by Al Capone's gang.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Consumption of alcohol increased during Prohibition.'

'Many Americans went to speakeasies.'

'Many brewed their own drink.'

'Drinking continued in the homes of the rich.'

'There were too many deaths from drinking 'moonshine'.'

'It was impossible to prevent alcohol being smuggled into the USA.'

'Bootleg' was smuggled in from the West Indies and Canada.'

'Prohibition boosted crime.'

'Organised gangs controlled the manufacture and sale of alcohol.'

'There were never enough enforcement agents.'

'It failed because of corruption.'

'Prohibition could not be enforced.'

'Judges, police and agents were often bribed.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Prohibition did not work.'

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

Page 52	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

17 (a) Describe how the Kuomintang established control over China by 1928.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Sun Yat-sen led the KMT after the First World War.'
'Sun worked in the south of China to gain a base for the KMT.'
'Twice Sun set up a government in Canton but was driven out by the warlords.'
'The Russians helped to improve Sun's army in 1923.'
'Sun was not a Communist but he allowed them to join the KMT.'
'In 1925, Sun died and was succeeded by Chiang Kai-shek.'
'Chiang set out from Canton in 1926 on the Northern Expedition.'
'He took Shanghai, Hankow and Nanking from the warlords.'
'In 1927, Chiang turned on the Communists and ordered the Shanghai Massacres.'
'In late 1927, Chiang's armies marched on Peking.'
'By 1928, Peking had been captured and the warlords had been defeated.'
'Chiang seemed to have united China under the control of the KMT.'

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



Page 53	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why did Chiang Kai-shek regard the Jiangxi Soviet as a threat?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Chiang was concerned how popular the Jiangxi Soviet was with the ordinary peasants. The Communist soldiers treated the peasants well, unlike the KMT soldiers. The Red Army was instructed to pay for their food and to help peasants wherever they could. This concerned the KMT as the Communists seemed to be winning the propaganda war. The Soviet had to be destroyed because it 'showed up' the KMT.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'It was a remote mountain stronghold on the borders of Jiangxi and Hunan provinces.'
'Mao worked hard to govern the countryside.'
'Land was seized from the landlords and given to the poor peasants.'
'All debts were wiped out.'
'Soviets were formed to govern the countryside.'
'Many peasants joined the Red Army.'
'The Red Army numbered 11 000 by 1930.'
'The Red Army was trained in using guerrilla warfare.'
'The 'hit and run' tactics were costly in men for the KMT.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Communists were popular with the peasants.'

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

Page 54	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) How successful was the Long March for Mao? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'The Long March was about 6000 miles long through mountain ranges and across rivers. Of the 86 000 Communists who started the journey, only 8000 survived. So, losing nine tenths of your supporters cannot be called a success.'

OR

e.g. 'The Long March gained the Communists support. By travelling to rural China, the CCP was able to live and work alongside the Chinese peasantry. The peasants grew to support the Communists due to their work and co-operation with them. The Communists re-distributed land to the peasants.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Mao lost 100 000 of his followers.'
'The Communists escaped from the KMT.'
'It meant the Communists survived and had a new base.'
'It gave the Party time to rebuild in a remote part of China.'
'It made Mao the new, unchallenged leader of the Communists.'
'Many Chinese saw the Communists as heroes and began supporting them.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Communist Party still existed in China.'

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

Page 55	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

18 (a) What were the outcomes of the Hundred Flowers Campaign?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Mao wanted people to analyse the direction the country was heading in.'
'He invited criticism because it was good and healthy.'
'He encouraged people to speak out against the excesses they saw in China.'
'This led to thousands of opinions being raised.'
'Most criticisms were directed at Mao, leading politicians and the revolution itself.'
'The campaign was quickly suspended.'
'Mao may have used this campaign to flush out those who were willing to criticise his government.'
'Persecution of intellectuals, students, artists and professors quickly followed.'
'They were sent for 're-education'.'

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



Page 56	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why did Mao want the Cultural Revolution to sweep away old ways of doing things?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Mao was concerned that the revolution in China was heading towards a Soviet model, where certain groups became more powerful and privileged. He wanted to stop this. Mao wanted peasants, workers and educated people to work together and create a classless society where everybody was equal.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Mao had lost his power since the failure of the Great Leap Forward.'
'A new movement would re-establish Mao's influence.'
'Mao saw Liu Shaoqi, the State Chairman of China, as a threat to what Mao had achieved.'
'Mao was concerned that elements of capitalism, such as private trade, had made some people richer than others.'
'The young did not seem to have the enthusiasm for the communist model.'
'Too many poorly educated and less well off were turning against the spirit of the revolution.'
'Mao wanted to refresh the revolution.'
'Mao wanted a more equal society.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Mao wanted to re-impose his authority.'

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

Page 57	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) 'The greatest impact of the Cultural Revolution was on the youth of China.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'The closure of schools and colleges led to a lowering of academic standards. Some counties had illiteracy rates as high as 40% twenty years after the revolution. The elimination of qualified teachers meant many areas were forced to rely upon chosen students to re-educate the next generation.'

OR

e.g. 'Millions of young people joined the Red Guards. Youngsters were expected to question their parents and teachers, although this had been forbidden in traditional Chinese culture. Slogans such as 'Parents may love me, but not as much as Chairman Mao' were common. Unfortunately, millions of young people had no formal education during the Cultural Revolution.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Millions of people were persecuted during the Cultural Revolution.'
'Schools and colleges were closed, lowering educational standards.'
'Millions of students formed the Red Guards.'
'Historic sites, artefacts and museum pieces were destroyed.'
'People were encouraged to question their parents and teachers.'
'Traditional Chinese traditions and classical Chinese literature were discouraged.'
'Red Guards attacks on foreigners were common.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'All sections of society were affected.'

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

Page 58	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

19 (a) By 1940, what restrictions had been placed on the rights of black people by the Land Acts?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. '90% of black people were forced to live in rural areas.'

'By 1936, black people were allocated 13% of the land in South Africa.'

'The reservations for black people had the least productive land.'

'Black people were not allowed to buy or rent land outside their reservations.'

'As a result of the Natives Land Act, African farming gradually collapsed.'

'The reserves were so over-populated that water-holes dried up and there was soil erosion.'

'As a result of the Land Acts, the reserves became a source of cheap, unskilled labour for white farmers and industrialists.'

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



Page 59	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why was the pass system hated by black South Africans?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The system was used by the authorities to control and monitor the movement of black Africans. White farmers used passes to ensure their African labourers completed their work contracts as it was illegal for them to leave the farms without a pass. Passes were also used to ensure that black people moved out of the towns as soon as their work was completed.'

Level 2 Identifies AND/OR describes reasons [2–3]

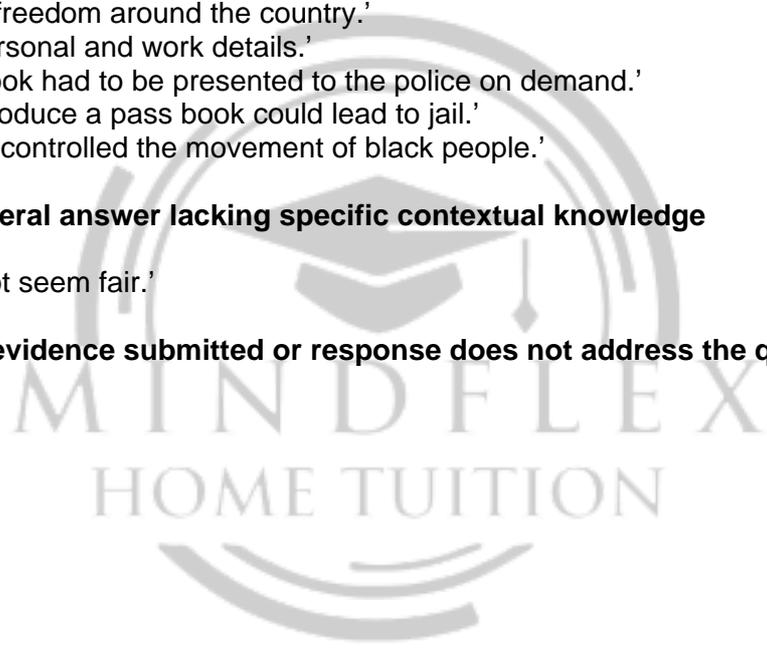
(One mark for each identification/description)

e.g. 'The pass system did not apply to white people.'
'It restricted freedom around the country.'
'It carried personal and work details.'
'The pass book had to be presented to the police on demand.'
'Failure to produce a pass book could lead to jail.'
'The system controlled the movement of black people.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It did not seem fair.'

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



Page 60	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

- (c) 'The policies of the United Party were the main reason for the success of the National Party in the 1948 election.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'During the Second World War, many white people were called away to fight and many black people moved to the cities to take up skilled and semi-skilled jobs. The approach of the United Party to the racial question was that black people were in the cities to stay and that complete segregation was impracticable. This was not reassuring for most Afrikaners.'

OR

e.g. 'The Nationalist Party's policy towards the position of non-whites was the continuation and extension of segregation or apartheid across all areas of social and economic activity. This is what the Afrikaners wanted.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'The United Party wanted to relax segregation.'
'Jan Smuts of the United Party was 78 and regarded as out of touch.'
'Smuts supported equal rights and liberty.'
'The Nationalist Party believed in segregation in all areas.'
'Daniel Malan supported the Sauer Report which favoured apartheid.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The United Party won the popular vote but not the number of seats.'

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

Page 61	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

20 (a) Describe the Soweto Riots of 1976.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Black high school students protested because all black schools were forced to use Afrikaans for half their subjects.'

