Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/42**

Paper 4 Alternative to Coursework **March 2018**

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.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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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.

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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.

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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.

Question	Answer	Marks
Depth Study A: The First World War, 1914–1918		
1	**How important was Belgian resistance in 1914 to the outcome of the war? Explain your answer.** **YES** Belgian Army fought invading German Army from the protection of their forts; Germans had to halt and bombard with artillery; Belgian resistance won them many friends and sympathy from Allies; Britain honoured Treaty of London and declared war on Germany; resistance bought the French and British time to mobilise; slowed the German advance and thus the Schlieffen Plan failed to achieve its strict military targets; allowed Russian mobilisation to have greater effect, etc. **NO** Belgian resistance was easily crushed due to small army; more important – entry of BEF and their impact at the Battle of the Marne; Russian mobilisation was quicker than the expected 6 weeks which led to a war on two fronts; new weapons were more important – machine gun, artillery etc.; trench warfare led to a static war and stalemate on the Western Front; war at sea; Battle of Verdun and the Somme; US entry into the war; British Blockade, etc.	**40**

Question	Answer	Marks
2	**How significant were the Allies' improved military tactics as a cause of German defeat in 1918? Explain your answer.** **YES** Use of new weapons in battles such as the tank led to combined arms tactics to be developed after the Somme – used successfully in Cambrai, 1917; tanks used to lower German morale and boost Allied morale; creeping barrage developed to protect infantry advancing across no-man's-land; aircraft used more successfully by 1918 and slowed up advance during Ludendorff Offensive; used successfully at sea to observe convoys and attack shipping; failures at the Somme led to generals allowing field commanders to make tactics as opposed to following a grand plan, etc. **NO** More significant – British Blockade starved Germany out of the war; food and fuel shortages helped lead to the Kiel Mutiny and spark German Revolution in October 1918; US entry into the war – 50 000 a month by early 1918; fresh troops overwhelmed tired German troops and allowed Allies to use veteran soldiers on important campaigns; Allies had greater resources compared to Germany; Germany was forced to equip and support weaker Allies like Austria, etc.	**40**

Question	Answer	Marks
Depth Study B: Germany, 1918–1945		
3	**How important was President Ebert in ensuring the Weimar Republic had not collapsed by the time of his death in 1925? Explain your answer.** **YES** Ebert formed the first Weimar Government in 1919; during Spartacist Uprising, he made a deal with the freikorps to crush the rebellion; freikorps also used to crush other left-wing uprisings in Bavaria and the Ruhr; Ebert used the workers in Berlin to bring the Kapp Putsch to a halt and regain control of Germany; Ebert used Article 48 over 150 times to ensure reforms were passed; Ebert kept support of workers and nationalists during the Ruhr occupation in 1923 by supporting passive resistance; Ebert appointed Stresemann Chancellor in 1923, etc. **NO** Ebert never had a majority in the Reichstag, so relied on coalition governments; Ebert had very slight loyalty from Reichswehr – they refused to fire on freikorps during Kapp Putsch; Ebert's policy of printing more money led to hyperinflation in 1923; blamed by nationalists for signing Treaty of Versailles; 'November Criminal'; more important – the freikorps crushed left-wing rebellions; workers stopped the Kapp Putsch Stresemann from 1923–29 solved many problems – Dawes Plan, Locarno Pacts, ended hyperinflation and Ruhr occupation; President Hindenburg brought widespread support from many Germans after 1925, etc.	**40**

Question	Answer	Marks
4	**How significant was the role of the SA in bringing Hitler to power in January 1933? Explain your answer.** **YES** SA aided Hitler during the Munich Putsch in 1923; protected Nazi meetings and attacked communists; after 1925, the SA were used more for rallies, marches and propaganda purposes; SA membership grew to over 100 000 by 1928; Hitler used the SA to demonstrate discipline and order during the chaos of the Depression; SA intimidated opponents; effectively led by Rohm; SA used to cause disruption on the streets to entice middle-class to support the Nazis; made many fear a communist uprising was imminent; SA gave the unemployed purpose through membership, etc. **NO** SA was viewed as violent and extremist by many in the middle-class; some committed criminal acts; Rohm unpopular with Army and traditional elites including Hindenburg; SA sometimes seen as too radical and socialist by other Nazi members and conservatives; more significant – Depression led to mass unemployment – 6 million by 1932; extremists more attractive to many; fear of communism; negative cohesion; Goebbels propaganda machine attracted voters from different classes; Nazi promises; Hitler's leadership qualities; political manoeuvring by von Papen and Hindenburg, etc.	**40**

