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Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0470 HISTORY

0470/41 Paper 4 (Alternative to Coursework), maximum raw mark 40

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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 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.

Depth Study A: The First World War, 1914–1918

1 How important to the failure of the Schlieffen Plan was Belgium's reaction to invasion? Explain your answer.

Yes Unexpectedly strong Belgian resistance; took two weeks to capture Brussels; gave Britain time to organise; left Channel ports free and BEF to cross; frustrated Schlieffen Plan; delay hurt German impetus; supplies and exhausted men, long marches in hot August; September, attacked by French at Marne, driven back to Aisne, dug in – trench warfare; France not knocked out in two weeks; Germany now fighting on two fronts; BEF held Germans at Ypres, saved Channel ports; GB had time to blockade German ports, etc.

No Expect a largely one-sided answer as the reaction of the Belgians had so many benefits for the allies. Reward answers that debate the degree of importance. Speed of British response to invasion surprised Germans; Russia mobilised quicker than expected; Moltke weakened 'hammer' before the invasion; Crown Prince disobeyed orders and had to be reinforced; German army was mainly conscript and plan was based on professional army; Germans advanced too quickly for their supplies to keep up. The reaction only delayed the Germans briefly; Belgium fell anyway, etc.

2 How significant was the Battle of the Somme to Britain? Explain your answer.

Yes July–November 1916. Aim to relieve pressure on the French at Verdun; to keep Germany fully occupied to prevent reinforcement to the East; made limited advances ranging from a few hundred yards to seven miles; significant blow to German morale as Britain's (conscripted) army was a force to be reckoned with; criticism of Haig and continuous frontal attacks; Hindenburg said later that the German army could not have sustained more battles like Verdun and the Somme; Asquith fell; Lloyd George took over; film 'The Somme' affected the British with war scenes for the first time shown; etc.

No Trench warfare continued; tactics did not change; same frontal attacks as seen at Passchendaele, 1917, with the same colossal losses; new weapons like tanks made a difference at Cambrai but tactics needed refinement; Haig remained in post; attitudes at home were either undermined by the losses or made more determined to complete the job; almost resigned to the horrors of war; impact on Britain of fighting did not stop the need to 'get the job done', etc.

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Depth Study B: Germany, 1918–1945

3 How important were reparations as a cause of the problems of the Weimar government between 1919 and 1924? Explain your answer.

Yes £6600m cost claimed to be too high for Germany: Ebert and colleagues seen as the 'November Criminals'; War Guilt resented; contributed to the opposition in the army – Kapp Putsch; occupation of the Ruhr and hyperinflation; led to opportunities for Nazis to exploit – Munich Putsch, etc.

No The annual payment set in 1921 was only 2% of output. Other problems more important; resentment of the Armistice, Ludendorf and Hindenburg's disloyalty; territorial losses in Treaty of Versailles, *Diktat* seen as unjustified; conservatism favoured monarchy, suspicious of democracy. Constitution and proportional representation weakened government stability; Emergency powers (Article 48) caused weakness – used 136 times by Ebert; Communist uprisings – Kiel Mutiny, Spartacists and Bavarian Republic; Munich Putsch was more from resentment of intended dissolution of Freikorps; Stresemann, Dawes Plan and Rentenmark resulted from reparations and went some way to stabilising Germany and thus were a positive outcome rather than a 'problem'. Candidates could use isolation from international community – not allowed to join League of Nations, etc.

4 How significant was the war of 1939–45 in changing life in Nazi Germany? Explain your answer.

Yes Conscription age lowered to 17; production focused on armaments; Speer and 'total war'; ended unemployment; women to work; conquered territories and labour initially improved economy; rationing from 1939, amount diminished later; more difficult after 1942; blockade and shortages; even tighter security and censorship; SS role increased; Allied bombing/invasion meant civilian deaths – estimated at 3.5m by 1945; some resistance, e.g. Kreisau Circle, July 1944 Bomb Plot, White rose, etc; Hitler appeared less; increased persecution of minorities; Final Solution, etc.

No Early victories celebrated; continuity of major aspects – powers of state, Gestapo, SS, SD, Hitler Youth; workers' rights already lost; persecutions and concentration camps; propaganda secure, and disguised later defeats; no major resistance to Nazi rule; Jews still persecuted, etc.

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Depth Study C: Russia, 1905–1941

5 How important was the 1905 Revolution to the eventual overthrow of Tsarism in Russia? Explain your answer.

Yes First full scale national revolt, although focused on St Petersburg; concessions in the October Manifesto pleased the middle class and could encourage more demands; undermined respect for Nicholas II, especially after he reduced powers or dismissed Dumas; defeats in Russo-Japanese war had a bearing on the revolution and its outcome – a lesson not learned in 1914, etc.

