MARK SCHEME for the May/June 2008 question paper

0470 HISTORY

0470/04

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

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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

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



Page 2			Mark Scheme			er		
			IGCSE – May/June 2008	0470	04			
Depth Study A: Germany, 1918–1945								
(a) (i)	Leve	el 1	Repeats material stated in source, no inferen	ce made.		[1–2]		
	Leve	el 2	Makes valid inferences, not supported from people see benefits for themselves in the Hitle		young	[3–4]		
	Level 3 Supports valid inference(s) with reference to the source e.g. See membership as bringing jobs; Not taxed with educational tasks; benefits accrue from loyalty to Hitler etc.			[5–6]				
(ii)	Leve	el 1	Agrees OR disagrees with no support from so	ource.		[1–2]		
	Level 2		 Level 2 Agrees OR disagrees, supported from source e.g. Yes, boys from all classes, no social distinctions, enjoyed the marches and felt safe hating the SPD. No, mainly middle class and workers, young SPD not supportive; as a leader he found absolute obedience and lack of individual will unpleasant. 		t safe ; as a	[3–5]		
	Leve	el 3	Agrees AND disagrees, supported from the issue of 'How far?'	source. Addresse	es the	[6–7]		
(iii)	Leve	el 1	Useful/not useful – Choice made on the detailed/gives more information, but do information.			[1]		
	Leve	el 2	Useful/not useful – One is from the SPD an Hitler Youth members so they could both be b		m ex-	[2]		
	Leve	el 3	Choice made on the nature or amount of specify what information.	information given.	Must	[3–5]		
	Leve	el 4	Choice made on the grounds of reliability. Discussion of utility must be made on valid e context. Include at this Level answers that cro and B to show reliability.			[0 7]		
			6 marks for one source, 7 marks for both.			[6–7]		
(b) (i)			k for each valid aspect to a maximum of two govern Germany without consulting Reichstag,	-		[1–2]		
(ii)	Leve	el 1	Identifies policies.			[1–2]		
	Leve	el 2	Describes policies. Award an extra mark for additional detail e.g. Role as homemaker in s have children for the Aryan race and milita League of German Maidens, women's steerin all women's organisations.	upport of husband, ary, not take male	KKK, jobs.	[2–4]		

Page 3	3	Mark Scheme	Syllabus	Paper
		IGCSE – May/June 2008	0470	04
(iii)	Leve	1 Single reason. One for the reason, one for	r the reason explained	. [1–2]
	Level	2 Multiple reasons. One for each reas explained e.g. To promote Aryan ideal, to and perpetuate the Nazi philosophy, an use of Maths, Biology, History in supp	brainwash young to su ti-Semitism, anti non-A	upport Aryan,
		teachers, parents etc.		[2–6]
(iv)	Leve	1 Simple assertions.		
()		Yes, everyone was scared.		[1]
	Leve	Control Enabling Act, support of Army Gestapo etc. Opposition SA and Rohm in 1933, some	, fear agencies of SA, and underground challenge	
		communists and other movement, Edelweiss Pirates attempts on Hitler through to 7	, a number of assassi	Swing nation [2]
	Leve	3 Explanation of control OR opposition, Allow single factors with multiple reasons OR		given.
		Undeveloped suggestions on BOTH side BBB – Balanced but Brief).	s of the argument (and	notate [3–5]
	Leve	4 Answers that offer a balanced argument. BOTH sides of control AND opposition me	ust be addressed,	[6–8]

