CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/42**

Paper 4 Alternative to Coursework **February/March 2024**

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the February/March 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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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 descriptions 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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Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **adequately** meets the level statement, you should award the most appropriate mark in the middle of the range.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.

Assessment objectives

AO1
An ability to recall, select, organise and deploy knowledge of the syllabus content.

AO2
An ability to construct historical explanations using an understanding of:

- cause and consequence, change and continuity, similarity and difference
- the motives, emotions, intentions and beliefs of people in the past.

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Table A

Use this table to give marks for each candidate response for AO1 for **part (a)** of each question.

Level	Description	Marks
3	Account includes the main events/developments and directly addresses the question. Account is consistently supported by accurate historical knowledge. Account is logically sequenced.	11–15
2	Account describes some events/developments relevant to the question. Account is mostly supported by accurate historical knowledge. Account is structured in its approach.	6–10
1	Response has limited relevance to the question. Response includes some accurate historical knowledge. Points made are generally unconnected.	1–5
0	No creditable material.	0

Table B

Use this table to give marks for each candidate response for AO2 for **part (b)** of each question.

Level	Description	Marks
5	An answer that presents more than one facet of the discussion. Uses well-supported explanations in support of more than one facet of the discussion. Reaches a clear, convincing and substantiated judgement on relative importance.	21–25
4	An answer that presents more than one facet of the discussion. Explanations are used to support the facets presented. May attempt a judgement, which is partially supported.	16–20
3	An answer that presents one or more facets of the discussion. Explanation(s) are used to support only one of the facets presented. May attempt a judgement, which is unsupported.	11–15
2	An answer that attempts to address one or more facets but only using assertion. May include relevant comments linked to a facet but these will be undeveloped or implicit. May attempt a generalised judgement, which is mostly asserted.	6–10
1	An answer that presents general knowledge of the topic. Describes or identifies some points with limited focus. No attempt at judgement or where an attempt has been made, it is very general and undeveloped.	1–5
0	No creditable material.	0

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Question	Answer	Marks
1(a)	**Write an account of the actions of the British Expeditionary Force (BEF) during 1914.** Indicative content Accounts may include the following: • Britain promised to defend Belgian independence in Treaty of London • BEF contained about 120 000 professional soldiers • BEF first engaged Germans at Battle of Mons – British retreat • Fought with French at the Battle of the Marne • BEF, with French, pushed Germans back over the river Aisne – Germans dug in • Led to race to the sea • First Battle of Ypres saw a stalemate evolve on the Western Front – BEF total casualties estimated at over 90 000 Accept any other valid responses.	**15**
1(b)	**Discuss the impact of Belgian resistance on the German attack on the Western Front in 1914.** Indicative content Accounts may consider the following facets: • Strategic impact, for example, slowing the German advance • Military impact, for example, loss of German troops • Allied impact, for example, drew Britain into the war • Psychological impact, for example, on Belgian or German morale Accept any other valid responses.	**25**

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Question	Answer	Marks
2(a)	**Write an account of the role of Indian troops on the Western Front.** Indicative content Accounts may include the following: • Indian Expeditionary Force A had about 150 000 troops • Attached to the BEF and sent to the Ypres Salient shortly after the outbreak of war • Led the assault in the Battle of Neuve Chapelle • Had issues with the climate and conditions on the Western Front • Many Indian troops lacked training in using British equipment and weapons Indian cavalry divisions took part in Battle of the Somme in 1916 • Indian cavalry took part in the advance on the Hindenburg Line and Battle of Cambrai in 1918 • Over 9000 Indian troops killed on the Western Front Accept any other valid responses.	**15**
2(b)	**Discuss the importance of British Empire troops on the Western Front.** Indicative content Accounts may consider the following facets: • Military importance, for example, the IEF boosted Allied numbers on the Western Front with two cavalry and two infantry divisions. The Canadian Corps saw four divisions take part in major battles • Importance to morale, for example, increased numbers of Allied troops in war of attrition. Indian and Canadian troops were also awarded the Victoria Cross for bravery • Strategic importance, for example, IEF fought at the Battle of the Somme; Canadian Corps also at the Somme and saw decisive victory at Vimy Ridge, leading to German collapse in the Arras sector • Importance to innovation, for example, the Canadian Corps at Vimy Ridge saw a coordinated assault on the German lines using tunnels, mines and air operations Accept any other valid responses.	**25**