'In April 1976, the children at Orlando West School went on strike.'

'Their rebellion spread to many other schools in Soweto.'

'On 16th of June, thousands of black students marched to attend a rally at Orlando Stadium.'

'They were protesting against having to learn through Afrikaans in school.'

'Teachers in Soweto supported the march.'

'The police had barricaded the road along their intended route.'

'The marchers took a different route to Orlando School.'

'The police set their dog on the protesters who killed it.'

'The police fired directly at the children.'

'Officially, 23 were killed but unofficial figures range from 176 to 700.'

'Soweto was swamped with police on the 17th of June and the South African Army was put on standby.'

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



Page 62	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why did Botha think reforms were necessary in the 1970s and 1980s?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Botha thought reforms were necessary because employers wanted a definite and recognised body with which to negotiate and were upset by the number of unofficial strikes. They wanted an end to job reservations for white people as they were suffering from shortages of skilled labour.'

Level 2 Identifies AND/OR describes reasons [2–3]

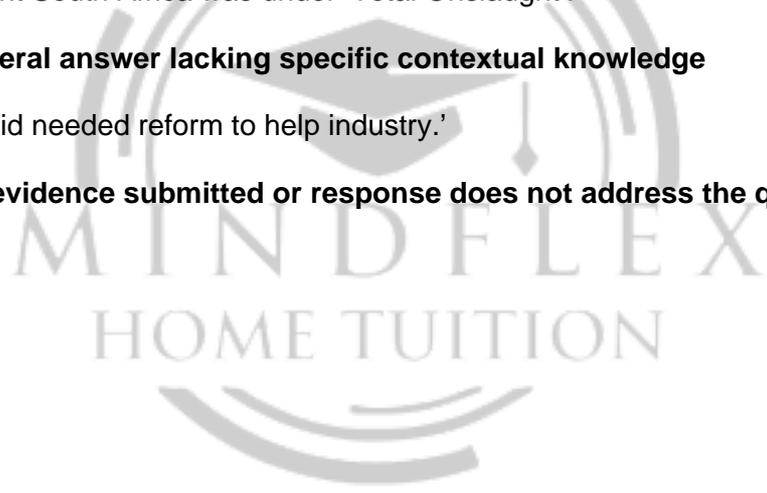
(One mark for each identification/description)

e.g. 'There were not enough skilled black workers for industry.'
'Botha felt the country was under siege from abroad and within.'
'At home, Botha wanted to apply the law but introduce moderate reforms.'
'He felt he needed to raid ANC bases abroad.'
'Botha thought he needed to exploit western concerns about communism.'
'Botha thought South Africa was under 'Total Onslaught'.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Apartheid needed reform to help industry.'

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



Page 63	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) 'International pressure was responsible for bringing minority rule to an end.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'By 1989, there was almost civil war in South Africa. The verdict of many international businessmen and industrialists was to leave South Africa. Firms that pulled out at this time included Barclays, ESSO, IBM, Peugeot and Pepsi Cola.'

OR

e.g. 'The ANC launched attacks on government buildings and power installations from bases outside South Africa, especially Zimbabwe where white rule had ended. Between 1986 and 1988 the ANC was responsible for more than a hundred explosions, causing 31 deaths and 565 injuries in city centre streets, restaurants, cinemas, shops and sporting venues.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'The UN condemned apartheid annually.'
'There was an arms embargo against South Africa.'
'International sanctions were not effective.'
'The pressure brought by individuals, such as Tutu, was significant.'
'There was an upsurge in violence in the 1980s and early 1990s.'
'The government failed to regain control over the black townships.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was the continued violence which was the determining factor.'

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

Page 64	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

21 (a) Describe the actions of the Irgun during the years 1946 and 1947.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Irgun targeted British military bases.'

'Irgun attacked bridges, railway stations and trains.'

'In April 1946, six British soldiers were murdered.'

'In July 1946, Irgun attacked the King David Hotel in Jerusalem.'

'It was targeted because it was the British military headquarters in Palestine.'

'Irgun brought down a whole wing of the hotel killing 92 people.'

'20 British soldiers were killed in the officers' club in Jerusalem in February 1947.'

'Two British soldiers were hung by Irgun in retaliation for the execution of three Irgun members.'

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



Page 65	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why did the Palestinian Arabs oppose a Jewish state in Palestine?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The Arab state would be divided into three zones. It would have no direct access to the sea as Jaffa, the main Arab port, would be cut off from the rest of the Arab land. Its land was mostly desert country, making it difficult to farm.'

Level 2 Identifies AND/OR describes reasons [2–3]

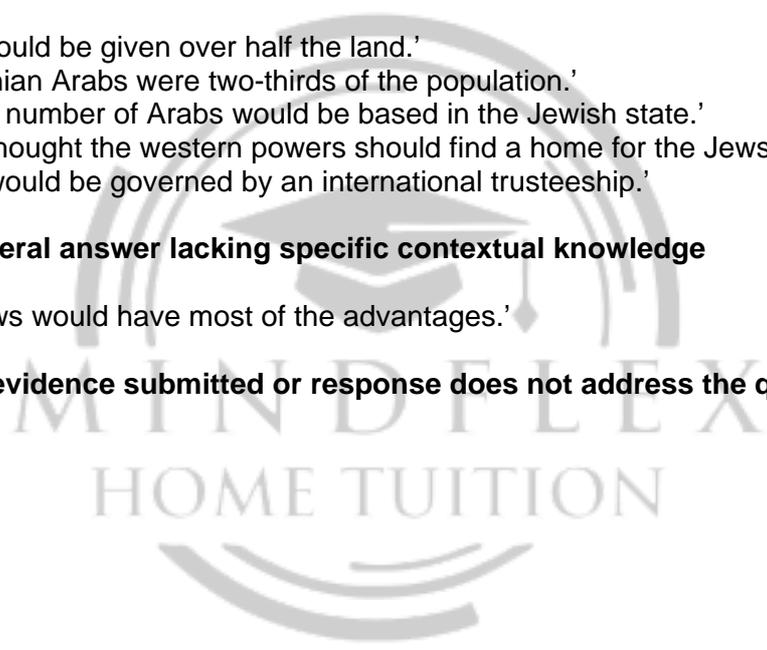
(One mark for each identification/description)

e.g. 'The Palestinian Arabs thought it was their land.'
'The UN proposal meant the Arab territories would consist of three geographically separate areas.'
'The Jews would be given over half the land.'
'The Palestinian Arabs were two-thirds of the population.'
'A very large number of Arabs would be based in the Jewish state.'
'The Arabs thought the western powers should find a home for the Jews elsewhere.'
'Jerusalem would be governed by an international trusteeship.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Jews would have most of the advantages.'

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



Page 66	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) 'The impact of the War of 1948–49 was more significant for the Palestinians than for the Israelis.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'The entire Palestinian Arab population was now divided between the five Arab nations and two areas of Palestine not taken over by Israel, the West Bank and Gaza. Around 700 000 Arabs had fled their homes and many were now living in refugee camps.'

OR

e.g. 'Israel had secured its state and its future. The Israelis had shown they had the high quality armed forces to defend their territory, while the Arab forces were inexperienced and poorly led. It meant that the Palestinian Arabs would find it difficult to overturn the Israeli state.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Israel had established its state.'

'Israel increased its territory by over 20%.'

'Britain, France and the USA agreed to protect Israel in the future.'

'Israel had lost 4000 soldiers and 2000 civilians.'

'The Palestinians had failed to destroy Israel.'

'The hope of forming their own state for Palestinians had been destroyed.'

'Palestinian Arabs were now scattered across the Middle East.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a catastrophe for the Palestinian Arabs.'

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

Page 67	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

22 (a) Describe conditions in Palestinian refugee camps set up after the 1948–49 War.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

- e.g. 'Conditions were overcrowded.'
- 'There was a lack of basic facilities.'
- 'Life was difficult.'
- 'An overcrowded area of tents.'
- 'Limited space for children to play.'
- 'Areas without water, electricity and sewers.'
- 'Deaths were common from malnutrition and disease.'
- 'Limited rations and welfare services provided by the UN.'
- 'It was difficult to find employment.'
- 'There were possibilities of epidemics.'

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



Page 68	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(b) Why, by the time the British withdrew, had many Palestinians fled from their homeland?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'In April 1948, Irgun fighters, led by Menachem Begin, attacked the village of Deir Yassin and killed the inhabitants. The effect of this incident was dramatic. In other towns and villages the Arabs began to flee in terror even before they clashed with Jewish forces.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Haganah, the Jewish defence force, came up with Plan D in March 1948.'
'This was to take over British bases when they left Palestine.'
'It was also to expel as many Palestinians as possible from the future Jewish state.'
'Many Palestinian businessmen and landowners began to leave and this encouraged others to leave.'
'In April 1948, Jewish forces forcibly expelled Arabs from villages inside what would be the Jewish state.'
'In Jaffa and Haifa, explosions were set off by Jewish forces in Arab areas.'
'In April 1948, there was bitter fighting around Jerusalem.'
'News of Jewish atrocities frightened Arabs into fleeing.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Over 300,000 Arabs had left the new Jewish state area.'

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

Page 69	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	11

(c) 'The Palestine Liberation Organisation (PLO) has successfully supported Palestinian interests.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

- A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
- Fuller explanation of one issue to be given two marks.
- An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

**Level 3 One-sided explanation OR
One explanation of both sides 5–6 marks** [4–6]

More detailed explanation of one issue to be given two marks.

e.g. 'In the 1960s and early 1970s most western powers considered the PLO as a terrorist group because of the atrocities they committed such as the killing of 11 Israeli athletes at the Munich Olympic Games or the hijacking of four planes to be flown to Jordan and blown up. This brought little external support for the Palestinian cause.'

