Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/41**

Paper 4 Alternative to Coursework **October/November 2022**

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.

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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 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.

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Question	Answer	Marks

Assessment Objectives 1 and 2

Level 5 **[33–40]**

Candidates:
- Produce well-balanced and well-developed explanations that directly assess importance/significance to reach substantial judgements and conclusions.
- Select, organise and deploy effectively and relevantly a wide range of in-depth contextual knowledge to support explanations and conclusions.
- Demonstrate a strong understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question.
- Produce well developed, well-reasoned and well supported judgements/conclusions.
- Write with precision and succinctness, showing explicit structure and focus.

Level 4 **[25–32]**

Candidates:
- Produce well-balanced and partially developed explanations that assess importance/significance, although some of these may be implicit, to reach partially substantiated judgements and conclusions.
- Select, organise and deploy effectively and relevantly contextual knowledge to support explanations and conclusions that will demonstrate some range and depth.
- Demonstrate a sound understanding of the significance of the key features, reasons, results and changes of societies, events, people and situations relevant to the question.
- Produce partially developed and partially supported judgements/conclusions.
- Write with precision and succinctness, showing structure and focus.

Level 3 **[17–24]**

Candidates:
- Produce balanced and developed descriptions that explicitly address the question OR produce one-sided, well-developed explanations that assess importance/significance.
- Select, organise and deploy relevantly appropriate contextual knowledge to support descriptions/explanations and that will demonstrate some range and/or depth.
- Demonstrate some understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question.
- Produce unsupported judgements/conclusions.
- Write with some precision and succinctness and focus.

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Level 2 **[9–16]**

Candidates:
- Produce balanced but limited descriptions that lack scope/focus/supporting material OR produce one-sided descriptions that address the question. Responses may be narrative in style.
- Select and organise limited contextual knowledge to support descriptions. This is only deployed relevantly on a few occasions and will demonstrate limited range and depth.
- Demonstrate a limited understanding of the key features, reasons, results and changes of the societies, events, people and situations relevant to the question.
- Attempt generalised conclusions but these are often asserted or undeveloped.
- Present work that lacks precision, succinctness and focus.

Level 1 **[1–8]**

Candidates:
- Produce balanced but limited descriptions that fail to properly address the question OR produce responses in which the material cited is largely inaccurate or irrelevant. Responses may be overly short.
- Demonstrate limited contextual knowledge that lacks range or depth or is only linked to the general topic relating to the question.
- List a few key features, reasons, results, and changes of societies, events, people and situations. The work contains some relevant material but this is not deployed appropriately.
- Attempt generalised conclusions but these are asserted, undeveloped and unsupported.
- Present work that shows little understanding or focus on the question.

Level 0 **[0]**

Candidates:
Submit no evidence or do not address the question.

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.

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Question	Answer	Marks
1	**How important was the 'race to the sea' as a reason for a prolonged war? Explain your answer.** **YES** – Race to the sea started after the Battle of the Marne; Germans forced to retreat and dig-in; both sides tried to outflank each other and created a network of trenches, multiple lines deep from the English Channel to the Swiss Alps; aim was to cut off supply lines from Britain; trenches became impenetrable defences for both sides with little land gained over the course of the war; easily defended by machine guns and barbed wire; first Battle of Ypres, etc. **NO** – More important: failure of the Schlieffen Plan (Russian mobilisation, Belgian resistance and BEF intervention); new weapons and technology coupled with lack of military tactics to fight trench warfare (machine guns and artillery); trench system easy to defend; adoption of war of attrition tactics by both sides, etc.	**40**

Question	Answer	Marks
2	**How significant was the German Revolution as a reason for the Armistice in 1918? Explain your answer.** **YES** – Germany's politics became divergent as the silent military dictatorship and increasingly active role of the Reichstag became opposing forces; Reichstag increasingly questioned the war effort and composition of the Kaiser's government; war weariness increased pressure on Hindenburg and Ludendorff to begin revolution from above; Kiel Mutiny started revolution from below; riots spread throughout Germany and Soviets were formed; fear of communist revolution from both conservatives and moderate socialists forced abdication of Kaiser and sparked peace negotiations with Allies, etc. **NO** – More significant: German army losses after the Somme and Passchendaele; extra 1.75 million casualties in 1918; Germany unable to match Allied equipment and technology, especially after US entry into the war in 1917; failure of Ludendorff Offensive and Allied counter-attack used up German reserves and left the safety of Hindenburg Line; new tactics developed by Allies – creeping barrage and tank/combined arms tactics by summer 1918; impact of British blockade of German ports led to food and fuel shortages; Germany's weaker allies failed to support, etc.	**40**

