CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0470 HISTORY

0470/43 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 was the contribution of women to the British war effort? Explain your answer.

Yes Very important as they replaced men who had volunteered or were later conscripted to fight; office work, factory, munitions, land army, police, bus conductors, labourers, etc. Suffragettes' Right to Work March; with Suffragists suspended suffrage campaigns. Munitions crisis; used as propaganda to make men join up – adverts, Four Feathers, Mothers' Union urged wives to persuade husbands and sons to join up; Women's Army Auxiliary Corps – no fighting but did many non-combative duties; nursing at home and at the front; caused mixing of classes; upper class urged to release servants to fight or work for war effort meant a change in attitudes after the war; role important enough for some women to be rewarded with the vote in 1918, etc.

No Expect a largely positive answer. Some women actively opposed the war effort (Sylvia Pankhurst) and criticised those who were involved; usually single female only took on the work; Unions frightened that men would not get back jobs after the war as women showed their competence and were paid less; Lloyd George had to promise that men would be paid more on their return. Other factors might include: rationing from 1918; use of DORA – propaganda, media control, censorship, increased patriotism and anti-German feeling, mines and rail taken over by government; increase in arable land and grain production; US War loans and supplies, etc.

2 How significant in ending the war was the outbreak of revolution in Germany in October 1918? Explain your answer.

Yes Sailors in Kiel revolted and took over the town; triggered other revolts – Socialists led risings of workers and troops in other German ports. In Bavaria an independent socialist republic was declared; Kaiser had abdicated and fled to Holland; Prince Max of Baden resigned as Chancellor; Ebert became head of government and immediately signed an armistice with the allies, etc.

No British blockade had strangled German industry – trade dropped from $6 billion in 1914 to $0.8 billion by 1917; severe shortages in Germany by 1917; German soldiers on meagre rations by 1918 – low morale at home and on the front; German industry and economic power severely reduced, leading to shortages of weapons; lack of fresh German soldiers; failure of Ludendorff Offensive – success but loss of 400 000 soldiers; effective counter attacks by Allies and use of new tactics supported by tanks, aircraft and improved artillery; US entry into war in 1917 – fresh troops; US loans, etc.

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Depth Study B: Germany, 1918–1945

3 How significant were changes made by Hitler to the Nazi Party during the 1920s? Explain your answer.

Yes Failure of Munich Putsch and Hitler's imprisonment led the party to seek a democratic route into power – Hitler dictates Mein Kampf in prison; Nazi Party tried to appeal to all classes in German society; SA violence was toned down; greater use of propaganda, marches and parades to demonstrate discipline to win middle-class vote; anti-communism used to entice Big Business; anti-Semitism less explicit, etc.

No Main aims of the Nazi Party remained the same – destroy the Treaty of Versailles, rearm Germany, take back lost German land, conquer Lebensraum; racism, anti-Semitism and eugenic theories still central to Nazi beliefs; Nazis still used paramilitary forces to protect them at meetings – SA and SS; Hitler still the fuhrer of party and main speaker; still used violence against communists, Jews and other opponents, etc.

4 How important was propaganda in enabling the Nazis to control Germany after 1934? Explain your answer.

Yes Goebbels appointed Minister for Propaganda in 1933 – effective control of all forms of media and communication; May 1933 Goebbels organises a public book burning of un-German texts; loyalty to Hitler promoted in literature, film (The Triumph of the Will, 1935), theatre, posters; newspapers all controlled by Nazi Party – no free press to oppose the regime; radio stations under Nazi control – regular speeches from Hitler everywhere including the streets through loudspeakers; "The People's Receiver" made available – cheap, by 1939 70% of German households had them, etc.

No Nazi economic "Miracle" saw huge drop in unemployment; effective opposition wiped-out (trade unions, political parties, etc.); SA under control and German Army backing Hitler; SA and SS violence; Gestapo used to hunt out political enemies; informers; Nazi controlled courts and judges; use of concentration camps; many Germans supported the regime or kept opposition private; Hitler Youth indoctrination; school curriculum promoted loyalty to Hitler, etc.

