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Cambridge International General Certificate of Secondary Education

HISTORY **0470/43**

Paper 4 Alternative to Coursework **May/June 2016**

MARK SCHEME

Maximum Mark: 40

Published

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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 Haig's leadership in determining the outcome of the Battle of the Somme? Explain your answer.

YES Nearly 60 000 killed or injured on the first day; initial bombardment failed to destroy barbed wire for advance; initial losses led to changes in tactics by Haig – Pozieres captured on 23 July; war of attrition led to huge numbers of German casualties (500 000 by November 1916) that severely weakened their position and strength – many junior officers killed; French were effectively relieved at Verdun so they could continue fighting; Haig used new technology and strategies such as the use of tanks to protect infantry advances – these would be used successfully in future battles; territory 25 km long and 6 km wide gradually captured from Germans, etc.

NO French forces made quick gains on the first day – effective use of artillery support and communications; 1 in 3 shells fired in the bombardment failed to explode; German defences were well dug in – Germans were prepared; British forces were slow to advance and gave Germans time to set up machine guns; ranks of junior officers devastated; small gains for the number of casualties – Allies lost over 600 000 soldiers; Haig termed 'Butcher of the Somme' and criticised by soldiers, politicians and by media; impact on home front – attitudes to war changed, etc.

2 How significant was the work of women in ensuring that Britain's 'Home Front' could cope with the demands of war? Explain your answer.

YES Suffrage movement including the WSPU abandoned the campaign for the vote and devoted themselves to winning the war; women crucial to increased factory production, especially munitions (over 1 million by 1918) and also services such as policing, railway staff, bus conductors; July 1915 'Right to Serve' march organised by Suffragettes and increased war work opportunities; 'White Feather Campaign'; more land was cultivated for farming – use of Land Army in Britain; women encouraged to grow their own food and cut down on luxuries; rationing introduced in 1918, etc.

NO Patriotism and nationalism fuelled early support for war for Allies and Central Powers; effective use of propaganda kept morale high; Lord Kitchener's recruitment campaign resulted in nearly 2 million volunteers by the end of 1914; National Register and 'Derby Scheme' in 1915; Military Service Acts in 1916 – conscription; government increased powers to run industries and railway to increase munitions production, e.g. DORA in Britain; media heavily censored to keep full horrors of war a secret from civilians; Britain supplied and given War Loans by USA throughout war, etc.

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Depth Study B: Germany, 1918–1945

3 How important was the Great Depression as a reason for Nazi electoral success, 1930–33? Explain your answer.

YES Unemployment reached 6 million by 1932 in Germany and extremist parties benefitted from desperation; Germany particularly badly hit by Depression due to the recall of US loans – economic collapse; all classes affected and Nazis promised policies to everyone; right-wing politicians and businessmen feared increase in Communist vote – they had nearly 100 seats in the Reichstag in November 1932 election – this led to increased support for the Nazis; SA ran soup kitchens; 1932 Presidential Election results, etc.

NO Nazis used effective propaganda and campaigns to demonstrate strength, order and discipline during time of chaos; Hitler's leadership skills and charisma appealed to many; Nazis promised to crush Communist Party – they did using emergency powers granted to Hitler in February 1933 after Reichstag Fire – 4000 communist leaders arrested; Nazis gain 288 seats (44%) in Reichstag in March 1933 elections; use of SA to intimidate opponents; lack of effective political leadership from Weimar politicians – von Papen and von Schleicher fail to get the support of the Reichstag; Hindenburg rules by decree and is convinced by von Papen and business leaders to appoint Hitler Chancellor in 1933 (must link this to March 1933 elections), etc.

4 How significant was economic recovery as a reason for the lack of effective opposition to Nazi rule, 1933–39? Explain your answer.

YES Unemployment reduced to under 1 million by 1937 helped popular support for Nazis after 1933; National Labour Service provided work on public works projects and conservation programmes such as autobahns; government expenditure funded economic recovery – most Germans happy to put up with Nazi government; private business became prosperous which helped Nazis gain further support; rearmament allowed munitions factories to open – preparation for war and Goering's Four Year Plan 1936; conscription reintroduced in 1935 allowed many unemployed to join armed forces – increased national pride and many Germans felt Hitler was allowing Germany to emerge from the humiliation of defeat in the First World War and the terms of the Versailles Settlement, etc.