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

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

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

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

Page 8			Mark Scheme	Syllabus	Paper
			IGCSE – May/June 2008	0470	04
			Depth Study D: China, 1945–c.1990		
(a) (i)	Leve	1	Repeats material stated in source, no inferen	ce made.	[1–2
	Leve	12	Makes valid inferences, unsupported from set the government in Beijing etc.	ource e.g. Useful to	ool for [3–4
	Leve	3	Makes valid inference(s), supported from s production, more useful than collectives, us vehicle, kept Beijing informed etc.		
(ii)	Leve	1	Agrees OR disagrees, unsupported from sou	rce.	[1–2
	Leve	12	Agrees OR disagrees, supported from source to be enthusiastically involved and proud of s No, production was not real, all had been making surreal claims etc.	uccesses etc.	
	Leve	13	Agrees AND disagrees, supported from sour of 'How far?'	rce. Addresses the	issue [6–7
(iii)	Leve	1	Useful/not useful – Choice made on the detailed/gives more information, but de information.		
	Leve	12	Useful/not useful – One is British and the writer so they could both be biased/unreliable		ninese [2
	Leve	13	Choice made on the nature or amount of specify what information.	information given.	Must [3–5
	Leve	4	Choice made on the grounds of reliability. Discussions of utility must be made on valid context. Include at this Level answers that cr and B to show reliability. 6 marks for one source, 7 marks for both.		· · /
(b) (i)	Farm in ru and t	ner/p ral a field:	one mark for each relevant aspect to a leasant doctors who had been given minimal reas. 'Barefoot' as they did not wish to get sl s. 1965 speech by Mao on healthcare instituti ame part of the Cultural Revolution.	medical training. W noes dirty/wet in pa	/orked addies
(ii)	Leve prod		Identifies functions e.g. Families joining to n.	gether to increase	food [1–2
	Leve	12	Develops functions. Award an extra mark for additional detail e.g. Joint ownership of lar equipment. By 1965 about 95% of all peasan	nd, sharing of tool	s and

Page 9		Mark Scheme	Syllabus	Paper
		IGCSE – May/June 2008	0470	04
(iii)	Level 1	Single reason. One for the reason, one for	the explanation.	[1–2]
	Level 2	Multiple reasons. One for each reasonexplained e.g. Feeling confident at reasonexplained e.g. Feeling confident e.g. Feeling confi	ent progress the Cl n new class of techn relations between the was criticised as l over-centralisation a	hinese icians, m and having and no
(iv)	Level 1	Simple assertions. No, a lot of people starved.		
	Level 2	 Explanation of improvement OR lack of i given. Yes Early land redistribution and Speengaged the peasants. Later carboosted food production. Measure education etc. No Pettiness and incompetence of off resulted in famine and deaths, most daily grind etc. 	ak Bitterness courts ollectives and comr s on women, healt cials, Great Leap Fo	s had munes h and prward
	Level 3	Explanation of benefit OR lack of benefit, Allow single factors with multiple reasons. OR Undeveloped suggestions on BOTH sides BBB – Balanced but Brief).	·	given.
	Level 4	Answers that offer a balanced argument. BOTH sides of benefit AND lack of benefit	must be addressed.	[6-8]

Page 10		Mark Scheme	Syllabus	Paper					
		IGCSE – May/June 2008	0470	04					
	Depth Study E: Southern Africa in the 20th Century								
(a) (i)	Level 1	Repeats material stated in source, no inference	ce made.	[1–2]					
	Level 2	Makes valid inferences, not supported from so way of prolonging the war etc.	ource e.g. It was a	costly [3–4]					
	Level 3 Makes valid inference(s), supported from source e.g. British 'caring for' women and children; destroying property; British and Boers prolonging the war; Still resentment today etc.								
(ii)	Level 1	Agrees OR disagrees with no support from so	ource.	[1–2]					
	Level 2 Agrees OR disagrees, supported from source e.g. Yes, Boers stopped fighting and became loyal citizens, No, Boers retained all rights at no additional cost, were compensated; little chance of non- white franchise having British support.		ed all						
	Level 3	el 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?'							
(iii)	Level 1	Useful/not useful – Choice made on the l detailed/gives more information, but do information.							
	Level 2	Useful/not useful – One is from an Afrikaans British so they could both be biased/unreliable		ther is [2]					
	Level 3	Choice made on the nature or amount of specify what information.	information given.	Must [3–5]					
	Level 4 Choice made on the grounds of reliability. Discussion of utility must be made on valid evaluation of source(s) ir context. Include at this Level answers that cross-reference between A and B to show reliability.		. ,						
		6 marks for one source, 7 marks for both.		[6–7]					
(b) (i)		ark for each valid name to a maximum of two e.g de la Rey, Joubert, Hertzog, Cronje.	g. Botha, Smuts, de	e Wet, [1–2]					
(ii)	Level 1	Identifies buildings and use.		[1–2]					
	Level 2	Describes buildings and use. Award an ex aspect described in additional detail e.g. Sn then corrugated iron reinforced by earth; 800 than a mile apart. Used to protect railways, commandos; barbed wire; to aid sweeps of co	nall forts; early of 00 constructed, no restrict mobility of	stone more					