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Depth Study C: Russia, 1905–1941

5 How significant was War Communism in the achievement of victory by the Bolsheviks in the Russian Civil War? Explain your answer.

Yes Controlled the economic resources of the state; in industry factories were largely nationalised; private trade was banned; food and grain was seized from the peasant to feed town workers and troops. It was important as it enabled the government to survive the Civil War; even though it was unpopular, Whites were more hated for atrocities and foreign supporters, etc.

No It led to peasants seeing no point in working hard only to have their produce taken with no compensation; drop in production to feed only themselves led to severe food shortages and, together with droughts in 1920–21, famine and death; industry at a standstill; led to Kronstadt Rising in 1921, put down by Trotsky; led Lenin to introduce New Economic Policy – unpopular with many Bolsheviks as it introduced capitalism again. Candidates might offer as a counter argument to the above that Red Army and Trotsky were more significant; that the disunity among Whites was more significant; effective Bolshevik propaganda, etc.

6 How important was the use of fear in the achievement of Stalin's economic goals? Explain your answer.

Yes 'Stick' – fear of punishment played a huge role in everyday life during Stalin's rule; Gulags became a means of free labour on huge projects like the building of Magnitogorsk and the Belomor Canal – deaths on site did not matter because of an almost inexhaustible supply of soviet peoples who needed punishment; punishments for not meeting targets would mean losing job and probably housing; if found guilty of sabotage then the Gulag or death would occur; factory discipline severe, punishment for lateness or absence; internal passports and secret police prevented changing jobs or regions; purges for whatever reasons; repression of minorities who were deemed to hold back industrialisation, e.g. Islam was repressed in central Asian republics; Stalin was willing to sacrifice the traditional soviet ways of life to achieve his goals, etc.

No 'Carrot' – some citizens were genuinely enthusiastic about industrial developments – volunteers, especially from the young, to help build Magnitogorsk, Moscow Underground, etc. Incentives and rewards for hard work; Stakhanovites, medals, holidays, housing; some saw industrialisation was vital to catch up with the West and ensure the USSR could survive invasion; Cult of the Personality had Stalin as an omniscient, avuncular figure who would only do what was in the interests of the USSR and its people; Five Year Plans; collectivisation, etc.

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Depth Study D: The USA, 1919–1941

7 How important was agriculture to the American economy in the 1920s? Explain your answer.

Yes Employed over 25% of the population; grain boom during the First World War allowed plentiful food supplies into the industrial towns and cities; one of the main sources of work for returning soldiers; huge investments in modern machinery in the 1920s – combine harvesters and tractors; half the population of the USA still lived in rural areas and suffered as a result in agriculture's decline in the 1920s; agricultural incomes dropped – led to drops in demand for industrial manufactured goods leading to unemployment in some industrial sectors; accept AAA as long as it focuses on the plight of farmers.

No Candidates could argue that agriculture was not important to the economy as exports dropped after the war, especially to the European markets; Canadian grain started to compete with American grain; high tariffs kept exports expensive; changing food patterns meant that Americans were demanding less cereal and more fresh fruit and vegetables. Candidates could examine other factors that were more important to the economy such as new innovations (Bakelite, cellophane, etc.); electrification; motor industry; mass production; assembly line; advertising and mass marketing; Republican policies, hire-purchase; speculation, etc.

8 How significant was the New Deal for the lives of the poor in America? Explain your answer.

Yes New Deal helped return confidence to the banking system (Emergency Banking Act); CCC, PWA and CWA helped relieve unemployment – millions of jobs created; NRA promoted better wages and working conditions; FERA had a $500 million budget to assist those most in need – soup kitchens, clothing, bedding and work schemes; Wagner Act allowed trade unions to bargain with employers for better pay; Social Security Act, 1935 helped provide pensions and unemployment benefit; WPA helped find work and create jobs; RA helped sharecroppers and poor farm labourers, etc.