NO Nazi propaganda was effective at maintaining support for the regime; SS and Gestapo used terror and concentration camps to quickly remove political opposition; all parties banned under the Enabling Act; Nazi Party only legal party – police state/liberties and freedoms suspended; trade unions banned and leaders arrested; SA purged in the Night of the Long Knives and Army support gained; Army oath of loyalty to Hitler in 1934; Hindenburg died and Hitler President and Chancellor – Fuhrer; use of DAF, Strength Through Joy to keep workers happy; fear of losing job; indoctrination of youth; opposition small and underground; Hitler's foreign policy popular 1933–38; concordat with Catholic Church 1933, etc.

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Depth Study C: Russia, 1905–1941

5 How important was the October Manifesto in the survival of the Tsar's regime between 1905 and 1914? Explain your answer.

YES Manifesto promised state Duma which appeased liberals and moderate socialists; civil rights were given such as freedom of speech; political parties were legalised; newspapers were uncensored; violence and riots were over by 1906 in cities as many saw democracy had been achieved; increased government and Tsarist support from middle and upper classes; split the opposition, etc.

NO By December 1905, the Russian Army had returned and the Tsar could re-establish order by force; St Petersburg Soviet closed down; riots from peasants and workers were crushed; 1906 Fundamental Law reasserted Tsarist autocracy – the Duma had no powers to pass laws, no financial powers, could not appoint ministers and could be dissolved by the Tsar; elections favoured the nobility; third Duma 1907–12 was very conservative; use of Okhrana and informers; 1906 Stolypin appointed Prime Minister – authoritarian rule 'Stolypin's necktie'; 1914 declaration of war increased patriotism, etc.

6 How significant were Lenin's April Theses as a reason for Bolshevik success by November 1917? Explain your answer.

YES Lenin's leadership and April Theses had united Bolshevik leaders under the slogans of 'Peace, Bread, Land'; only socialist party to refuse to cooperate with Provisional Government; 'All power to the soviets' was popular with workers, soldiers and sailors; promised land to peasants; Kerensky's Summer Offensive had increased opposition to the war – only the Bolsheviks had called for an immediate end to the war; Mensheviks and Socialist Revolutionaries continued to call for a defensive war; Bolshevik membership increased by August 1917 to take control of Petrograd Soviet and Moscow Soviet.

NO Provisional Government continued the war which led to continued food and fuel shortages; land issue was not solved by the Provisional Government – they would wait until election of a Constituent Assembly after the war; Provisional Government increasingly viewed as liberal and counter-revolutionary by many radical socialists in major cities; Petrograd Soviet issued Soviet Order Number One in March 1917 which gave them effective control over the military, communications and postal service; failure of Summer Offensive launched by Kerensky; Kornilov was appointed by Kerensky in July 1917 and promised to support him in restoring order and the authority of officers; this made Kerensky look as though he was betraying the gains of the March Revolution; Provisional Government and Soviets more polarised and support for Kerensky's government decreased; Kerensky lost his nerve as Petrograd panicked and armed Bolshevik Red Guard; Kornilov's troops were persuaded by Bolsheviks to abandon the coup; demonstrated how Provisional Government was dependant on support from soviets; propaganda victory for Bolsheviks; Red Guard kept their rifles; Petrograd and Moscow soviets under Bolshevik leadership by September 1917; Trotsky also effective Bolshevik leader and chairman of Petrograd Soviet; Trotsky effectively organised seizure of power when Lenin returns from Finland, etc.

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Depth Study D: The USA, 1919–1941

7 How significant was the motor car as a cause of changes in US society in the 1920s? Explain your answer.

YES Mass production reduced cost of cars – by 1920s one was produced every 10 seconds; affordable and reliable – the Model T dropped in price from $1200 to $295 by 1928; allowed many middle-class families in rural and urban areas freedom; stimulated boom in other sectors of society – radio, cinema, sports, etc.; caused massive road building projects to connect USA and rural and urban areas; decreased isolation for rural families; allowed women to travel into towns and experience nightlife; increased freedom for women; breakdown of social norms in more urban areas, etc.

NO Prohibition led to illegal drinking, speakeasies – 'Roaring Twenties'; changing attitudes, especially in urban areas and amongst middle-class families led to increased freedom for some women – flappers; entertainment industry – impact of film and Hollywood (film stars, the first 'talkie' in 1927); jazz music and night life; expendable income due to economic boom; new household products such as vacuum cleaners increased leisure time; advertising changed fashions; other new technology such as typewriters opened up new job opportunities for women, etc.