OR

e.g. 'Fortunes improved for the PLO in 1974 when it was recognised by the Arab League as the sole legitimate representative of the Palestinian people and Yasser Arafat was allowed to address the United Nations to explain the Palestinian cause.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'The PLO's violence created publicity in the 1960s and early 1970s.'
'Many countries considered the PLO as terrorists.'
'The Arab League accepted the PLO as representing the Palestinians.'
'In 1974 Arafat addressed the UN.'
'In 1988 Arafat accepted the existence of Israel and rejected terrorism.'
'The PLO took part in talks in Madrid and Oslo but there were no final outcomes.'
'The PLO could not achieve an independent state for Palestinians.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It failed to achieve the reason it was formed.'

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

Cambridge
IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY

0470/21

Paper 2

October/November 2016

2 hours

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

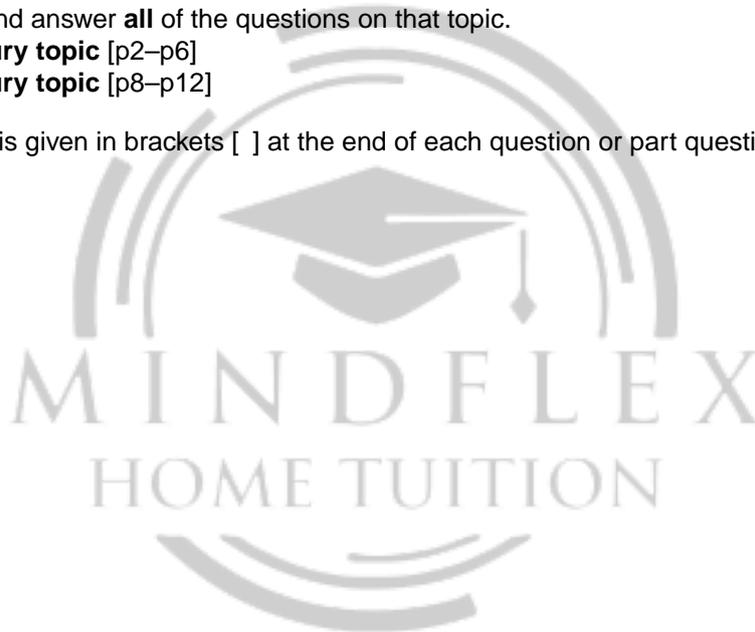
This paper has two options.

Choose **one** option, and answer **all** of the questions on that topic.

Option A: 19th Century topic [p2–p6]

Option B: 20th Century topic [p8–p12]

The number of marks is given in brackets [] at the end of each question or part question.



The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **11** printed pages, **5** blank pages and **1** insert.

Option A: 19th Century topic

WHY DID THE 1848–49 REVOLUTIONS IN ITALY FAIL?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

The 1848 revolutions in Italy were a peculiar mixture. In Sicily and Naples there were popular risings for constitutional reform. In Rome Pope Pius IX appeared to put himself forward as leader of an Italian federation, but when he rejected this idea he was swept aside by a republican revolt. Popular risings in Milan and Venice were aimed at driving the Austrians out, while Charles Albert of Piedmont, although no friend of revolutionaries, declared war on Austria in support of Lombardy.

By the end of 1849 the revolutions had failed. Was this because of poor leadership, disunity, failure to win over the peasants or the strength of the French and Austrians?

SOURCE A

Charles Albert was afraid to use the peasantry in the war against the Austrians because he feared social revolution. He declared war on Austria only after the successful insurrections of Milan and Venice. The war therefore became a war led by a man who feared revolution. He saw the war as a dynastic one, in which the regular armies of the two sides would fight it out. His contempt for popular militias was a mistake. The value of volunteer troops was undoubted and regular soldiers and volunteers had to be combined if the full potential of the Italian revolution was to be realised.

After Charles Albert's incompetent leadership of the army, his defeat at Custoza and his hasty abandonment of Milan, the liberal monarchists were greatly discredited. The 'war of the kings' had only led to defeat and the democrats and republicans took over the national movement, but in circumstances that were far less favourable than in March. Then the Austrians had been in disarray and the chances for striking a decisive blow for Italian nationalism had been very strong. But by the autumn the Austrians had survived and come out on top, and the counter-revolution was making steady progress all over Europe.

The decree on land reform and the other social reforms carried out by Mazzini in the Roman Republic were the most concrete attempts by the Italian radicals to build a firm alliance with the urban and rural poor. The land reforms were particularly important because the peasantry formed the vast majority of the population, and if the revolutionaries were to succeed they had to have the peasants on their side. Unfortunately the measure at Rome came far too late to make any great difference to the war effort against Austria. Time had run out for Mazzini and Garibaldi, and the French and Austrians closed in from different directions. The key to success in 1848–49 was to expel the Austrians and Charles Albert had wasted the opportunity to achieve this.

From a history book published in 1971.

SOURCE B

Charles Albert entered the war against Austria with enthusiasm for an independent and united Italy. However, his army, larger than the Austrian forces, was incompetently led and ill-prepared for war. Not all the blame for the eventual Austrian victories can be attributed to Charles Albert. The Austrians had been struggling in Venetia. Here, the peasants had shown themselves to be in favour of revolution, hoping that it would lessen the harshness of their lives. Manin, the leader of the revolutionaries in Venice, did abolish the hated personal tax but he failed to use the peasants to strengthen the Venetian army. This was not because of fear of the peasantry but his failure to understand what was needed in military terms. The peasants were left without leadership or arms.

The revolutionaries were divided. They might be agreed over expelling Austria but that was as far as agreement went. There was no acceptable leader who could coordinate policy. Mazzini, Pope Pius IX and Charles Albert all had different ideas. Local revolutionary leaders had no central leadership and the provisional governments they set up could be moderate, extremist, liberal, radical, republican, democratic or monarchist.

The liberals, fearing social revolution, did not encourage popular support or involve the peasants. Mazzini failed to win the support of the peasants through his ideas. He failed to propose solutions to the deep poverty of many peasants. The issue that mattered to them was land ownership and he failed to understand that practical measures like land reform were needed.

The military supremacy of Austria was the single most important factor in the failure of the revolutions. The Roman Republic stood no chance against the French and Austrians, especially because of Mazzini's incompetent leadership. Even if the revolutionary forces had been able to unite, the Austrian forces were better equipped and led and were bound to win in the end.

From a history book published in 1968.

SOURCE C

The destinies of Italy are maturing, and a happier future is opening up for those who bravely stand up for their rights against the oppressor.

We, out of love for our common race, hasten to associate ourselves with the admiration which Italy confers on you. People of Lombardy and Venetia, our arms, which were concentrating on your frontier when you liberated Milan, are now coming to offer you help which a brother expects from a brother.

We will support your just desires, confident as we are in the help of the God which has given Pius IX to Italy and who has enabled Italy to rely on its own strength. In order to show our feelings of Italian brotherhood, we have ordered our troops as they move into Lombardy to carry the cross of Savoy imposed on the tricolour flag of Italy.

Charles Albert's proclamation to Lombardy and Venice, March 1848.

SOURCE D

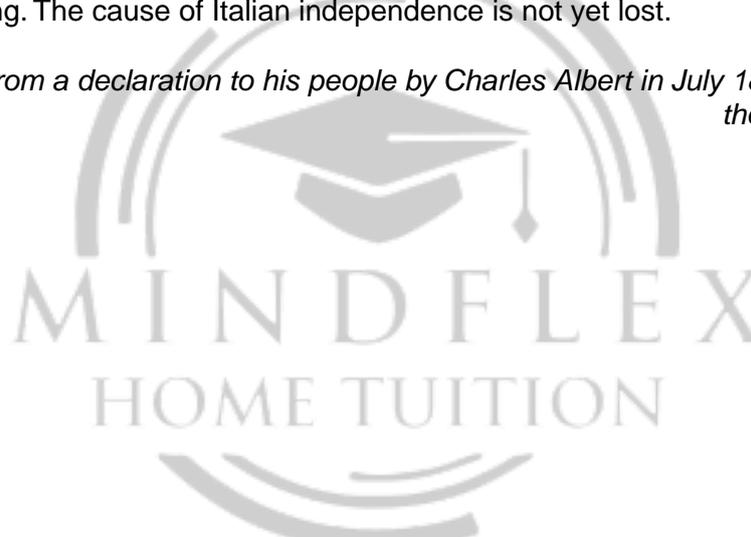
I beg you, because of our joint faith in Italian independence, not to forget what a real crisis this is, and how the opportunity we now have to create a strong state may never recur. Today the King told me that his generals are extremely annoyed with the state of opinion in Lombardy. Tell me my friend, what has Piedmont got to gain by joining with Lombardy? It may lose its primacy just to become a secondary planet in a different universe. The Piedmontese nation is sacrificing its blood, its money, and almost its position of primacy to support its brothers, but it is received like a dangerous enemy! I watched the King going through one Lombard village after another unhonoured, as though in a foreign land. The only talk at Milan is of a republic. If after proclaiming ourselves a nation we then divide into many tiny states and republics, and if we are then swallowed up by the foreigner, we shall miss our opportunity.

From a letter by Count Di Castagneto, one of Charles Albert's advisers, to Count Casati of Milan, April 1848.

SOURCE E

My army was almost alone in the struggle. The lack of provisions forced us to abandon the positions we had conquered for even the strength of the brave soldier has its limits. But the throbs of my heart were ever for Italian independence. People of the kingdom show yourselves strong in a first misfortune, have confidence in your king. The cause of Italian independence is not yet lost.

