Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/41**

Paper 4 Alternative to Coursework **May/June 2018**

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

IGCSE™ is a registered trademark.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

© UCLES 2018

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

© UCLES 2018

Question	Answer	Marks

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.

Level 2 [9–16]

Candidates:
- Demonstrate some, but limited contextual knowledge.
- Select and organise some relevant information. This is only deployed relevantly on a few occasions.
- Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but with little awareness of the broad context. There is some structure in the descriptions.

© UCLES 2018

Question	Answer	Marks
	• 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.	

Question	Answer	Marks
	Information Suggestions The information listed below attempts to indicate some of the detail and issues that candidates may wish to address in their answers. This list does not claim to be exclusive or exhaustive. Marks should be awarded on the quality of detail used and quality of argument deployed as defined in the generic mark scheme.	

Question	Answer	Marks
1	**How important was Russia's mobilisation in the early stages of the war? Explain your answer.** **Yes** Russia mobilised more quickly than expected – the Schlieffen Plan gave six weeks; Germany had to transfer troops to the East, so there were fewer in the West; Russia had a huge army of 5 million; lack of troops on the Western Front caused Germany to fail in its objectives of capturing Paris; Germany pushed back and dug trenches to fortify positions, etc. **No** The Schlieffen Plan as a whole was more important – von Moltke changed original plan and marched through Belgium holding up German advance; BEF intervention at Mons held up German advance; Battle of Marne resulted in trenches being dug by both sides; new weapons such as machine guns and artillery more important as made war of movement difficult due to high casualties; defensive warfare developed; no tactics early in the war to deal with machine gun fire, etc.	**40**

Question	Answer	Marks
2	**How significant was war weariness in causing the German Revolution in October 1918? Explain your answer.** **Yes** German blockade had caused food and fuel shortages in Germany; fighting a two front war up to 1918 had caused huge numbers of casualties; Somme and Passchendaele severely weakened the German army – 1.75 million casualties by 1918; war weariness led to mutinies – Kiel Mutiny by sailors; weaker German allies like Austria required German military intervention leading to a strain on German resources, etc. **No** German political system more significant – 'silent dictatorship' of Ludendorff and Hindenburg interfered in domestic affairs; Reichstag became more involved in questioning the direction of the war; calls for a new republic in 1918 by some liberals; by July 1917 the Reichstag were calling for peace with the Allies; German military were considering a 'revolution from above' by 1918, etc.	**40**

© UCLES 2018

Question	Answer	Marks
3	**How important were cultural developments in the lives of ordinary Germans in the Weimar Republic? Explain your answer.** **Yes** Golden Years brought massive cultural changes to the urban population in Germany; new restaurants, cafes, nightclubs, etc. entertained many middle-class Germans; lifting of censorship gave freedom of expression in art, cinema, literature and architecture, etc. Bauhaus, Walter Gropius, Grosz, Bertolt Brecht and Kurt Weill, The Threepenny Opera, Thomas Mann, The Magic Mountain 1924, Erich Remarque, All Quiet on the Western Front, Metropolis directed by Fritz Lang 1927, The Blue Angel, directed by Josef von Sternberg 1930. **No** Resentment over the Treaty of Versailles, starvation and unemployment following the war; hyperinflation. Some cultural changes were viewed as decadent by more conservative and nationalist parties in Germany; rural populations were largely traditional; Stresemann's policies after 1923 solved the problems of the Ruhr occupation and hyperinflation, and helped rebuild the German economy – Dawes Plan, 1924 and Young Plan, 1929; Locarno Pacts, 1925 improved Germany's international standing and it was admitted into the League in 1926; Wall Street Crash and Depression brought unemployment, etc.	**40**

Question	Answer	Marks
4	**How significant were public works schemes in improving the lives of German workers, 1933–1939? Explain your answer.** **Yes** Public works schemes such as the autobahn building project helped reduce unemployment which was at 6 million in 1932 – financed by Minister Schacht with huge amounts of public funding; National Labour Service employed all 18–25 year olds for six months; worked on railways, public building projects and conservation projects, etc. **No** Public works schemes including the National Labour Service paid very poor wages and had long working hours; military in style in preparation for future conscription; more significant was rearmament – new jobs in munitions factories; 1935 conscription reintroduced; Goering's Four Year Plan focused on creating a war economy, reducing unemployment down to a few hundred thousand by 1938; Strength Through Joy movement gave cheap entertainment to workers and their families; Beauty of Labour improved working conditions, etc.	**40**