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Question	Answer	Marks
Depth Study C: Russia, 1905–1941		
5	**How important was the Russo-Japanese War as a cause of the 1905 Revolution? Explain your answer.** **YES** In 1904 Russia went to war against Japan – many including the Tsar thought this would be an easy victory; defeats on land and at sea; in 1905 the Russian fleet was sunk by a smaller nation; caused a drop in morale amongst troops and population; many blamed the Tsar and his government; many peasants were in the army which caused food shortages at home; led to miserable living and working conditions for peasants and workers in the cities, etc. **NO** More important – fast, dramatic reform – 6% economic growth annually, but workers and peasants did not share in the wage rises; poor living and working conditions; no trade union representation; workers and middle classes demanded representation; autocracy still in place – growing opposition from liberals and socialists; peasant rebellions over land issue; liberal prime minister supported concessions; Bloody Sunday sparked revolution – Father Gapon and 200 000 protestors were fired on by Winter Palace guard with as many as 4000 casualties, etc.	**40**

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Question	Answer	Marks
6	**How significant was Lenin to Bolshevik success in November 1917? Explain your answer.** **YES** Lenin was the undisputed leader of the Bolshevik Party after April 1917 and his return from exile; united party; committed to revolution using committed revolutionaries; April Theses promised Peace, Bread and Land; 'all power to the Soviets'; Lenin was an intellectual who adapted Marxism to Russia's situation – Marxism-Leninism; gained support from urban workers, sailors and some soldiers; appealed to poor peasants by encouraging them to seize land; Lenin's role in the seizure of power was crucial in terms of timing, etc. **NO** Lenin was in exile for many years; more significant – failures of Provisional Government in dealing with Russia's problems: continuation of war, failed Summer Offensive, land issue not solved etc.; Kornilov Affair – armed the Red Guard and Bolsheviks were viewed as heroes of the revolution; Petrograd Soviet seen as representative government by many workers, soldiers and sailors, mutiny of sailors and soldiers; Trotsky's role as Chairman of the Petrograd Soviet and head of the PRC – organised the seizure of power; Bolshevik majorities in Petrograd, Moscow and most other industrial towns; increased Bolshevik membership, etc.	**40**

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Question	Answer	Marks
Depth Study D: The USA, 1919–1941		
7	**How important was the introduction of Prohibition as a factor in changing US society in the 1920s? Explain your answer.** **YES** Prohibition was not popular in many urban areas of the USA; bootlegging made vast sums of money; rise of gangsterism – Capone made around $60 million a year; illegal speakeasies were popular in towns and cities – more speakeasies than saloons in 1919 by 1925; illegal distilleries sprang up in many cities – over 280 000 seized by 1929; moonshine led to deaths and blindness; "rum-runners"; corruption of officials – bribery of local authorities, etc. **NO** Alcohol consumption actually declined by about 30% in the early 1920s; some effective policing by Prohibition Agents; more important – popularity of motor car brought freedom of movement to many; led to growth in cafes, motels, new suburbs; advertising changed fashions and led to consumer society; entertainment industry flourished – cinema and Hollywood stars; radio; new music such as Jazz (Black American performers); women's freedom – flappers, right to vote from 1920; bars, nightclubs and cabarets, etc.	**40**