From a declaration to his people by Charles Albert in July 1848, after the defeat by the Austrians at Custoza.



SOURCE F



A cartoon of Pope Pius IX published in 1852. He is holding a mask of Christ.

SOURCE G

If only Mazzini had bothered to realise that I too knew something about fighting battles. He should have allowed me to invade the Kingdom of Naples, whose defeated army was incapable of any response and whose inhabitants were waiting for our arrival with open arms! What a prospect would have opened up for a country not yet completely cast down by foreign invasion!

Instead of which, Mazzini called all the troops back to Rome and so offered them up in one tasty dish to the tyrant of France. Everyone who is familiar with Rome knows it is impossible to defend. It was therefore pointless to employ all the troops in its defence.

When I arrived in Rome and saw how it would end in disaster, I asked to be made dictator, as I had done on other occasions in my life when I have taken sole control of the situation and steered us through stormy seas. Mazzini and his colleagues were scandalised.

An extract from Garibaldi's memoirs published in 1889.

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

2 Study Source C.

Why did Charles Albert issue this proclamation? Explain your answer using details of the source and your knowledge. [8]

3 Study Sources D and E.

How far does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge. [8]

4 Study Source F.

What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]

5 Study Source G.

Do you believe Garibaldi? Explain your answer using details of the source and your knowledge. [7]

6 Study **all** the sources.

How far do these sources provide convincing evidence that the revolutions of 1848–49 in Italy failed because of Charles Albert? Use the sources to explain your answer. [12]

BLANK PAGE



Option B: 20th Century topic

WAS THE ITALIAN TAKEOVER OF ABYSSINIA JUSTIFIED?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

In December 1934 skirmishes occurred between Italian and Abyssinian forces at Wal Wal in the disputed border area between Italian Somaliland and Abyssinia. Mussolini claimed the Abyssinians fired first but in September 1935 the League of Nations declared neither side was to blame. In October, Italy invaded Abyssinia. Despite protests and sanctions by the League, Abyssinia had fallen to the Italians by the end of 1936.

To some, this was a clear example of unjustified aggression that went against everything the League stood for but Mussolini claimed the occupation was justified – he was bringing civilisation to a country where slavery, poverty and illiteracy existed. In any case, Italy was suffering from economic problems and needed to produce more food.

How far were the Italian invasion and occupation of Abyssinia justified?

SOURCE A

We do not know when Mussolini first contemplated an occupation of Abyssinia. He does not seem to have thought of it before the Wal Wal incident. If the Abyssinian government had allowed Italian economic activities to develop, Italian influence might have developed peacefully and with beneficial results for all concerned. Yet even when Abyssinia appointed large numbers of European advisers, only one of them was an Italian.

It should be remembered that the idea of occupying Abyssinia was very popular in Italy. The compelling need for more land was not mere greed for colonies, but an urgent necessity. There was room for many Italian families in Abyssinia, without encroaching on the small area farmed by the Abyssinians.

The Wal Wal incident and other subsequent acts of violence by Abyssinians had brought relations between the two countries to a state of acute tension, which was made worse by the intervention of the British government. There can be no doubt that it was these events that brought Mussolini around to the idea of an Italian colony. The responsibility of British action for the events that followed is well established. Had not Haile Selassie been encouraged by Britain, he might well have come to terms with Italy.

The Hoare-Laval plan might have served as a basis for discussion, as the Italians admitted. It completely upset the League's authority by admitting Italy's right even to a square mile of Abyssinian territory and it wiped out the charge of Italian aggression. However, Britain wrongly withdrew the plan because the British government feared its supporters would desert it. The British even accused Italy of using poison gas when Italy had called the attention of the League to many atrocities committed by the Abyssinians, such as the use of expanding bullets. On 15 June 1936 the League Council voted to lift sanctions against Italy. This ended one of the most deplorable episodes in the history of the League of Nations; the unsuccessful attempt to starve Italy, a civilised nation of 40 000 000 people, into surrender.

An Italian historian writing in 1956.

SOURCE B

To Mussolini, Abyssinia marked an attempt at a renewal of the glory of the Roman Empire. The defeat at Adowa some forty years before had not been forgotten and Mussolini had been waiting for an excuse. Possession of colonies was regarded as the symbol of power and it was thirst for status and glory that set Mussolini on his course, rather than hunger for bread. However, such a colonial adventure would also be welcomed in Italy as a distraction from its economic problems.

The border incident at Wal Wal in 1934 gave Italy an excuse for its 'colonial operation'. The Hoare-Laval plan was typical of the moral decay of the era by trying to back out of the inevitable conflict by bargaining. In fact, the plan simply gave Mussolini the green light for his aggression. Italian forces opened a full-scale campaign in October 1935 and while there was great enthusiasm among the smaller nations and Britain for economic sanctions, the great powers did not dare apply oil sanctions which alone would have stopped Italy. The United States' limitation of oil exports was a sham because it hit Abyssinia more than Italy. The policies of the great powers revealed a futile escape from world responsibilities. The leaders of the great powers were afraid of taking risks. On 10 June 1936 a member of the British government called for 'the withdrawal of sanctions which were the very midsummer of madness'. This was a declaration of the League's defeat and an irreparable blow to the Western democracies. The whole episode revealed the world's moral sickness. Haile Selassie was easily the most distinguished figure in the tragedy and dignified even in defeat. Abyssinia's fall was a dark chapter in international affairs of the inter-war period.

From a history book published in 1946.

SOURCE C

I felt the Italian invasion was in fact no less and no more wrong than the series of unprovoked aggressions and land grabs by which England, France, Belgium, Spain, Portugal and Germany had gobbled up the entire continent of Africa, excepting Abyssinia and Liberia, before the First World War. I had seen how the other Allies after the World War cheated Italy out of her share. I found Abyssinia savage, uncivilised and unknown. Not one person in ten thousand could read or write; punishments involved cruel mutilations; unchecked disease was rapidly killing off the population, and the vast majority lived in filth, poverty and degradation.

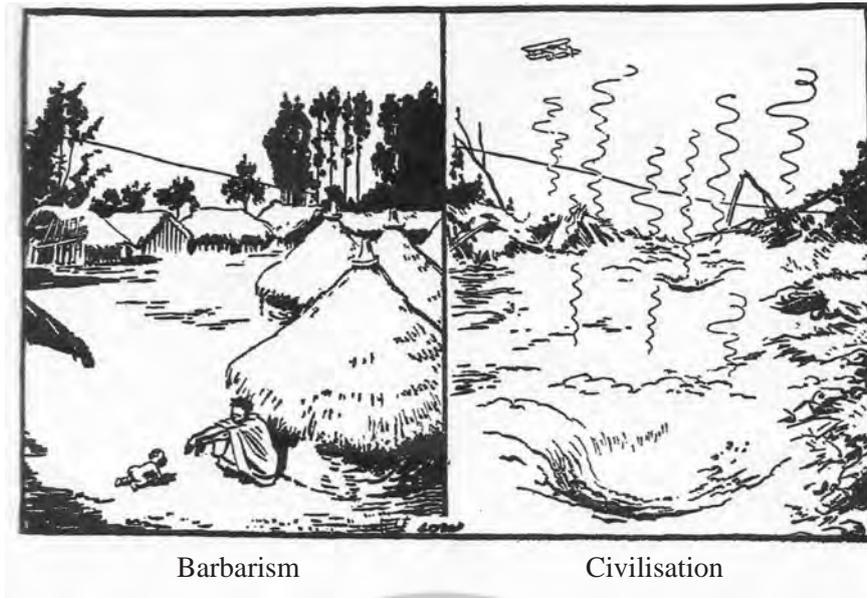
From a book by an American journalist, published in 1936. The journalist had reported on the Italian invasion in 1935.

SOURCE D

I am bored by this Italian-Abyssinian dispute, and really I fail to see why we should interfere. Though, of course, the League of Nations will stand or fall by it. Why should England fight Italy over Abyssinia, when most of our far-flung Empire has been won by conquest?

From the diary of Henry Channon, July 1935. Channon was later a Conservative MP and a supporter of Chamberlain and his policy of appeasement.

SOURCE E



A British cartoon published in 1935.

SOURCE F



A British cartoon published in February 1935.

SOURCE G



An Italian cartoon showing Britain (top left) criticising Italy (bottom right) over Abyssinia. This cartoon was published in October 1935 in a newspaper founded by Mussolini.

SOURCE H

I am here today to claim justice which is due to my people, and the assistance promised to us eight months ago, when fifty nations asserted that aggression had been committed in violation of international treaties.

At the beginning, towards the end of 1935, Italian aircraft hurled upon my armies bombs of tear-gas. The barbarism inflicted on us consisted in carrying terror into the most densely populated parts of my country. The object was to scatter fear and death over a great part of the Abyssinian territory. These fearful tactics succeeded. The deadly rain that fell from the aircraft made all those whom it touched shriek with pain. All those who drank the poisoned water or ate the infected food also succumbed in dreadful suffering. In tens of thousands, the victims of the Italian mustard gas fell. It is in order to denounce to the civilised world the tortures inflicted upon the Abyssinian people that I resolved to come to Geneva.

From a speech by Haile Selassie to the Assembly of the League of Nations, June 1936.