8 How important was Hoover as a reason for Roosevelt's success in the 1932 Presidential election? Explain your answer.

YES Depression brought high unemployment – nearly 14 million by 1933; President Hoover believed in 'rugged individualism' and offered very little government help to those affected; government schemes provided less than $500 million to help create jobs; wages dropping rapidly; farmers' prices continuing to fall rapidly; banks refused to lend money to businesses; Hoover increased tariffs which led to increased taxes on US goods abroad; Hoover blamed for Depression and its effects, e.g. homelessness and 'Hoovervilles'; soup kitchens; Hoover and Republican's unpopularity – people felt the government was doing very little to solve effects of Depression; Hoover's actions with the Bonus Marchers in 1932, etc.

NO Roosevelt promised action – Relief, Recovery and Reform; popular amongst unemployed and some middle-class voters due to his energetic and optimistic campaigns – the opposite of Hoover; offered USA hope; some saw Roosevelt as a way of preventing socialist revolution in the USA; Roosevelt had proved his policies could help when he was Governor of New York State in 1928 – first state scheme for unemployed, etc.

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Depth Study E: China, c.1930–c.1990

9 How important was the Cultural Revolution in enabling Mao to establish a personal dictatorship in China? Explain your answer.

YES Cultural Revolution allowed Mao to re-establish his political and ideological authority after the failure of the Great Leap Forward and Mao's removal as head of state in 1959; Mao was able to reassert his authority over the Communist Party which had been usurped by moderates Liu Shaoqi and Deng Xiaoping – Mao labelled them traitors in propaganda posters; Mao was able to win over support from the urban workers and young people; Mao used the Cultural Revolution to revitalise his support from the peasant majority; millions of copies of Mao's 'Little Red Book' were printed and distributed to help spread Maoism and enthuse young people to rise up and rid China of anti-Communist elements in the Party, in education and society as a whole; Cultural Revolution helped Mao reassert his revolutionary image, etc.

NO Mao always viewed as revolutionary hero who defeated the Nationalists in the Chinese Civil War; had support of the Red Army and peasant classes from the beginning; Agrarian Reform Law helped increase Mao's support from peasants who set up 'People's Courts' to try landlords; Mao successfully brought 90 per cent of China's peasants into co-operatives by 1957 and other citizens into communes by 1958; success of First Five Year Plan helped win support from urban workers; social reforms helped spread Maoist propaganda and increase support for Communist rule; control over banks and private businesses in 1950s – dependency on cooperation with the Communist government; state propaganda used effectively – 1.5 million propagandists by 1951; 're-education' of citizens in 'struggle meetings' and denouncement of anti-communist elements; censorship and state control of all media; 1000s killed and arrested, etc.

10 How significant was social reform in changing China in the 1950s? Explain your answer.

YES Literacy campaign helped villagers to read and write – 90% had basic literacy skills by mid-1960s; education reforms improved literacy among children – by 1976 96% attended primary schools; 1950 Marriage Reform Law banned forced marriages and made divorce easier; women's property rights were equal to men's; nurseries for mothers to use; committees set up in cities to tidy up streets – campaign against rats in Shanghai; growth of universal healthcare – opium addiction targeted, poppy fields destroyed; by mid-1970s over a million doctors brought medical care to areas where there had been none; mortality rates dropped significantly, etc.

NO Literacy drive was mainly intended to spread communist and Maoist propaganda to the countryside; Maoist propaganda in schools; secondary schools and universities were considered enemies of Maoism; still gender discrimination in China – abuse of women in the PLA; medicine was not advanced and most medical care was preventative and basic; addicts were often killed; CCP invaded every aspect of everyday life in China – totalitarian state; other reforms more significant – Agrarian Reform Law set up cooperatives (later communes) and 'People's Courts' to put landlords on trial; First Five Year Plan rapidly improved China's heavy industries and railways; Great Leap Forward improved industrial output further but with huge human cost – 30 million starved to death between 1958 and 1962, etc.

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

11 How significant was Steve Biko in changing the nature of resistance to apartheid? Explain your answer.

YES Biko emerged as charismatic thinker about Black Consciousness at Natal University; spread ideas from Martin Luther King and Malcolm X amongst young black South Africans; 1969 Biko set up a students' union for black students only (SASO) and wrote for the newspaper; helped set up a health centre called Zanenphilo; Biko travelled all over South Africa and built up a reputation as a powerful speaker; worked for Black Consciousness convention in 1972; Soweto school riots influenced by Biko; Biko's death in police custody led to international disgust and public outcry from black South Africans, etc.

NO ANC and PAC influence and growth of militants (Nelson Mandela and MK); reaction to Sharpeville massacres – boycotts, burning of pass books, stay-at-home protests; expansion of black literature (Drum magazine) and music including jazz and fusion with African music; black poetry (Denis Brutus et al.); revival of trade unions after 1973 black workers' strikes, etc.