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Question	Answer	Marks
3(a)	**Write an account of Hitler's leadership of the Nazi Party up to 1924.** Indicative content Accounts may include the following: • Hitler joined the German Workers' Party in 1919 and was in charge of propaganda by 1920 • Hitler and other Nazi leaders announced the 25-Point Programme in 1920 • Hitler designed the swastika flag and oversaw the change in the party's name to the National Socialist German Workers' Party (NSDAP) • Hitler assumed leadership of the Nazi Party in 1921 • Hitler committed the party to policies of anti-Semitism, the destruction of communism, the abolition of the Treaty of Versailles, gaining Lebensraum and a one-party system of government • Hitler central to early Nazi Party support- leadership qualities such as a master orator • Hitler developed the SA as the paramilitary of the Nazi Party • Hitler used the hyperinflation period to launch the Munich Putsch in 1923 • Hitler imprisoned for 9 months and dictated Mein Kampf. Reorganisation of Nazi Party and change of tactics Accept any other valid responses.	**15**
3(b)	**Discuss the importance of the Munich Putsch.** Indicative content Accounts may include the following: • Importance for the Nazi Party development, for example, it led Hitler to a change in tactics by making itself electable • Importance on morale- Nazis saw 16 killed; German citizens or army did not support the putsch; leaders arrested and put on trial for treason • Importance on Nazi ideology, for example, Hitler dictated Mein Kampf while in prison; new party policies and strategies • Importance on public perceptions of the Nazi Party, for example, many moderate Germans were appalled by the extremism and violence • Importance on image, for example, Nazi Party and SA were banned. Leaders imprisoned; important to future Nazi mythology • Importance on support, for example, trial got public attention; Nazis now leading far-right nationalist group; increased size of SA and Nazi Party membership; some initial electoral success in 1924 Accept any other valid responses.	**25**

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Question	Answer	Marks
4(a)	**Write an account of the development of Nazi racial policy in Germany.** Indicative content Accounts may include the following: • Nazi Party and SA boycott of Jewish shops and businesses in 1933 • Sterilisation Law in 1933 saw 70 000 Germans with hereditary illnesses sterilised • Hitler used the Enabling Act to purge Civil Service of Jews • Anti-Semitic propaganda in media. Nazi control over school curriculum and youth groups promoted Nazi racial ideas- anti-Semitism, eugenics and master race theory • Nuremberg Laws in 1935 denied German citizenship to Jews and prohibited marriage and sexual contact between Aryans and Jews • 1936- Lebensborn programme introduced • 1938- Kristallnacht saw Nazis attack Jewish shops, businesses and houses • Jews barred from Aryan schools, public recreational venues and forbidden to engage in trading activities • T-4 euthanasia programme saw 70 000 killed • Final Solution after 1942 Wannsee Conference – 6 million killed in extermination camps in Eastern Poland Accept any other valid responses.	**15**
4(b)	**Discuss the impact of the Night of Broken Glass (Kristallnacht).** Indicative content Accounts may consider the following facets: • Impact on Jewish property in Germany – destruction of businesses, homes and synagogues • Impact on Nazi policy – increasingly radical anti-Semitic policy; Jews barred from trading, schools and recreational activities. Increased violence towards Jews in public • Impact on Jewish people living in Germany – 30 000 arrested and sent to concentration camps; increased Jewish emigration (40% had left Germany by 1939) • Impact on non-Jews in Germany – many Germans horrified by the violence towards Jews; increased awareness of Nazi violence and repression • Impact on world opinion – many countries appalled by Nazi actions Accept any other valid responses.	**25**