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

2 Study Sources C and D.

How far does Source D prove that the author of Source C was right? Explain your answer using details of the sources and your knowledge. [8]

3 Study Source E.

What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]

4 Study Sources F and G.

How far do these two cartoonists agree? Explain your answer using details of the sources and your knowledge. [8]

5 Study Source H.

Are you surprised by this speech? Explain your answer using details of the source and your knowledge. [7]

6 Study **all** the sources.

How far do these sources provide convincing evidence that the Italian takeover of Abyssinia was justified? Use the sources to explain your answer. [12]

BLANK PAGE





BLANK PAGE



BLANK PAGE



Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cie.org.uk after the live examination series.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY

0470/21

Paper 2

October/November 2016

MARK SCHEME

Maximum Mark: 50

Published

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, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

© IGCSE is the registered trademark of Cambridge International Examinations.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **8** printed pages.

© UCLES 2016



[Turn over

Looking For A Home Tutor? Contact Singapore's #1 Tuition Agency @ +65 9695 3522
Available 24/7 via WhatsApp or Call :)
<https://singaporetuitionteachers.com>

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	21

Option A: 19th Century topic

- 1 Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.** [7]

Level 5 Compares big messages [7]

In A the revolutionaries could have defeated the Austrians; in B they stood no chance.

Level 4 Agreement and disagreement of detail or sub-messages [5–6]

Level 3 Agreement or disagreement of detail or sub-messages [3–4]

Agreements: revolutionaries failed to win the support of the peasants; Charles Albert was incompetent as a leader; they both say Charles Albert went to war against Austria; the revolution in Venice was successful at first (or Austrians lost control in Venice); the Roman Republic was crushed by France/Austria; democrats and republicans were in the national movement: in both, the revolutionaries were divided.

Disagreements: there is land reform in A but not in B; in B Charles Albert was enthusiastic but not in A; in B he wanted an independent and united Italy but in A he saw it as a dynastic struggle; in B they lost because of Austrian strength, in A they lost because of Charles Albert.

Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject [2]

OR

Compares the provenance of the sources [2]

Level 1 Writes about the sources but makes no valid comparison [1]

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

- 2 Study Source C. Why did Charles Albert issue this proclamation? Explain your answer using details of the source and your knowledge.** [8]

Level 6 Explains purpose in context of March 1848 [8]

Level 5 Explains the purpose of the source [7]
• (must have intended impact on audience)

Level 4 Explains the big message [5–6]
• He is telling them that Piedmont is going to provide them with leadership

Level 3 Explains context only – fails to explain message or purpose of source [3–4]
OR

Explains a valid sub-message [3–4]

- Must be inferences rather than copying, e.g. Austria can be defeated
- Austria is the oppressor, their cause is just

Level 2 Interprets source or describes the context – but not used as a reason for issuing the source [2]

Level 1 Surface descriptions of the source (copying) [1]

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

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	21

- 3 Study Sources D and E. How far does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge. [8]**
- Level 5** Uses the provenance/purpose of D or E to explain whether surprised by E [7–8]
- Level 4** Uses details of D to explain whether E is surprising [5–6]
- Level 3** Explains whether surprised by Source E [3–4]
- Level 2** Valid analysis of source but fails to state whether surprised or not
OR identifies something surprising/not surprising but not explained [2]
- Level 1** Writes about sources but fails to address the question [1]
- Level 0** No evidence submitted or response does not address the question [0]
- 4 Study Source F. What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]**
- Level 4** Explains big message
The Pope betrayed the revolutionaries by changing his mind/by selling them out [6–8]
- Level 3** Sub-message explained (these will not be contextualised)
e.g. the Pope is wicked, the Pope cannot be trusted
Award 5 marks if contextually explained. [3–5]
- Level 2** Plausible misinterpretations [2]
- Level 1** Surface description of source [1]
- Level 0** No evidence submitted or response does not address the question [0]
- 5 Study Source G. Do you believe Garibaldi? Explain your answer using details of the source and your knowledge. [7]**
- Level 6** Uses purpose of Garibaldi to evaluate G [7]
- Level 5** Cross-references to check overall message of G [6]
- Level 4** Cross-references to check details in the source [4–5]
- Level 3** Identifies what can/cannot be believed but no valid explanation [3]
- Level 2** Undeveloped use of provenance [2]
- Level 1** Unsupported assertions [1]
- Level 0** No evidence submitted or response does not address the question [0]

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	21

6 Study all the sources. How far do these sources provide convincing evidence that the revolutions of 1848–49 in Italy failed because of Charles Albert? Use the sources to explain your answer. [12]

Level 3 Uses sources to support and reject the statement [7–10]

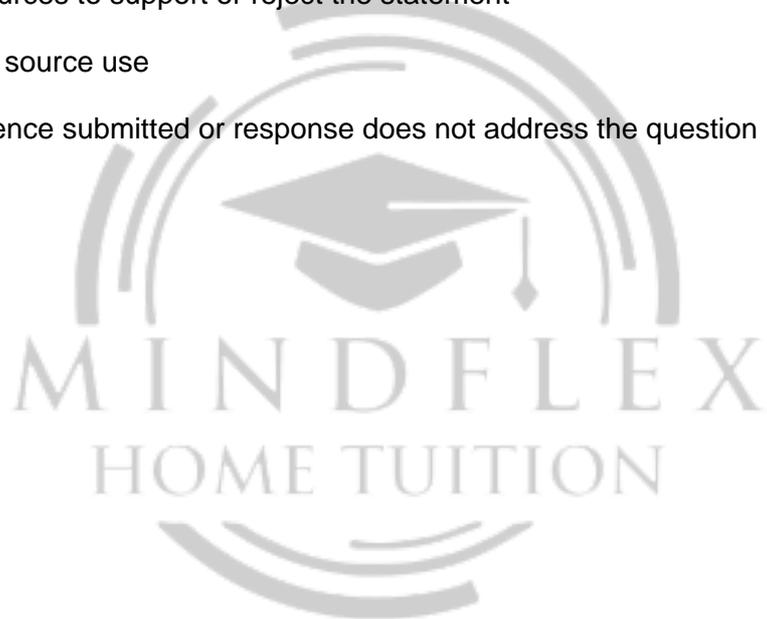
- Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).
- Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement.
- Use Y in the margin for each source use in support of the statement and N for each source use rejecting the statement.

Yes	No
A B	(A) B C D E F G

Level 2 Uses sources to support or reject the statement [4–6]

Level 1 No valid source use [1–3]

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



Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	21

Option B: 20th Century topic

- 1 Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.** [7]

Level 5 Compares big messages [7]
Italy not to blame for the crisis in A, in B it was Italy and the great powers to blame

Level 4 Agreement and disagreement of detail or sub-messages [5–6]

Level 3 Agreement or disagreement of detail or sub-messages [3–4]

Agreements: idea of occupying Abyssinia was popular in Italy; the incident at Wal Wal sparked off the crisis; Hoare-Laval is seen as being favourable to Italy; both criticise Britain; both say sanctions were lifted; both say the League suffered a defeat; Hoare-Laval gave them a chance to have discussions; Hoare-Laval was not a success; in both, Italy had economic problems.

Disagreements: they differ over why it was a defeat for the League; they disagree in that A is unsympathetic towards Abyssinia while B is sympathetic, and A is sympathetic towards Italy while B is unsympathetic; in A Mussolini had not thought of invading Abyssinia before Wal Wal, in B he had been waiting for an excuse; in A Italian motivation was the need for land (not colonies) but in B it was having a colony; in A Hoare-Laval does not encourage Italian aggression, in B it does; the invasion was popular in Italy for different reasons (A – need for land, in B as a distraction from economic problems or power and glory); in A Italy's problems were lack of land, in B they were economic; A blames Britain and Abyssinia while B blames Italy and the great powers.

Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject [2]

OR

Compares the provenance of the sources [2]
Only allow comparison of dates.

Level 1 Writes about the sources but makes no valid comparison [1]

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

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	21

2 Study Sources C and D. How far does Source D prove that the author of Source C was right? Explain your answer using details of the sources and your knowledge. [8]

Level 5 Compares attitudes of C and D and then uses the provenance of source(s) or cross reference to evaluate C or D to explain whether the author of C was right in his point of view [7–8]

NB Allow as points of view that can be confirmed by D as (i) the invasion was justified, (ii) no one should interfere with the invasion, (iii) England should not get involved.

Level 4 Uses point of view of D to explain whether the author of C was right in his point of view [5–6]

Level 3 Explains whether the author of Source C was right in his point of view (no valid use of D) [3–4]

OR

Compares details to argue whether C was right (about how the British Empire was won) [3]

Level 2 Valid analysis of sources but fails to state whether the author of C was right or not [2]

OR

Identifies something right or not right but not explained [2]

OR

Answers based on simple use of provenance without comparing the sources [2]

Level 1 Writes about sources but fails to address the question [1]

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

3 Study Source E. What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]

Level 5 Explains point of view of cartoonist about Italian action – must be a development of Level 4 [8]

Level 4 Explains big message [6–7]

Understands how the cartoon works, e.g. the Italians are claiming that they are fighting barbarism but in fact they are bringing barbarism to Abyssinia

Level 3 Sub-message explained [3–5]

e.g. the Abyssinians were civilized and not barbarians, or the Italians were barbarians

OR

The Italians brought destruction to Abyssinia, critical of war in Abyssinia.