No Unemployment persisted (never lower than 5 million) throughout the 1930s until US entry into WWII; unemployment actually rose in 1938 due to budget cuts in the New Deal; many poor Americans remained on low incomes, especially in rural areas – cotton prices did not recover until 1941; some major New Deal agencies such as the AAA focused only on helping certain groups rather than all unemployed; many Black Americans, farm labourers worst hit with little help from the New Deal; growing opposition from the Supreme Court and Republicans meant the New Deal was limited in effect, etc.

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Depth Study E: China, c.1930–c.1990

9 How important was land ownership among the issues facing the Communist government in 1949? Explain your answer.

Yes From the early days at Yenan the Communists had taken the issue of land very seriously; they removed the landlord system and gave land to peasants; they continued this during the Civil War in areas that they controlled; had 'speak bitterness' or People's Courts' where justice was meted out to landlords for their earlier crimes. In a sense, part of the land reforms were completed but needed to be extended to the whole of China. What was essential was to increase food production; 1950–56 introduction of large co-operatives; by 1956, 95% in co-operatives, etc.

No Other areas were also important; Civil War and the war against Japan had left railways, roads, canals and dykes destroyed; food shortages; industry backward, hence Five Year Plans; inflation out of control; they had to demonstrate improvements to retain support of peasant and middle class; had to develop a system to manage and govern such a large country (population 600m in 1949), etc.

10 How significant were the Chinese attempts to improve relations with the USA after 1970? Explain your answer.

Yes USA had backed Chiang Kai-shek and the Nationalists in China; tensions over Korea and Vietnam. Unexpectedly in 1971 China invited a US table tennis team to tour China; US responded by stopping its veto to China's membership of UN 1971; Nixon and Ford both had successful visits to China – Taiwan still a problem; 1978 Jimmy Carter withdrew recognition of Nationalist China – criticised for betraying an ally; 1978 Carter gave formal recognition to Peoples' Republic of China; good relations through much of the 1980s; China saw détente with USA as since the removal of Russian aid in 1960 there had been tensions; 1985 US/Chinese treaty on nuclear co-operation; but in 1989 tension over troops used to move students from Tiananmen Square and 1996 when Chinese navy held exercises in the straits between mainland China and Taiwan at time of democratic Taiwanese elections. Economically improving relations brought Western technology and investment, membership of World Bank and IMF; under Deng, the beginning of the economic miracle, etc.

No Only used as buffer relationship to the ongoing tensions between China and USSR; Russia had stopped aid in 1960; had refused to share nuclear secrets; claims and physical battles over borders; leadership of the communist world; Nixon and Ford visits only a breakthrough (Ping Pong diplomacy); real progress with Carter and determination of Deng to incentivise Chinese workers. Tensions again over Tiananmen Square and the bullying of Taiwan; still rivals in 1990; prepared to talk and trade but radically opposed over political systems, etc.

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

11 How important were 'locations' and restrictions on land ownership to the strength of the apartheid system established from 1948? Explain your answer.

Yes Natives Land Acts 1913 and 1936 resulted in 13% of land in South Africa to black peoples; Asiatic Land Tenure and Indian Representation Act, 1946 restricted land ownership by Asian people in towns and cities; the Group Areas Act, 1950 (re-enacted in 1957 and 1966) divided urban areas into "group areas" in which ownership and residence was restricted to certain population groups; Native Laws Act, 1952 restricted the movement of black people into white areas; The Coloured Persons Communal Reserves Act, 1961 and the Rural Coloured Areas Act, 1963 established "reserve" areas for coloured people in rural areas; Bantu Self-Government Act, 1959 – 8 Bantustans created for black peoples intended to be homelands to completely eject black people from white areas, etc.

No Growing strength of Afrikaners, nationalism and the National Party; growing strength of Dutch Reformed Church which preached segregation; Populations Registration Act, 1950 classified every South African as white, black or coloured; Prohibition of Mixed Marriages Act, 1949; Pass Laws strengthened under the Abolition of Passes and Coordination of Documents Act, 1952 by replacing the existing passes with a 96-page "reference book"; Bantu Education Act, 1953 reduced public money to black education and segregated higher education; separate amenities – toilets, parks, beaches, cemeteries and apartheid signs throughout South Africa, etc.