No By 1914, Nicholas seemed to be in full control and popular as the war broke out; his repression by troops and Okhrana and Fundamental Laws seemed to have dealt with opposition; revolutionaries in exile; Nicholas was able to ignore the Manifesto and the Dumas; Stolypin's measures for agriculture and industry alleviated some distress – if not, then the 'necktie' was available; land issue for peasants not solved; WWI and its failures were important, etc.

6 How significant in causing its downfall was the Provisional Government's decision to continue Russia's participation in the First World War? Explain your answer.

Yes Context of the Tsar's removal with military failures should have been a lesson learned; June 1917 offensive (Kerensky's idea) was a huge failure; army morale and discipline collapsed; hundreds of thousands of men deserted to join the ranks of striking workers and disgruntled peasants – a heady volatile mix; failures appear to have accentuated criticisms of other failures; grain hoarding and bread rationing; inflation, etc.

No Expect alternative reasons about the role of the Petrograd soviet, frustration at the delays of elections for a new Constituent Assembly; failure to deal with the land issue; return of revolutionaries and the attractiveness of Bolshevik propaganda and slogans; economic chaos of shortages, low wages, bread prices, etc.; Kornilov Affair ended with Bolsheviks armed and appearing to be the saviours of Russia; Bolshevik planning for the coup; roles and qualities of Lenin and Trotsky, etc.

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Depth Study D: The USA, 1919–1941

7 How significant was the entertainment industry in changing life in America in the 'Roaring Twenties'? Explain your answer.

Yes Covered all sections of society and gave a wider choice of entertainment; access to news; radios – 60 000 in 1920, 10 by 1929; huge choice of stations; music industry benefited; silent movies and then talkies from 1927; cinemas available to mass audience – 100m tickets sold every week by 1929; Hollywood created wealthy studios, stars and fans; film made sex a less taboo subject; jazz clubs, new dances lessened restrictions on young, developed new fashions; Flappers; Cullen's poetry, etc.

No Several states had film censorship; film industry itself set up some moral restrictions in 1927 – Hays code; other factors more significant – cars increased from 9m to 26m; lorries, new roads, suburbs; telephones doubled to 20m; electricity in urban areas; labour saving devices; advertising; tabloid newspapers; Prohibition; mass production lowered prices; increased employment and wages; women had the vote even if of limited effect; very little change for minority groups; rural areas more conservative; strength of religion continued; growth of expendable income, etc.

8 How important were Republican reactions to the Wall Street Crash as causes of Roosevelt's success in the presidential election of 1932? Explain your answer.

Yes Their attitude that market forces would quickly adjust the imbalance; traditional laissez-faire inadequate for the scale of the problems; Hoover's Presidential Addresses aimed at reassurance, 'prosperity just around the corner', and voluntary aid not convincing; measures taken inadequate/inappropriate – initially lowering taxes; cutting government expenditure; new tariff; did not tackle banks – c.5000 collapsed by 1932, despite Reconstruction of Finance Act on higher incomes angered some supporters; Republicans blocked Relief Bill in 1932; Republican Campaign ineffective, etc.

No Only a minority of voters – wealthy and speculators affected by the Crash and stock market recovering by 1932; government did not create Hoovervilles; response to Bonus Army's campaign and action against the camps 1932 seen as heartless by many voters; weaknesses in the economy and inequalities of wealth longer standing than 1929–32; Roosevelt's personality and success as governor of New York; Democrats united for once; effective whistle-stop campaign; depression worsening, by 1932 13m unemployed = 25% of workers; despite vague New Deal promises, voters were willing to try any alternative, etc.

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Depth Study E: China, c.1930–c.1990

9 How important was the invasion of China by the Japanese for the rivalry between the Nationalist government and the Communists? Explain your answer.

Yes Japanese took Manchuria in 1931 and were preparing for further attacks; Chiang (Jiang) thought it more important to destroy Mao and the Communists than fight the Japanese; Xian (Sian) Incident in 1936 when Chiang was arrested by his own men, horrified by Japanese atrocities and ordered him to join with the Communists to form a United Front against the Japanese; this meant that the CCP was safe from KMT Extermination Campaigns; 1937 Japanese extended invasion and KMT defeated; Communists waged guerrilla campaign and appeared as nationalist patriots; received massive support from peasant and middle classes; 1937 CCP controlling land containing 12m people – 1945 controlling land of 100m people, etc.

No Although the invasion gave an advantage to the Communists, it was more the incompetence, fraud and poor behaviour of KMT that lost them support – reminded Chinese of Japanese behaviour; Communist land policy gained substantial support; lack of morale in KMT army; KMT only supported by business and landlords; Communist propaganda; quality and determination of Mao, Zhou Enlai, etc.

10 How significant was the Cultural Revolution? Explain your answer.

Yes Came from the great debate 1963–66 over which economic course to follow; incentives for workers and creation of managers and experts or Mao's desire to re-invigorate the revolution without the need for experts; Mao launched the Cultural Revolution; appealed to the young – Red Guards; wanted to destroy the 'olds' and attacked teachers, scientists; party cadres; millions disgraced and ruined; children denounced their parents; many artefacts and treasures lost; fear in families and communities; country in a state of chaos; short term chaos to achieve long term changes, etc.