© UCLES 2018

Question	Answer	Marks
5	**How important were the grievances of the peasantry in causing political disturbances in Russia up to March 1917? Explain your answer.** **Yes** 80% of population were peasants; most lived in dreadful conditions; poor working conditions; life expectancy was around 40 years old in some areas; growing population led to calls for land reform by the peasants; some peasants supported the Social Revolutionaries who bred resentment; peasants used for Russian Army in 1904–5 war and First World War – huge casualties and desertions, etc. Peasants attacked landowners and seized land, crushed by Cossacks, by Tsar. **No** Most peasants remained loyal to the Tsar for most of the period; strong political and religious conservatism in rural areas; more important – growth in working class in the towns and cities; poor living and working conditions in the towns and in the factories; low pay; no government legislation to improve conditions or overcrowding; trade unions were illegal; Social Democrats gained support of working class – strong in Moscow and St Petersburg; middle class demanded better representation; First World War and shortages, inflation, casualties, 1905 Revolution, etc.	**40**

Question	Answer	Marks
6	**How significant were economic factors in the introduction of the Five-Year Plans? Explain your answer.** **Yes** NEP had failed to modernise Russian economy quickly enough; the Plans were to set ambitious targets in heavy industries – coal, iron, oil and electricity; Stalin wished to rival the capitalist economies of the West such as the USA, Britain, France and Germany; Stalin wanted to end the imports of Western industrial equipment and make Russia self-sufficient; economic strength would also lead to greater support for communism and Stalin's leadership, etc. **No** More significant was the reason to increase Russia's military strength – threat from capitalist nations and Germany in mid-1930s; Russia needed a modern army; Stalin wanted to create a socialist society by increasing the number of workers in towns/cities; he wanted to demonstrate the successes of the Communist Party to the rest of the world; the Plans would help establish Stalin's reputation as the legitimate successor to Lenin; to improve food production by manufacturing new farming equipment like tractors, etc.	**40**

© UCLES 2018

Question	Answer	Marks
7	**How important were tariffs as a reason for economic problems in the USA by 1929? Explain your answer.** **Yes** Tariffs of the 1920s such as the 1922 Fordney-McCumber tariff made importing and exporting goods more expensive; exporting surplus goods difficult due to tariffs on American goods; led to large surplus of goods; prices dropped and shareholder confidence dropped as profits declined, etc. **No** Other factors more important – over-speculation on the stock market had led to an artificial increase in share prices; when economic problems began to show, shareholders panicked and sold quickly; banks lent money and allowed people to 'buy on the margin' leading to huge debt; domestic market was saturated; construction industry had slowed down by 1929; farming always in decline since WWI; inequality of income – up to 50% of US population earned below $2000 a year (especially minorities like Black Americans and Native Americans), etc.	**40**

Question	Answer	Marks
8	**How significant was the need to help industry as an aspect of the New Deal? Explain your answer.** **Yes** Two New Deals had aspects to help industry. NIRA to stabilise production and prices, etc., NRA, Blue Eagle encouraged the public to buy from participating companies, TVA built dams to provide HEP to supply industry. Voluntary codes set up to regulate prices, output, hours and wages. Declared unconstitutional 1935, etc. **No** Small businesses were hit by NIRA which favoured large firms. Banking was reformed through the Emergency Banking Act. Fireside Chats to reassure people. There was a focus on social aspects and solving unemployment and problems in agriculture; CCC, PWA, CWA, AAA, FERA, Resettlement Administration, Social Security Act 1935, Wagner Act 1935, etc.	**40**

© UCLES 2018

Question	Answer	Marks
9	**How important in causing Communist China's economic development were its international relations? Explain your answer.** **Yes** Soviet Union provided advisors and financial support to Mao's Five Year Plan – 1950 Sino-Soviet Treaty of Friendship and Alliance; £300 million in loans at low interest rates; continued support of USSR during Korean War; 1971 Kissinger visited China to negotiate trade agreement; 1972 trade agreement signed; return of Hong Kong from Britain in 1997; entered World Trade Organisation in 2001, etc. **No** USSR broke relations with China after Khrushchev changed Stalinist policies and opposed dictatorship – loss of financial assistance and expertise; China blocked from joining the UN by USA in 1960; other factors more important to economic development – Five Year Plans; land reforms; economic modernisation and liberalisation after Mao's death, etc.	**40**