12 How significant were government policies on education in increasing opposition to apartheid? Explain your answer.

Yes Bantu Education Act, 1953 had worsened the conditions in black education at all levels; censorship in education led to underground publications; many black students called for greater equality – SASO (South African Students' Organisation) founded by Steve Biko in 1969 – part of the Black Consciousness Movement; government policy got harsher and forced half of all school subjects to be taught in Afrikaans led to protests by students – Soweto 16 June 1976; protest spread nationwide – 575 people killed, etc.

No ANC and PAC more significant – organised much of the anti-apartheid opposition; ANC Youth League led by Mandela, Sisulu and Tambo reached out to the masses for a more militant solution; Defiance Campaign organised by ANC in 1952 – peaceful defiance of apartheid laws; Freedom Charter 1956 helped unite opposition from black, Asian and trade union organisations; 1960 PAC campaign against Pass Laws; MK formed as an underground anti-apartheid terrorist group; growing support from international community and United Nations – 1973 apartheid was declared a "crime against humanity", etc.

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Depth Study G: Israelis and Palestinians since 1945

13 How significant for Palestine was the ending of the Second World War? Explain your answer.

Yes There had been Jewish migration to Palestine through the British mandate period but the end of the war brought to a head the Zionist demand for a national homeland for Jews and the knowledge of the atrocities of the Holocaust; the needs of the Jews to migrate at a time of worldwide sympathy made it urgent that a Jewish state be established; Britain had offered a two-state solution in 1937 and in 1939 but the Arabs would not accept; after the war there were hundreds of thousands of Jewish displaced persons; in 1945 USA pushed Britain to allow immigration of 100 000 Jews; Ben Gurion also pushed; Britain refused not wanting to upset Arabs; Jewish terrorist campaign against Arabs and British troops – King David Hotel, Exodus, etc.; Britain exhausted by war and bankrupt gave up the mandate to the new UNO which in November 1947 voted to divide Palestine; May 1948 Ben Gurion announced the state of Israel; important end of war because it brought matters to a head, new UNO established with strong US influence on members, etc.

No It may have brought things to a head but the underlying problems and tensions had been present for a long time; the state of Israel took another three years after the war to establish which led to war, fighting wars against Arab states, guerrilla attacks from Palestinians. Perhaps it could be argued that 1948 was a more important date as it established Israel; created the Palestinian refugee problem, guerrilla and open warfare since, etc.

14 How important was Yasser Arafat in the promotion of the Palestinian cause? Explain your answer.

Yes Probably the best known Palestinian leader; 1951 founded General Union of Palestinian Students while in Cairo; fought in Egyptian army during Suez War; founded al-Fatah which in 1969 became the leading element of the PLO; 1969 became leader of PLO executive council; he negotiated supplies and support from Nasser, Iraq and Saudi Arabia, Russia and China at various times; 1967 al-Fatah said its aim was to set up a secular Palestinian state with equal right for Jews, Muslims and Christians; 1967 Six Day War convinced PLO that Arab states could never defeat Israel so would have to look to their own efforts; 1974 invited to address UN General Assembly; 1988 renounced violence; negotiations with Israel; Oslo Accords, Gaza-Jericho agreement and Washington Agreement with Rabin and Clinton; Nobel prize in 1994; elected president of the Palestinian Authority in 1996, etc.

No Violence, guerrilla warfare, terrorist attacks, Munich Olympics and killing of civilians undermined his appeals to the world; unable to control various elements of the PLO; expelled from Jordan 1970–71, Beirut in 1982, Damascus and Tripoli in 1983 and south Lebanon in 1988; splits in PLO especially when in Tunisia; 1990 he supported Saddam Hussein; poor public speaker, came across as shifty and insincere; seemed to be ineffective, underestimated by enemies; died 2004 – still rumours that he was poisoned. Legacy: Hamas in Gaza and PLO in West Bank; still arguing, etc.

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