No Army had to be used to restore order; despite ruin and disgrace, Deng came back to create the Chinese economic miracle post-1980; some economic recovery by mid-1970s, Mao maintained his control till his death in 1976; many in the countryside went back to their pre-Revolution way of life; real progress for many Chinese and economic contact with the West post-1980; it was the power struggle after Mao's death that determined the way forward for most Chinese; some survived, e.g. Deng, etc.

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Depth Study F: South Africa, c.1940–c.1994

11 How significant was the Defiance Campaign of 1952 in the development of opposition to apartheid by 1966? Explain your answer.

Yes Peaceful mass protest against Pass Laws and segregation; led by ANC and Indian congress; expecting arrests – about 8000 by the end; began in Eastern Cape in June and spread, rioting in October with both black and white deaths by its end in December; worldwide publicity; ANC membership rose from 7000 to c.100 000, major foundation of support; leaders such as Mandela gained confidence, etc.

No Other more significant factors – Walter Sisulu of Youth League elected Secretary-General of ANC in 1949 and National Day of Protest in 1950 a foundation for later action; 1955 Freedom Charter and Treason Trials from 1956 to 1961; women's peaceful resistance; publicity of forced removals under Group Areas Act; African Congress formed in 1959; Sobukwe more radical than ANC's Luthuli; Umkhonto we Sizwe 1961 and Rivonia Trial 1963–4; Organisation of African Unity 1963; severity of government's response provoked greater support, etc.

12 How important were President Botha's policies in ending apartheid? Explain your answer.

Yes Prime Minister 1978–84 and then President to1989; more liberal than his predecessors; fear of Communism promoted his willingness to consider reform; set up Riekert, Wiehahn and de Lange Commissions and accepted their Reports to lessen restrictions on urban black settlement and promote better living conditions, greater freedom for trade unions and wider range of jobs; de Lange Report in 1981 led to greater spending on black education; 1985 'crossing the Rubicon' speech; major foundations of apartheid – the Mixed Marriages Act and the Pass Laws repealed in 1985–6; 1984 Constitution gave vote to Indians and Coloureds; 1989 meeting with Mandela, etc.

No Some of his policies, such as 'total strategy', strengthening of security system and military were to reinforce apartheid; the 1984 Constitution did not enfranchise black people; other leaders were more important, e.g. de Klerk in 1990 ended the ban on ANC, PAC and Communists, and released Mandela; from 1990 de Klerk repealed all major apartheid laws and agreed to non-racial elections in 1994; the sheer force of opposition and failures of the state to control violence on the streets; international and economic pressures; ANC negotiators and Chief Buthelezi's roles, etc.

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Depth Study G: Israelis and Palestinians since 1945

13 How important was the division between Israel's enemies in determining the outcome of the Six Day War, 1967? Explain your answer.

Yes Context of Palestinian agitation and guerrilla attacks on Israel from different Arab neighbours; also the failure of the United Arab Republic in 1961; Syria did not like taking orders from Egypt – caused tension between both countries and humiliation for Nasser; Nasser now open to criticism by Syria and Jordan for not being more hostile to Israel; Syria with ambitions to be leader of Arab world; Jordan wanted Israel to stop diverting water from River Jordan; guerrilla attacks from Syria into Israel raised tension and criticism of Nasser for not taking action, he raised his rhetoric; when Nasser closed the Gulf of Ababa – virtually an act of war. Nasser was bluffing and trying to be leader of Arab world; Syria was allowing attacks and weapons to attack Israel; Jordan signed a defence treaty with Egypt in May 1967. All Arab countries wanted to destroy Israel but for different reasons, etc.

No American supplies and support of Israel; USSR determined to support and supply Arab countries; false Russian intelligence to Nasser about Israel attacking Syria; devastating Israeli air strikes and air power in support of ground troops; surprise attack; information gathered by Mossad; speed of Israeli capture of Gaza and Sinai from Egypt, rest of Jerusalem and West Bank from Jordan, and Golan Heights from Syria; slow reactions and build-up of Arab forces; inadequate preparation, etc.

14 How significant was superpower involvement in Arab-Israeli conflicts between 1956 and 1973? Explain your answer.

Yes Israel was a US client state; USSR determined to supply and influence Arab states; extension of the Cold War; large Jewish lobby in USA; USA and USSR pressures on GB during Suez War; after oil weapon used in the Yom Kippur War and the formation of OPEC, and the possibility that either the USA or USSR could be supporting the losing side, peace was more openly encouraged through UNO, etc.

No Different agendas of Arab states and Palestinians; determination of Israel to survive; oil weapon used in 1973; change in Israel/Egypt relations with Sadat; rivalry and hostility among Arab states, etc.

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