Question	Answer	Marks
8	**How significant was his election campaign as a reason for Roosevelt becoming President in 1933? Explain your answer.** **YES** Roosevelt campaigned on a promise to help those affected by the Depression; he was not radical but believed in active government as a last resort to help normal people; planned to use public money to create jobs; used his experience as governor of New York; met and spoke with union leaders and businesses; went on a grand tour of the USA to drum up support attacking Hoover; promised a New Deal and the three Rs (Relief, Recovery, and Reform); excellent public speaker – 16 major speeches in 1932, etc. **NO** More significant – Hoover seen as the 'do-nothing' President; until 1932, he refused to accept there was a major problem; he left himself open to bitter criticism – "prosperity is just around the corner"; Hoover's reforms and intervention were too little too late; tariffs strangled international trade further; Hoover was associated with the Depression – Hoovervilles and Hoover blankets; believed in rugged individualism and denied government help; blocked Garner-Wagner Bill in 1932 which would have provided $2.1 billion to create jobs; Hoover's reaction to the Bonus Marchers, etc.	**40**

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Question	Answer	Marks
Depth Study E: China, c.1930–c.1990		
9	**How important was the support of the peasantry in Communist victory in the Chinese Civil War? Explain your answer.** **YES** Peasants formed the backbone of the Communist Party; during the Second World War and Civil War, peasants saw the Communists as a patriotic party compared to the KMT as they fought the Japanese, unlike the KMT forces; Yenan Settlement increased peasant support and spread Maoist dogma; Maoism focused on the peasants as opposed to the industrial workers; Communists built up good relations with Chinese villages and many were used as bases for guerrilla warfare; Communist propaganda was effective in the countryside – increased peasant membership, etc. **NO** More important – the leadership of Mao; Mao was seen as the focus point of an ideology which focused on peasant support – Maoism; weak and corrupt KMT leadership under Chiang Kai-shek; KMT misused American funds in the Second World War – many deserted and joined the Communists; effective guerrilla warfare tactics by Communist Party – key city of Shanghai captured in 1949 and KMT forced to flee, etc.	**40**

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Question	Answer	Marks
10	**How significant was the Cultural Revolution in maintaining Mao's position in the Communist Party? Explain your answer.** **YES** Cultural Revolution re-imposed Mao's leadership and dictatorship over China after the failure of the Great Leap Forward; attempted to reverse some revisionist policies of Liu Shaoqi and reconnect people with communist ideas; Mao used young people, especially students to restart the revolution; Mao's Little Red Book used to spread Maoism; Red Guard supported by Mao to hunt out non-conformists and revisionists; led to violence, rape, murders and beatings; property seized; people forcibly re-educated; closure of colleges and universities; traditional art and culture wiped out and only socialist culture was endorsed; children encouraged to question their parents, etc. **NO** More significant – Land Reforms in the 1950s introduced collective farms, cooperatives and then communes; reorganised peasants based on socialist ideas; Maoist propaganda in the communes; social reforms – new access to healthcare and education; 90% literacy rate by the 1960s; free primary education for all; Five Year Plans – led to massive increase in industrial output for coal, iron, steel and oil; growth of railways and urban areas; women's lives improved – new laws made divorce easier, banned foot binding and gave women opportunities in the Party; use of terror – People's Liberation Army arrested revisionists and counter-revolutionaries; Hundred Flowers Campaign exposed Mao's enemies, etc.	**40**

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Question	Answer	Marks
Depth Study F: South Africa, c.1940–c.1994		
11	**How important were peaceful protests in the development of opposition to apartheid? Explain your answer.** **YES** ANC used Defiance Campaign in 1952 to oppose apartheid on public services – given full media coverage at home and internationally and led to international condemnation by some nations; Freedom Charter, 1955 promoted democracy and equality before the law; 1960 PAC began a national campaign against the Pass Laws – mainly peaceful operations; women campaigned alongside men in demonstrations – occupied government buildings in 1956 in Pretoria; protests after Sharpeville in 1960; Black Sash saw white middle class women joining in with black women opposing Pass Laws; Steve Biko and Black Consciousness Movement advocated peaceful and moderate opposition to apartheid, etc. **NO** More important – ANC Youth League used more active methods of protest including boycotts and violent demonstration – led by Mandela and Sisulu; Programme of Action in 1949–50 led to riots and civil disobedience; ANC and PAC both formed militant wings – MK and Poqo; led to violent resistance including sabotage and terrorism; riots in Soweto in 1976 led to widespread violence and protest in the 1980s, etc.	**40**