Question	Answer	Marks
5(a)	**Write an account of the economic problems facing Russia between 1905 and 1914.** Indicative content Accounts may include the following: • Nearly 80% of the Russian population were peasants whose farming methods were outdated and heavily affected by famine • Peasant land issue – demands by poorer peasants for better quality farming land. Led to increased support for radical peasant parties like the SRs • Russian industry still under-developed compared to Western nations. Growing working-class with low wages and long hours. Led to increased political opposition from Marxist groups • Russo-Japanese War expensive with no gains • The 1905 Revolution brought economic activity in cities and areas of the countryside to a halt • Continued strike action by workers after 1905, for example, Lena Goldfield strike in 1912 Accept any other valid responses.	**15**
5(b)	**Discuss the impact of the Russo-Japanese War (1904-05) on Russia.** Indicative content Accounts may consider the following facets: • Impact on the military – huge casualties and naval losses • Impact on morale – led to mutinies (Potemkin for example); loss of support for the Tsar in Russia • Social impact – major cause of the 1905 Revolution; led to strikes and riots • Economic impact – huge cost of war; military spending increased by 50% while production levels were falling • Political impact – Tsar forced to reform the army (better pay and conditions) to retain support Accept any other valid responses.	**25**

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Question	Answer	Marks
6(a)	**Write an account of Kerensky's role in the Provisional Government.** Indicative content Accounts may include the following: • Kerensky was a minister in the Provisional Government and a deputy in the Petrograd Soviet at first. Popular with both and the people • Kerensky supported Russia's defensive position in the war to keep Western Allies • Kerensky increasingly prepared to take offensive approach to war; launched Summer Offensive. which was a massive failure and defeat. Made conditions on Home Front worse • The Summer Offensive sparked riots and strike action (July Days); Kerensky ordered troops to stop the riots and Bolshevik leaders were arrested • Kerensky appointed Kornilov as Commander of Russian Army to impose order in capital. He attempts a coup. Kerensky was forced to free imprisoned Bolshevik leaders and arm them to halt the coup • Kornilov Affair weakened Kerensky's position. He fled Petrograd when he heard of the planned Bolshevik seizure of power on 7 November 1917 Accept any other valid responses.	**15**
6(b)	**Discuss the impact of the July Days.** Indicative content Accounts may consider the following facets: • Political impact – demonstrated public opposition to the war in the cities; forced the Provisional Government to arrest Bolshevik leaders and others to flee into exile, including Lenin • Social impact – strikes and riots on the streets including workers, soldiers and sailors due to food and fuel shortages. Increasing lack of support for PG • Economic impact – strikes meant industry was shutdown • Impact on Kerensky – Kerensky increasingly became more hard line; the death penalty was reintroduced • Military impact – Kornilov appointed Supreme Commander of the Russian armed forces. Led to Kornilov Affair. Accept any other valid responses.	**25**

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Question	Answer	Marks
7(a)	**Write an account of the problems facing American banks as a result of the Great Depression.** Indicative content Accounts may include the following: • Buying on the margin at its peak in 1929, creating economic bubble. • Debts owed to banks reached an all-time high in 1929 • Debts could not be recovered due to the Crash • 659 banks failed in 1929 alone. Thousands more failed in the early 1930s, leading to American citizens withdrawing their savings from other banks • Banks stopped lending money to businesses and mortgages to home buyers • Banks in Europe failed, which meant American banks could not recover overseas debt • Allow reference to FDR and the Emergency Banking Act Accept any other valid responses.	**15**
7(b)	**Discuss the impact of high unemployment on the USA in the 1930s.** Indicative content Accounts may consider the following facets: • Economic impact, for example, no income to pay rents or mortgages; low demand for work meant wages dropped • Social impact, for example, homelessness, the creation of Hoovervilles, poor health and malnutrition • Political impact, for example, many Americans blamed Hoover and the Republicans; led to Roosevelt's election as president in 1932 • Cultural impact, for example, unemployment in the countryside led to migration of black and white American labourers to other states such as California to find work Accept any other valid responses.	**25**