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

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

Page 1	Page 13		Mark Scheme	Syllabus	Paper	
			GCSE – May/June 2008	0470	04	
(iii)	Level	I 1 Single r	reason. One for the reason, one for the	e explanation.	[1–2]	
	Level	explain 1930s a and co internat	e reasons. One for each reason, ed e.g. Previous clashes and the n and now in the 1940s too much for B sts of war) so asked UNO to take o tional pressure and sympathy with re from Zionists. Nov 1947 UN voted to	nigration of Jews ritain to cope with (over the problem; Jews after suffe	in the (strain much erings;	
(iv)	Level		Simple assertions. Yes, Britain handed the problem to UNO.			
	Level	l 2 Explana e.g. Britain Other	ation of British weakness OR other fa Attacks by Stern Gang and Irgun, b hotel, blowing up of radio and power killing soldiers hit a very weak GB War II etc. Propaganda and world opinion, 'he and Exodus, US pressure from Je	lowing up of King stations, raiding c after the strain of eroic' displaced pe	David amps, World ersons	
			from Arabs. Handing to UNO would not just a British one etc.	make it a world pro	blem, [2]	
	Level		ation of British weakness OR other fac Allow single factors with multiple reaso		actors	
			eloped suggestions on BOTH sides of Balanced but Brief)	the argument (and	notate [3–5]	
	Level		s that offer a balanced argument. sides of British weakness AND sed.	other factors mu	st be [6–8]	

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

[2–4]

by railway.

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

Page 1	5	Mark Scheme		Syllabus	Paper 04	
		IGCSE – May/J	IGCSE – May/June 2008 0470			
(iii)	Level	Single reason. One for the reason, one for the explanation.			[1–2]	
	Level		er expanding netw ys cheaper and easie nt. Quicker and ava nt haulage. Money re	vork and not li er to build. Did not ailable passenger eadily available and	imited suffer travel	
(iv)	Level	1 Simple assertions. Yes, everyone liked go	ing on journeys		[1]	
	Level	Welcome Most sect	e OR lack of welcome ions of industry pr y access to work, cou	rospered, peoples	lives	
		Not Old carrier environmer	industries and their ntalists, fear of train escape quickly etc.			
	Level	3 Explanation of welcon given. Allow single fact OR		•	actors	
		Undeveloped suggesti BBB – Balanced but br		of the argument (anr	notate [3–5]	
	Level	Answers that offer a bar BOTH sides of welcom	5	ne must be addresse	ed. [6–8]	

Page 1	6	Mark Scheme IGCSE – May/June 2008	Syllabus 0470	Paper 04			
	Depth Study H: The Impact of Western Imperialism in the 19th Century						
(a) (i)	Level	1 Repeats material stated in source, no inferen	ce made.	[1–2]			
	Level	2 Makes valid inferences not supported from the if everyone was to be looked after etc.	ne source e.g. It loc	oks as [3–4]			
	Level	3 Makes valid inference(s) with reference to the the natives conditions through educa suppressing the slave trade, whilst also missionaries and scientists etc.	tion, Christianity	and on to			
				[5–6]			
(ii)	Level	1 Agrees OR disagrees with no support from so	ource.	[1–2]			
	Level	2 Agrees OR disagrees, supported from s commerce comes before Christianity. Th exploitation. No, B mentions Christianity and the natives.	ne whole of C s	seems			
	Level	3 Agrees AND disagrees, supported from the issue of 'How far?'	e source. Addresse	es the [6-7]			
(iii)	Level	 Useful/not useful – Choice made on the detailed/gives more information, but do information. 					
	Level	2 Useful/not useful – A is a summary from the from Livingstone and C is from a BBC corres be biased/unreliable.					
	Level	3 Choice made on the nature or amount of specify what information.	information given.	Must [3–5]			
	Level	4 Choice made on the grounds of reliability. Discussion of utility must be made on valid e context. Include at this Level answers that A, B and C to show reliability.					
		6 marks for one source, 7 marks for more that	in one source.	[6–7]			
(b) (i)		mark for each valid example to a maximum and, Uganda, Namibia (German SWA).	of two e.g. Came	eroon, [1–2]			
(ii)	Level	1 Identifies incidents		[1–2]			
	Level	2 Develops incidents. Award an extra mark for in additional detail. Most likely incidents Fa crises of 1905 and 1911.					

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