Question	Answer	Marks
12	**How significant was increased violence during the 1980s in bringing about the end of white minority rule? Explain your answer.** **YES** The 1976 Soweto riots created uneasy tension towards white minority rule in the 1980s; increased rents and electricity charges in 1984 led to outbreaks of violence – ANC called for the community to make apartheid unworkable; collaborators of apartheid were targeted; attacks on government buildings and assassinations led to a State of Emergency in 1985; 1986–88 ANC launched terror campaign in cinemas, restaurants and shops; state of almost civil war by 1989 which led to foreign investors and companies pulling out of South Africa leading to pressure on the government to change, etc. **NO** More significant – work of ANC and PAC; release of Mandela; Botha's other reforms caused more calls for an end to minority rule – constitutional reform led to petty apartheid; Pass Laws reformed in the mid-1980s allowing blacks and whites to live in the same area in parts of South Africa; Education Reforms – increased spending on black schools; work of other leaders – Tambo, Tutu, Slovo, Buthelezi and de Klerk; Steve Biko and Black Consciousness movement, etc.	**40**

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Question	Answer	Marks
Depth Study G: Israelis and Palestinians since 1945		
13	**How important were the actions of Jewish paramilitary groups, 1945–49, in bringing about the creation of the state of Israel? Explain your answer.** **YES** The Haganah had fought for the Allies during WWII and gained useful experience as well as access to weaponry in the 1948–49 war; later it attacked military targets and key elements of the infrastructure, leading to a British withdrawal from Palestine; Irgun were more radical Zionists – led by Begin, it declared war on the British mandate in 1944 – responsible for King David Hotel attack killing 92 people including 28 British; the attack led to a split in the resistance movements but also helped cause the British to hand over the Palestinian problem to the UN; the Leh'i, led by Stern was responsible for assassinations and terrorist actions against the British, etc. **NO** More important – the role of Britain – Eden opposed to partition; Britain refused to allow Jewish Holocaust survivors to enter Palestine in defiance of Ben Gurion and the Americans; Bevin handed over Palestine problem to UN in 1947; UN more significant – UNSCOP report to the UN in 1947 recommended Partition Plan, Britain refused access to Palestine which helped cause 1948–9 war; US supported Jewish homeland; gave financial support to IDF in the war; Arabs rejected UN plans to partition Palestine; formed Arab League; disorganised during the war which helped lead to defeat against IDF, etc.	**40**

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Question	Answer	Marks
14	**How significant were the Israeli armed forces in bringing about Israel's victories in the wars of 1956, 1967 and 1973? Explain your answer.** **YES** 1956 – Israeli government had secret meetings with British and French to invade Egypt by invading Sinai; used paratroopers to attack; showed the Arab nations it was able to inflict heavy damage on its neighbours; 1967 – Israeli pre-emptive strike against Egypt, Syria and Jordanian airfields; wanted to stop PLO raids; strategy developed by Defence Minister Moshe Dayan – used air superiority to destroy Arab air forces before they left the ground; overran the West Bank, pushed the Egyptians back to the Suez Canal and captured the Golan Heights; Israel tripled its size in six days; was most powerful nation in the region; 1973 – Israel managed to launch a determined and effective counter-attack within three days of the surprise attack by Egypt and Syria; within two days they had recaptured the Golan Heights using air superiority; Israel managed to get US backing, etc. **NO** 1956 – British and French more significant – supported Israeli attack with Anglo-French invasion; British bombed Cairo; British and French paratroopers landed west of Port Said; 1967 – Israel had been modernising its armed forces with financial and military support from the USA, aircraft from France and tanks from Britain; King of Jordan not fully committed to war; Nasser did not want to plunge Egypt into war either, but forced to by Syria – urged to by USSR; 1973 – USSR technology better for defence than offence; poor tactics from Syria and Egypt – underestimated Israeli military might and importance of US backing, which sent tanks; President Nixon refused to negotiate a ceasefire until Israel had recaptured all lost territory, etc.	**40**

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