Include here cartoonist's point of view of Italian action in Abyssinia (the Italian action is condemned as barbaric) but lacks the explanation needed for Level 4 [4–5]

Level 2 Plausible misinterpretations [2]

Reads the cartoon the wrong way round

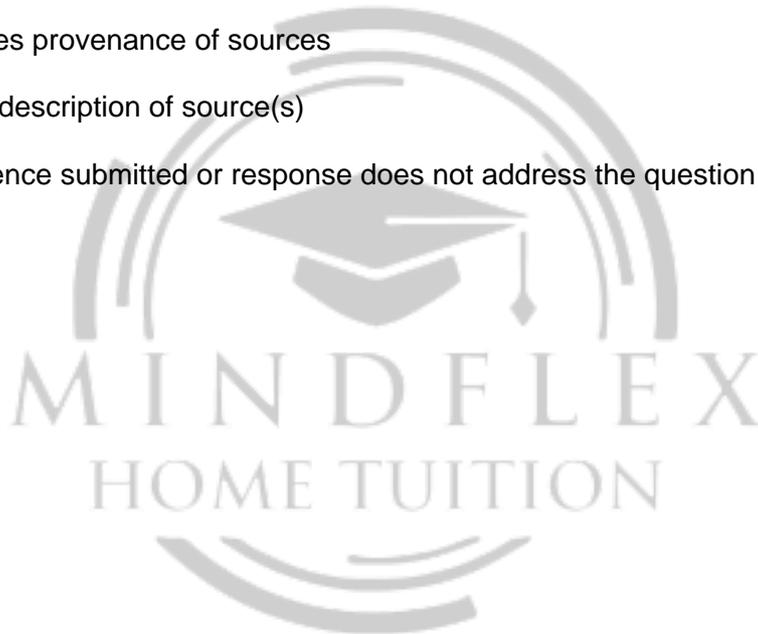
Level 1 Surface description of source [1]

e.g. the Abyssinians lived in huts, the plane has dropped a bomb

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

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	21

- 4 Study Sources F and G. How far do these two cartoonists agree? Explain your answer using details of the sources and your knowledge.** [8]
- Level 6** Compares big messages – must be cartoonists' points of view [8]
- Do not allow comparisons based on what sources say about the League (it's not in G).
- Level 5** Compares sub-messages (or sub and big) [6–7]
- Level 4** Explains big messages of source(s) – no valid comparison [5]
Must be cartoonist's point of view.
F criticises Italy, G criticises Britain or supports Italy (must be about their roles in the crisis, otherwise treat as sub-messages)
- Level 3** Explains sub-messages of source(s) – no valid comparison [3–4]
These could be about how Britain and Italy are portrayed, e.g. Italy strong in F, Italy weak in G, Britain strong in G, the League was powerless in F, Britain was wealthy in G, Britain had colonies in G.
- Level 2** Compares provenance of sources [2]
- Level 1** Surface description of source(s) [1]
- Level 0** No evidence submitted or response does not address the question [0]



Page 8	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	21

5 Study Source H. Are you surprised by this speech? Explain your answer using details of the source and your knowledge. [7]

Level 5 Uses contextual knowledge to explain whether surprised or not that Haile Selassie made this speech **to the League** [6–7]
There must be some knowledge about the functions of the failures of the League.

NB Answers need some cross-reference or some context and need to state whether or not surprised by speech as a whole to reach Levels 4 or 5.

Level 4 Matches or mismatches with other sources [4–5]
These answers must address whether it is surprising he made this speech.

Level 3 Assertions based on details within source [3]
These answers lack context and are likely to be based on consistency or lack of it
OR
On logic, or lack of it, within the source
e.g. I'm not surprised he says he is claiming justice because his country has been bombed
OR Cross references to check details in Source H [3]

Level 2 Valid analysis of source but fails to state whether surprised or not [2]
OR
States surprise/lack of surprise but no valid reason given
e.g. surprised that Italy used gas
Include in this level any answers that explain things that would upset Haile Selassie, or explain what the League was meant to do, but fail to explain what he is saying/asking for in the speech.

Level 1 Writes about source but fails to address the question [1]

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

6 Study all the sources. How far do these sources provide convincing evidence that the Italian takeover of Abyssinia was justified? Use the sources to explain your answer. [12]

Level 3 Uses sources to support and reject the statement [7–10]

- Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).
- Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement.
- Use Y in the margin for each source use in support of the statement and N for each source use rejecting the statement.

Yes	No
A C D G	B C D E F H

Level 2 Uses sources to support or reject the statement [4–6]

Level 1 No valid source use [1–3]

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

Cambridge
IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY

0470/41

Paper 4 Alternative to Coursework

October/November 2016

1 hour

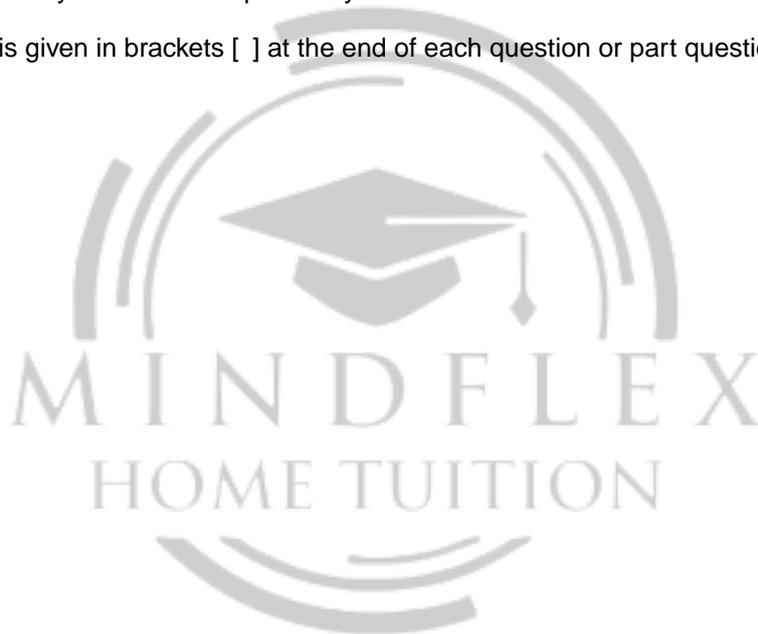
No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **one** question from your chosen Depth Study.

The number of marks is given in brackets [] at the end of each question or part question.



The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **3** printed pages, **1** blank page and **1** insert.

Answer **one** question from your chosen Depth Study.

DEPTH STUDY A: THE FIRST WORLD WAR, 1914–1918

- 1 How significant was the Battle of the Marne as a reason why the war was not over by the end of 1914? Explain your answer. [40]
- 2 How important was trench warfare as a cause of the stalemate on the Western Front? Explain your answer. [40]

DEPTH STUDY B: GERMANY, 1918–1945

- 3 How significant were economic problems as a reason for the instability of the Weimar Republic up to 1923? Explain your answer. [40]
- 4 How important was the Reichstag Fire as a reason for Hitler's ability to consolidate Nazi power by 1934? Explain your answer. [40]

DEPTH STUDY C: RUSSIA, 1905–1941

- 5 How significant was the decision to continue the war as a reason for the collapse of the Provisional Government by November 1917? Explain your answer. [40]
- 6 How important was the need to defend communism in the Soviet Union as a reason for the Five-Year Plans? Explain your answer. [40]

DEPTH STUDY D: THE USA, 1919–1941

- 7 How significant was the Red Scare as a reason for restricting immigration in the USA in the 1920s? Explain your answer. [40]
- 8 How important were bank failures as a cause of the Great Depression? Explain your answer. [40]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 9 How significant were land reforms in changing the lives of peasants in the 1950s? Explain your answer. [40]
- 10 How important was the development of nuclear weapons in establishing China as a world power by the time of Mao's death? Explain your answer. [40]

DEPTH STUDY F: SOUTH AFRICA, c.1940–c.1994

- 11 How important was anti-communism as a reason for the National Party victory in 1948? Explain your answer. [40]
- 12 How significant was the Sharpeville Massacre as a reason for the growth in opposition towards apartheid? Explain your answer. [40]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 13 How important was religion as a cause of conflict between Jews and Arabs in Palestine, 1945–49? Explain your answer. [40]
- 14 How significant was Israeli military force as a cause of the First Intifada, 1987–93? Explain your answer. [40]



BLANK PAGE



Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cie.org.uk after the live examination series.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY

0470/41

Paper 4 Alternative to Coursework

October/November 2016

MARK SCHEME

Maximum Mark: 40

Published

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, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

© IGCSE is the registered trademark of Cambridge International Examinations.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **10** printed pages.

© UCLES 2016



[Turn over

Looking For A Home Tutor? Contact Singapore's #1 Tuition Agency @ +65 9695 3522
Available 24/7 via WhatsApp or Call :)
<https://singaporetuitionteachers.com>

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	41

Assessment Objectives 1 and 2

Level 5

[33–40]

Candidates:

- Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers.
- Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions.
- Demonstrate a good understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question. They demonstrate an awareness of the importance of the broad context and of interrelationships of the issues of the question.
- Produce well developed, well reasoned and well supported conclusions.
- Write with precision and succinctness, showing structure, balance and focus.

Level 4

[25–32]

Candidates:

- Deploy mostly relevant and accurate contextual knowledge to support parts of their answers.
- Select a range of relevant information which is generally well organised and deployed appropriately.
- Demonstrate a reasonable understanding of the significance of the key features, reasons, results and changes of societies, events, people and situations relevant to the question with awareness of the broad context. They have some understanding of interrelationships of the issues in the question.
- Can produce developed, reasoned and supported conclusions.
- Write with precision and succinctness, showing structure, balance and focus.

Level 3

[17–24]

Candidates:

- Demonstrate and select some relevant contextual knowledge and deploy it appropriately to support parts of their answers.
- Select and organise mostly relevant information, much of it deployed appropriately with a structured approach, either chronological or thematic.
- Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations relevant to the question with some awareness of the broad context.
- Produce structured descriptions and explanations.
- Support conclusions although they are not always well substantiated.
- Write with some precision and succinctness.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	41

Level 2

[9–16]

Candidates:

- Demonstrate some, but limited contextual knowledge.
- Select and organise some relevant information. This is only deployed relevantly on a few occasions.
- Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but with little awareness of the broad context. There is some structure in the descriptions.
- Attempt conclusions but these are asserted, undeveloped and unsupported.
- Present work that lacks precision and succinctness.
- Present a recognisable essay structure, but the question is only partially addressed.