Question	Answer	Marks
10	**How significant was the support of the peasants to establishing Communist rule in China? Explain your answer.** **Yes** 90% of China's population was peasantry by 1949; Mao adapted Marxism-Leninism to take account of China's agricultural potential – Maoism sees peasants as the revolutionary class rather than industrial workers; food shortages and famine were common for peasants and needed resolving; landlords were viewed as the major class enemy – peasants given power and status to deal with landlords under Agrarian Reform Law, 1950; peasants were needed to become the new Communist Party officials to spread propaganda and ideology in the rural areas; peasants needed to be future workers; social reforms, etc. **No** More significant – social reforms gave basic healthcare, schooling and rights for women that increased support for the Party; Five Year Plan boosted industrial output and developed urban areas and communications/transport; Hundred Flowers Campaign; Cultural Revolution and the use of the Red Guard; propaganda; persecution of counterrevolutionaries; Mao's personal popularity as revolutionary leader; cult of personality, etc.	**40**

© UCLES 2018

Question	Answer	Marks
11	**How important was racial segregation in shaping the economic development of South Africa before 1948? Explain your answer.** **Yes** South Africa was highly segregated by 1940 – white supremacy already established; black people treated as inferior politically, socially and economically; dependence on white employers based on 1925 poll tax on adult black males; black people had only 7% of arable land but made up 65% of the population; housing already segregated by 1923; pass laws already in place; lower wages; colour bar and black people not allowed skilled jobs, etc. **No** Not as important as in apartheid as black labour needed in gold mines; cheap farm labourers; some black people were sharecroppers; many segregationist laws bypassed during WWII as black people were needed in industry and manufacturing of weapons; some non-whites were able to vote in Cape Province and Natal Province; 1936 Natives Representation Act allowed non-whites to vote for white representatives in Parliament; more important after 1948 – National Party elected based on promises of apartheid and minority rule; apartheid laws strengthened segregation – Pass Laws; Housing; Education, etc.	**40**

Question	Answer	Marks
12	**How significant were economic factors in the introduction of apartheid? Explain your answer.** **Yes** Impact of WW2 meant white workers in the army; increase in armament production; steel, textiles, engineering; black workers moved to towns and were employed in semi-skilled and skilled jobs. Number of black people working in industry increased by 70%; led to relaxation of segregation laws; white people feared there would be no jobs when they returned from the war. **No** Growth in Afrikaner nationalism from 1948; during WW2 black people moved into towns and began to outnumber white people and pressed for concessions. The Nationalists Party's ideas of segregation now seemed right. Sauer Report advocated total segregation. Dutch Reform Church saw Afrikaners as a chosen people destined to rule over black people and non-whites, etc.	**40**

© UCLES 2018

Question	Answer	Marks
13	**How important was the Palestine Liberation Organisation (PLO) in gaining international support for the Palestinian cause to 1996? Explain your answer**. **Yes** PLO highlighted the plight of the refugees; PLO leader Arafat addressed UN in 1984; PLO able to use the Intifada to highlight the need for a solution; PLO helped negotiate Oslo Agreement, etc. **No** Al Fatah formed in 1959 – launched guerrilla campaigns against Israel; PLO formed in 1964 dedicated to the return of Palestine to the Palestinians; force used at first and later terrorism – PFLP hijacked airliners in 1970, Black September murdered Jordanian PM in 1971; Black September kidnapped nine Israeli athletes in 1972; Air France hijacking in 1976 by PFLP; Hamas focused on removing Israel from Palestine using terrorist methods – gained world attention; more important – USA 's role; UN's role – refugee crisis, peacekeeping, etc.	**40**

Question	Answer	Marks
14	**How significant was the USA in improving relations between Israel and its neighbours? Explain your answer.** **Yes** Eisenhower's US foreign policy moved towards finding a lasting peace between Israel and its neighbours – insisted that Israel withdraw after 1956 invasion; USA played a key role in bringing 1967 war to an end; Jimmy Carter sympathetic to a Palestinian homeland; in 1978 forced Israel to withdraw from Lebanon after Palestinian terrorists killed 37 Israelis; Camp David talks, etc. **No** US failed on many occasions and even helped support Israeli military in 1967 and 1973 – financial and military support; UN more important in putting pressure on Israel; Egyptian President Sadat visited Israel in 1977 to seek peace; PM Begin engaged in peace talks over Sinai in 1977 and visited Sadat in 1977, etc.	**40**

© UCLES 2018