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Question	Answer	Marks
8(a)	**Write an account of right-wing opposition to the New Deal.** Indicative content Accounts may include the following: • Republicans in Congress opposed interference from government. They believed it undermined core American values • Business leaders formed the Liberty League in 1934 and accused Roosevelt of socialism • Opposition to increased trade union rights after introduction of the Wagner Act • States' rights campaigners opposed the New Deal, claiming federal government was interfering with the rights of states to manage their own affairs, such as the TVA • Conservative Supreme Court Justices had a natural dislike of the New Deal reforms – the NRA and AAA were both declared unconstitutional Accept any other valid responses.	**15**
8(b)	**Discuss the impact of the Supreme Court on the New Deal.** Indicative content Accounts may consider the following facets: • Political impact – the Supreme Court was empowered by the Constitution to prevent an over-powerful federal government or president • Both the AAA and NRA were declared unconstitutional, which temporarily hampered farming and business alike during the Depression • Impact on Roosevelt- Roosevelt was forced to try and introduce more Justices to balance the Supreme Court- packing the court • Impact for the Second New Deal – Supreme Court began to drop its opposition to the New Deal and allowed the Wagner Act and Social Security Act to pass unhindered • Allow as a facet of the discussion arguments that explain how the Supreme Court was not very impactful on the New Deal- Supreme Court backed down and allowed Wagner Act and Social Security Act to pass in the Second New Deal Accept any other valid responses.	**25**

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Question	Answer	Marks
9(a)	**Write an account of the evacuation of Dunkirk.** Indicative content Accounts may include the following: • By 21 May 1940, the German Army had trapped Allied forces in North France • 23 May – Hitler ordered a halt on the German Army advance. The Luftwaffe were used to destroy the Allied armies and force a surrender and peace terms • British and French planned an evacuation from Dunkirk. Battle of Dunkirk used to delay German troops • Royal Navy, French Navy and merchant ships, 800 in total, evacuated 340 000 troops in just 8 days, supported by RAF • Allied equipment and weapons, including tanks, lost to the Germans Accept any other valid responses.	**15**
9(b)	**Discuss the importance of the defeat of France in 1940.** Indicative content Accounts may consider the following facets: • Military importance – France knocked out of the war in Europe; it had the largest army, air force and the most armoured vehicles in any Allied army in 1940 • Strategic importance – German occupation of France meant that only an invasion from across the Channel would defeat Germany in the future; Germany controlled most of Western Europe; Germany could use French ports to house U-boats in Battle of the Atlantic • Political importance – France split into Occupied France and Vichy government in the South; Free French provisional government led by de Gaulle established in London • Cultural importance – Vichy France seen as collaborators; took part in Final Solution and enforced anti-Semitic policies • Morale – German occupation a massive blow to many French; some joined French Resistance Accept any other valid responses.	**25**

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Question	Answer	Marks
10(a)	**Write an account of the Nazi occupation of Poland.** Indicative content Accounts may include the following: • Poland defeated in 1939; Germany and the USSR split occupation according to Nazi-Soviet Pact • Parts of Western Poland were annexed into German Reich. The remainder formed the General Government – Hans Frank was appointed Governor-General by Hitler • Administration at most levels in the General Government was controlled by the Nazis. Some Polish police forces ran local levels of administration • Poles and other non-Germans were forced to resettle and were subject to Germanisation and economic exploitation • General Government was enlarged after the German invasion of the USSR in 1941 • About 21% of the Polish population were killed during the occupation, half of them ethnic Poles and the other half Jews. Ghettos were established in Polish cities and after 1942, extermination camps in Eastern Poland Accept any other valid responses.	**15**
10(b)	**Discuss the importance of the Holocaust.** Indicative content Accounts may consider the following facets: • Political importance – Nazi leaders in Poland became subservient to the needs of the SS who were in charge of the Final Solution • Social importance – Jews were either worked to death in labour camps or exterminated in specially built extermination camps. Approximately 3.5 million Polish Jews were gassed, as well as millions of other Jews and Nazi racial enemies from around the rest of Nazi occupied Europe • Economic importance – the Final Solution provided massive income for SS run businesses and industries that supported the German war effort, such as I G Farben, who used slave labour. Wealth confiscated from Jews in Poland • Military importance – huge amounts of resources ploughed into the Final Solution and away from the German military Accept any other valid responses.	**25**

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