Level 1

[1–8]

Candidates:

- Demonstrate little relevant contextual knowledge.
- Demonstrate limited ability to select and organise information.
- Describe a few key features, reasons, results, and changes of societies, events, people and situations relevant to the question. The work contains some relevant material but this is not deployed appropriately, and there are no effective links or comparisons.
- Write relatively little or it is of some length but the content is not focused on the task.
- Answer showing little understanding of the question.

Level 0

[0]

Candidates:

Submit no evidence or do not address the question.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	41

Information Suggestions

The information listed below attempts to indicate some of the detail and issues that candidates may wish to address in their answers. This list does not claim to be exclusive or exhaustive. Marks should be awarded on the quality of detail used and quality of argument deployed as defined in the generic mark scheme.

Depth Study A: The First World War, 1914–1918

1 How significant was the Battle of the Marne as a reason why the war was not over by the end of 1914? Explain your answer.

Yes Halted German advance to Paris – came as a shock to the Germans; 100 000 German troops sent to Russian front by von Moltke as Russians had invaded Germany; gave Allies the break they needed to counter-attack; German Army had stretched supply lines; Allies successfully pushed Germans back over River Marne and back to River Aisne; led to digging of trenches by both sides and defensive war; both sides reinforced trenches with barbed wire and machine guns; demonstrated failure of Schlieffen Plan to knock France out of the war and avoid a war on two fronts, etc.

No New technology brought high casualties in first few months of the war – French had lost nearly 1 million; led to defensive tactics by generals and a stalemate; Germany's supply lines could not keep up with their advance; Schlieffen Plan failed to march through Belgium quickly; Russia mobilised more quickly than expected; BEF sent to defend against German advance; both sides found it difficult to advance without heavy casualties, etc.

2 How important was trench warfare as a cause of the stalemate on the Western Front? Explain your answer.

Yes Trenches stretched over 1000 km by 1915 from the English Channel to the Alps; complex defensive systems with reserve and support trenches added in 1915; dugouts protected against bombardment; Germans added concrete defences to trenches; barbed wire made advance difficult; troops could be moved around the front in trenches for protection; conditions in trenches were poor, especially during bad weather, leading to low morale and exhaustion; constant supply shortages; no-man's-land put infantry in the open and easy targets; trench system made defence easier than attack, etc.

No Weapons such as the machine gun and improved artillery pinned the enemy down and brought huge casualties to advancing troops; tactics were based on 19th century war of movement at first; failure of gas weapons to break stalemate; Germany had strategic advantage for most of the war but had to split their forces between East and West; many soldiers were either volunteers (Britain, 1914–16) or conscripts rather than professional soldiers, etc.

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	41

Depth Study B: Germany, 1918–1945

3 How significant were economic problems as a reason for the instability of the Weimar Republic up to 1923? Explain your answer.

Yes Germany was virtually bankrupt after the First World War; national income was about one third of what it had been in 1913; industrial production was about two thirds of the 1913 level; Treaty of Versailles took 16% of Germany's coal and 48% of its iron industry; 1921 reparations set at £6.6 billion; Germany failed to pay reparations in 1922 leading to French and Belgian invasion of the Ruhr; hyperinflation led to loss of savings, huge price rises (bread 201 billion marks by November 1923), etc.

No Weimar Germany was an unstable democracy based on a revolution – many in traditional élites, the military and civilians with nationalist sympathies despised the Weimar Constitution; led to 'stab in the back theory' – Germany's military betrayed by left-wing politicians and Jews; war had deepened class divisions in Germany; extremists on left (Spartacists and KPD) and right (Freikorps, NSDAP); other terms of the Treaty of Versailles caused massive resentment – War Guilt Clause (Article 231), loss of 13% of German territory and all overseas colonies; Germany an international pariah – no membership of the League of Nations, etc.

4 How important was the Reichstag Fire as a reason for Hitler's ability to consolidate Nazi power by 1934? Explain your answer.

Yes Reichstag Fire in February 1933 allowed Hitler to remove Communist threat – 4000 arrested along with other opponents that night; Hitler asked Hindenburg for emergency powers (Emergency Decree) which were granted; civil liberties were revoked – police had power to arrest and hold suspects without trial; allowed Goering to order the local police forces to co-operate with the SA and SS to arrest opposition; first concentration camps built in March and held political prisoners, many Communist leaders; emergency powers allowed the Nazis to control the media; anti-Communist propaganda ('The battle against Marxism') helped boost Nazi support and create fear of a Communist uprising in Germany; SA and police used to intimidate opponents; March 1933 elections increased Nazi seats in Reichstag – 44% of seats.

No Enabling Act ended democracy – Hitler able to pass decrees without President or Reichstag – Hitler a legal dictator; Civil Service purged of anti-Nazi elements 7 April; 2 May trade unions banned and DAF set up; 14 July all other parties made illegal – one-party state; 20 July concordat with Catholic Church; Hitler removed internal opposition in the Nazi Party – SA purged in Night of the Long Knives; Rohm was a threat with SA over 4 million strong compared to regular Army of 100 000; gained the trust and loyalty of Army generals; August 1934 death of Hindenburg – Hitler made President as well and now 'Führer' of German Reich; August 1934 Army swore oath of loyalty to Hitler; promise of employment; middle-class support from banning of unions; propaganda/censorship, etc.

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	41

Depth Study C: Russia, 1905–1941

5 How significant was the decision to continue the war as a reason for the collapse of the Provisional Government by November 1917? Explain your answer.

Yes July offensive launched by Kerensky, so clear blame for disaster laid with Provisional Government; offensive was a disaster for Russian military; soldiers began to desert the front line; increased food shortages and fuel remained in short supply; many Russians turned against the war completely which played into Bolshevik hands who promised an end to the war; Provisional Government losing popularity (many moderate socialists such as the SRs had supported only a defensive war) – the left gained dominance in the Soviets, etc.

No Provisional Government had not solved the land issue with peasants; peasants were taking land for themselves; Petrograd Soviet had dual power with Provisional Government – Soviet Order No. 1 gave the Soviet control over troops, railways and communications; increased Marxist control over Soviets as problems got worse – Trotsky elected Chairman of Petrograd Soviet October 8th – Military Revolutionary Committee formed to take over power from Provisional Government; Bolshevik majorities in Moscow and Petrograd Soviet after attempted coup by Kornilov; strong leadership when Lenin returned from Finland; Bolshevik slogans of 'Peace, Bread, Land' and 'All power to the Soviets' led to increased Bolshevik support, etc.

6 How important was the need to defend communism in the Soviet Union as a reason for the Five-Year Plans? Explain your answer.

Yes (Ideologically) In 1928, USSR economically backwards compared to many Western powers and smaller nations in Europe – capitalism seen as a superior economic system compared with socialism/communism; Stalin wished to demonstrate the successes and superiority of communism and 'Socialism in one country'; Soviets were not invited to join the League of Nations (until 1934) and viewed as untrustworthy by capitalist nations; (Militarily) Stalin needed to build up armaments to defend USSR from possible attack from Nazi Germany post-1933 – new industrial areas built east of Moscow, etc.

No Stalin wished to become less dependent on Western industrial goods; heavy industry like iron and steel still only at pre-war levels; electrification still not completed to build modern factories; railways needed to be built to improve links between urban and rural areas; new industries were needed such as chemical and metallurgy; Five-Year Plans meant to improve agricultural output as well as industrial output to feed the towns, sell grain and prevent famines – tractors were needed to modernise farming methods; lack of modern machinery, especially in the countryside to increase grain production; surplus grain to be sold abroad to buy in machinery and specialists; Stalin wanted to move on from NEP, etc.

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	41

Depth Study D: The USA, 1919–1941

7 How significant was the Red Scare as a reason for restricting immigration in the USA in the 1920s? Explain your answer.

Yes Bolshevik 'Revolution' in 1917 created world's first communist state – many in the USA feared the spread of Marxist revolution; Americans feared immigrants from Eastern and Southern Europe might bring communist and anarchist ideas with them – considered 'un-American' and not compatible with USA capitalist ideas and democracy; in 1919, 3600 strikes involving 400 000 workers convinced many that communists had infiltrated trade unions; general strike in Seattle in 1919; Boston strikes included police, coal miners and steel workers; bombings in 1919; press whipped up hysteria; police attacks on May Day socialist parades; houses of suspected socialists were raided and pamphlets seized; Palmer Raids: 4000–6000 suspected communists arrested in USA and 556 'aliens' deported; Sacco and Vanzetti trial, etc.

No Widespread racial intolerance in the USA to non-white immigration; many in the USA such as KKK wanted WASPs only; growing distrust towards Catholicism as anti-American: many southern and eastern European immigrants were Catholic; many blamed rising violence and organised crime on immigration – Mafia; competition for jobs and drop in wages for some workers in old industries like coal and textiles; 1.3 million immigrants had entered USA in 1907 and many felt the USA was full; Republican government under Harding held more traditional and isolationist views; WWI had stirred up prejudices against foreigners; many immigrants lived in slums in cities and did not speak English, etc.