12 How important were economic problems as a reason for the end of minority rule in South Africa? Explain your answer.

YES South African economy in trouble after 1985 financial crisis; business leaders had abandoned Botha's reforms; banks such as Barclays sold their South African banks; shareholders forced other businesses to pull out of South Africa; important business leaders met for talks with ANC; Botha's speech 15 August 1985 failed to instil confidence and US bankers pulled out; international value of the rand dropped by 35%; South African Stock Exchange closed; military expenditure under Botha caused huge tax rises – white South African incomes fell; lack of foreign goods; ANC strikes cost the country 250 million rand; international embargoes, etc.

NO De Klerk unbanned ANC, PAC and SACP; State of Emergency caused massive violence and De Klerk needed to return civil order; National Party was losing support – less than 50% of the vote in 1989 elections; threat of Conservative Party and neo-Nazi movements; De Klerk was religious and committed to a new South Africa; National Party was willing to work with black organisations; mutual respect between Mandela and De Klerk – working together; end of the Cold War; release of Nelson Mandela in 1990 and other ANC leaders; repeal of some apartheid laws; return of Tambo in 1990; talks for new constitution; international pressures; UN resolutions, etc.

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Depth Study G: Israelis and Palestinians since 1945

13 How important was the Suez War of 1956 as a cause of the Six-Day War of 1967? Explain your answer.

YES Israel gained the Sinai territory until 1957; Israeli Defence Force proved to be the strongest in the Middle East after their speedy victory over the Egyptian military; UN troops guarded border between Egypt and Israel signifying captured land; UN troops also went to Gaza to prevent more raids on Israel; UN troops in Sharm-el-Sheikh to guard the passage of Israeli shipping through the Straits of Tiran; war helped cement relationship between Israel and Britain and France; Nasser viewed as Arab hero for victory over Western domination; more Arab states become anti-Western in their policies; USSR becomes Egypt's main ally; UN, US and Soviet condemnation of joint Anglo-Franco-Israeli attack; Nasser took control of the Suez Canal and British military stores, etc.

NO Arab states had halted oil supplies to the West which put pressure on Israel to make future concessions; Israel persuaded to leave the Sinai peninsula in early 1957; Israel viewed as an outpost for Western imperialism; 1964 Nasser invited Arab leaders to Cairo conference and united them in opposition to Israel, forming PLO and Fatah – future armed raids on Israel and led to Six-Day War in 1967 with Syrian support; 1966 radical Syrian government demanded 'revolutionary struggle' for the 'liberation of Palestine'; defence agreement between Egypt and Syria 1966 pushed Egypt into war; Israeli military leaders keen to provoke tension with Syria – threatened to occupy Damascus in 1967; Soviet involvement stirred further trouble to make strategic gains while the USA was bogged down in Vietnam; Nasser's aggressive actions to impress Arab public opinion – 100 000 troops into Sinai, closing Straits of Tiran; war fever whipped up by press in Arab states, etc.

14 How significant was the expulsion of the Palestine Liberation Organisation (PLO) from Jordan in 1970 in determining the relations between the PLO and Arab states? Explain your answer.

YES King Hussein acted on behalf of the defence of his country against Israeli reprisals for harbouring the PLO; PLO were acting as though they ruled Jordan as well as the refugee camps – threat to Hussein's rule; removed extremists who were armed and setting up road blocks even in the capital Amman; terrorist hijacking of four aircraft – British plane blown up led to the possibility of foreign intervention in Jordan which was averted due to expulsion of PLO; Jordanian Army took control of the PLO and destroyed offices, newspapers and leaders fled Jordan; Palestinians resisted forcefully to expulsion and led to fighting; Palestinian extremists called Black September Organisation (BSO) murdered the Jordanian Prime Minister in a revenge attack in 1971; Israel carried out reprisal raids in Syria and Lebanon – 200 refugees were killed; PLO had allowed the world to view their problems and read about the refugee camps – turned them into freedom fighters in some cases, etc.

NO Refugee situation remained a problem for neighbouring Arab states, especially since 1967 and the Israeli occupation of the West Bank; Six-Day War 1967 weakened Arab states such as Syria, Egypt and Jordan and lost support for PLO; Yasser Arafat and PLO's new charter promoting 'armed struggle'; PFLP and other extremist groups in the PLO turned world opinion against the Palestinian struggle; hijacking and terrorist acts caused some Arab states to distance themselves from the Palestinian cause in fear of reprisals; war in Lebanon – PLO bases were targeted by Lebanese Army; Arafat's speech to the UN in 1974 – led to splits in PLO, etc.

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