8 How important were bank failures as a cause of the Great Depression? Explain your answer.

Yes In 1929, 659 banks went bust and by 1931, 2294 more had gone bust; share prices plummeted and banks lost millions of dollars in shares; banks called in outstanding loans to customers; people lost confidence in banks and withdrew their savings; collapse of the Bank of the United States in New York in December 1930 – one third of New Yorkers saved with it; little government help from Hoover who believed that prosperity was 'just around the corner'; problems with European banks had a knock-on effect in the USA – over \$1 billion withdrawn and stored at home; businesses and factories closed as they could no longer borrow from the banks, etc.

No Wall Street Crash in 1929 – panic selling: share prices were one fifth of their value in 1928; factory and agricultural overproduction/industrial production fell by 40% 1928–33; wages fell for workers by 60%; farmers and agricultural workers hit hard coupled with 'Dust Bowl' – farmers' prices fell further and totalled only \$5 billion by 1933; trade reduced from \$13 billion in 1928 to \$2 billion in 1933; inequality of income – over 50% of American families had an income of less than \$2000 a year (black and immigrant families had lowest paid jobs); tariffs and loss of overseas markets, etc.

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	41

Depth Study E: China, c.1930–c.1990

9 How significant were land reforms in changing the lives of peasants in the 1950s? Explain your answer.

Yes 1950 Agrarian Reform Law planned to share land amongst the peasants – output increased as a result; Mutual Aid Teams set up to spread the use of fertilisers, pest control and modern farming techniques; 1953 first co-operatives set up which allowed peasants to pool equipment, fertilisers and seeds; communes gave peasants access to primary schools, nurseries, hospitals and roads; literacy drive achieved 90% success rate in the countryside; 'barefoot' doctors took medical care to out-of-reach areas in the Chinese countryside; Maoism focused Party ideology on the peasantry; many peasants had to be re-educated in special camps; communes replaced peasant family life with shared canteens, barracks and dormitories; many peasants were forced to work in mines and on building projects which led to peasant opposition; peasants were hardest hit by propaganda, etc.

No Agrarian Reform Law failed to solve food shortages; opposition to co-operatives from peasants who did not want to lose private land; Great Leap Forward resulted in approximately 30 million dead, many of them peasants; peasants were forced to try farming techniques that might not work on their land; pay and food rations in communes got worse; NO – more significant: peasants benefitted more from First Five Year Plan; intellectuals had brief respite during the Hundred Flowers Campaign; women had improved rights; healthcare better in cities than in countryside; privileges of political class and CCP membership, etc.

10 How important was the development of nuclear weapons in establishing China as a world power by the time of Mao's death? Explain your answer.

Yes China had been developing nuclear potential since 1954–55 with Soviet assistance – considered to be under the Soviet 'nuclear umbrella'; late 1950s saw development of uranium enrichment and plutonium facilities; Sino-Soviet relations became hostile and remained so from Khrushchev until the mid-1980s – USSR withdrew promises of nuclear hardware in 1960; China had broken away from Soviet direction in foreign policy; first atomic bomb test in 1964 elevated China to a world nuclear power; USA concerned and Johnson asked Khrushchev for help in sabotaging nuclear testing; first hydrogen bomb tested in 1967; development as a nuclear power allowed China to maintain its independence as a world power from both USA and USSR in the 1960s, etc.

No Chinese expansion in Tibet in early 1950s; Korean War – China fought UN to a stalemate by 1952 – emerging communist power; rapid urbanisation and industrialisation after the First Five Year Plan – 60% of population in towns/cities by 1964 – China increasing economic strength; massive expansion of railway network across China led to modernisation; China viewed as threat to Taiwan resulting in US protection; China respected British control over Hong Kong; Sino-Indian War, 1962 saw China take control over disputed region; Sino-American relations improve massively in the 1970s – Mao meets with Nixon in 1972 and gains access to Western experts in industry; China allowed admission into the UN in 1971; 1973 Friendship Treaty with the USA; pandas to London Zoo; Mao successfully ended China's 'Century of Humiliation' from Western and Japanese imperialism; influence of Maoism in other countries such as Peru, Nepal and parts of Africa – a third of Chinese embassies were in Africa by the end of the 1960s, etc.

Page 9	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	41

Depth Study F: South Africa, c.1940–c.1994

11 How important was anti-communism as a reason for the National Party victory in 1948? Explain your answer.

Yes Government determined to crush communism in South Africa; trade union resistance from black workers like ICU convinced many of communist threat; trade unions spread influence into rural areas as well; immigrant mine workers spread communism; Russian Revolution 1917 and Chinese Communist Party victory in 1949; South African communists – CPSA only organisation with black and white members; National Party perceived communist threat in South Africa after WWII and the beginnings of Cold War – South Africa ruled by capitalist government; surge of white nationalism fed anti-communist feelings, etc.

No White grievances over increased black migration to cities during WWII; jobs scarce after WWII and economy weak – many black people in jobs wanted by white workers; wages for black people had risen during WWII; white farmers resented low food prices and migration of black farm workers to cities; many white people were shocked at black protests and strikes; many white people feared Smuts' talk of liberty and democracy; anger at UN criticism of racialist policies; organisation and unity of white people under the National Party for Afrikaners and English speaking; promises of flexible apartheid for white business owners for cheap labour; 'black threat' propaganda, etc.

12 How significant was the Sharpeville Massacre as a reason for the growth in opposition towards apartheid? Explain your answer.

Yes 69 killed and 180 injured; huge crowds at the funerals; government ban of ANC and PAC; mass arrests of 18 000 by government; no statement of regret from police – government tried to justify police actions – led to abandonment of non-violent protest and founding of guerrilla tactics; formation of MK by Mandela; Oliver Tambo used to gain international support; stay-at-home protests and burning of pass books by Africans; UN called for sanctions against South Africa – Resolution 134 passed condemning South Africa; Britain and other countries set up anti-apartheid groups; British Commonwealth Conference criticised South Africa, etc.

No ANC sets up Youth League headed by Lembede with support from Mandela and Tambo which injected life into the ANC; Mandela and Tambo created a Programme of Action in 1948 to reject racial segregation and promote non-violent action; defiance of apartheid in early 1950s led to thousands of arrests and massive press coverage; ANC membership rose from 7000 to 100 000 by 1952; creation of Freedom Charter helped unite opposition to apartheid and provide a manifesto with popular support; anti-Pass Law demonstrations from 1952 included women – Black Sash; beer-hall protests; bus boycotts in 1957 were successful; rural protests over poor quality of land in Bantustans; government reaction was violent and led to mass arrests; Treason Trial 1956; growth of Black Consciousness music, poetry; impact of Steve Biko and his death, etc.

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0470	41

Depth Study G: Israelis and Palestinians since 1945

13 How important was religion as a cause of conflict between Jews and Arabs in Palestine, 1945–49? Explain your answer.

Yes Eretz Israel (Land of Israel) was the whole of Palestine, not just the area allocated to the Jewish state by the UN in 1947, according to biblical texts; Israel viewed as the 'promised land'; 1947–48 Civil War over UN partition plan; Jerusalem holy for Jews and Muslims – both sides willing to die for control; 1947–48 saw separation of Jewish and Muslim settlements by force and 700 000 refugees; massacres committed by both sides in defence of Holy Land; Jerusalem fought over bitterly in 1948; Israel viewed by Jews as the tiny David fighting the Arab Goliath; border states of Jordan, Lebanon and Syria became hotbeds for Muslim extremists who gained support from refugees; growth of anti-Semitism in Arab nations viewed Jews as an international enemy supported by the Christian West; growth of political Islam (Islamists) and the call for 'jihad' against the West; Israel's sacred duty to protect its people from invaders, etc.

No Control of disputed territory; control of resources more important; Zionism focused on Jewish nationalism not just religion; growth of Arab nationalism uniting Egypt, Lebanon, Syria and Jordan; anti-Western feelings and anti-imperialism were strong factors due to UK, French and US involvement; Israeli support from USA (military and financial aid); refugee issue caused border skirmishes (UNO unable to solve these problems fully); Israeli Defence Force built up quickly with European help and used force to expel Arabs from Israeli land and reprisals to establish borders with neighbouring Arab states; Ben-Gurion advocated the use of force to establish the state of Israel; lack of unity between different Arab states; Palestinian Arabs rejected partition of Palestine in 1947, etc.

14 How significant was Israeli military force as a cause of the First Intifada, 1987–93? Explain your answer.

Yes December 1987, Israeli military vehicle crashed into a lorry killing four Palestinians – led to rumours of Israeli military revenge for the killing of an Israeli two days before; funerals led to demonstrations where the Israeli military shot a Palestinian youth dead; protestors focused riots on Israeli army patrols; thousands of Israeli troops stationed in Gaza and the West Bank since the Six Day War of 1967 – viewed as occupation by many Palestinians and known as the 'occupied territories'; military rule was imposed and force used extensively by the Israeli military; rallies, strikes, etc. viewed as resistance by Israeli military and PLO suspects were rounded up; many jailed without trial, some tortured and hundreds deported to Jordan; Israeli military attacked Palestinian property leaving families homeless, confiscated property and land and declared it Jewish; established military camps and checkpoints and Palestinians were regularly stopped, etc.

No Loss of territory – historical link back to 1948–49 war, many Palestinians did not want Israel to 'finish off the job started'; part of a war of attrition on both sides; loss of land for Jewish settlements (80 000 lived around Jerusalem and 20 000 in the West Bank and Gaza by 1987) led to resentment and anger amongst many Palestinians; anti-Israeli propaganda widespread but underground; Arab nationalism 'boiling over' as riots and demonstrations seemed like a national uprising; anti-colonial uprising; religious motivation to halt the creation of the biblical Israel; involved men, women and children of all ages and all backgrounds; spontaneous rather than caused just by military force; took the world, Israel, the Arab states and the PLO by surprise; political attempt to involve the UN and the USA to intervene, etc.