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Question	Answer	Marks
3	**How important were reparations as a cause of disorder in Weimar Germany, 1919–23? Explain your answer.** **YES** – Reparations agreed on when Germany signed Armistice in November 1918; Treaty of Versailles imposed reparations in 1919 and were calculated at £6.6 billion in 1921 by Reparations Commission; proved to be unpopular with many Germans and right-wing politicians; Germany blamed for war damage in France and Belgium which was thought to be unfair; Germany had to give her coal from the Saar to France for 15 years; German government printed money to pay for reparations, creating steady inflation; failure to pay led to 1923 French and Belgian occupation of the Ruhr; 100 000 Germans expelled; caused massive economic and trade problems in Germany; government printed money and ordered passive resistance, which resulted in hyperinflation, etc. **NO** – More important: social, economic and political impact of the end of the First World War; stab in the back myth and November Criminals blamed for the Armistice and later signing the Treaty of Versailles; weaknesses of Weimar Constitution; political extremism from left and right (Spartacist leading to Bavaria and Ruhr; Kapp and Munich Putsches); may use Ruhr occupation and hyperinflation as a NO argument, etc.	**40**

Question	Answer	Marks
4	**How significant was the Depression in securing support for the Nazi Party up to 1933? Explain your answer.** **YES** – 1929 Wall St Crash led to the Great Depression which hit Germany hard due to US loans which were recalled; massive drop off in trade and rapid unemployment – 6 million by 1932; increased support for extremists on left and right; fear of communism propelled Nazi support from moderate middle-classes and industrialists who feared revolution; Hitler used the Crash to scapegoat enemies of Germany – communists, socialists, Weimar politicians (negative cohesion), etc. **NO** – More significant: role of Hitler and leadership abilities (public speaking, etc.); Nazi propaganda effective at targeting all classes; role of SA – show of strength, soup kitchens, street violence to encourage disorder in Germany and make middle-class believe a revolution was inevitable; resentment towards Treaty of Versailles; loss of confidence in Weimar Republic and politicians; failure of left-wing parties to form united front against Nazis; Hitler's appointment as Chancellor in 1933; Reichstag Fire and emergency decree end Communist Party, etc.	**40**

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Question	Answer	Marks
5	**How important was Lenin in the consolidation of Bolshevik rule, 1917–24? Explain your answer.** **YES** – Lenin crucial for the timing and decision to storm the Winter Palace in November 1917; became Chairman of the Sovnarkom which was dominated by Bolsheviks; Lenin's Decrees on workers, land, etc.; Decree on Peace and Treaty of Brest-Litovsk; closure of Constituent Assembly; Lenin developed ideology of Marxism-Leninism; propaganda during the Russian Civil War; introduction of War Communism to ensure Red victory; crushing of Kronstadt Rebellion; NEP in 1921, etc. **NO** – More important: Trotsky's role as Chairman of Petrograd Soviet, MRC and organising Red Guards for coup; Trotsky formed Red Army and led them during Civil War; Trotsky effective speaker; use of Cheka and Red Terror (could be attributed to Lenin); grain requisitioning; weaknesses of White armies in Civil War and foreign intervention, etc.	**40**

Question	Answer	Marks
6	**How significant were economic factors in Stalin's introduction of the Five-Year Plans? Explain your answer.** **YES** – Stalin viewed the NEP as too slow a policy to reform Soviet economy; command economy required to develop it rapidly; Stalin wanted to build up Soviet heavy industry rapidly to compete with the Western powers; communism inherently committed to industrialisation and the creation of a workers' state; Stalin wanted the USSR to be a world leader in industrial output and become a superpower, etc. **NO** – More significant: ideology – Stalin wanted to expose those in the Bolshevik Party that opposed his idea of Socialism in One Country; NEP seen as a capitalist system and Stalin wished to remove the conservative Kulak class; defence – Stalin wanted the USSR to be protected from future aggression from the West; focus on building heavy industry and munitions; power/control – Stalin wanted a command economy to give him centralised control of the economy, etc.	**40**

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Question	Answer	Marks
7	**How important were tariffs as a reason why farmers did not share in the prosperity of the 1920s? Explain your answer.** **YES** – Tariffs imposed taxes on imported goods and foodstuffs – foreign markets began a tariff war with the USA and did the same to US food exports after the war; European countries could not sell in US markets and therefore could not earn dollars to buy US produce; caused overproduction of food produce in USA and drop in food prices throughout 1920s; led to drop in profits and many farms repossessed by banks as loans and mortgages could not be paid – 1 million fewer farmers between 1920 and 1930, etc. **NO** – More important: foreign competition from countries like Canada and Argentina; patterns of food consumption were changing in the USA after the war – greater demand for fresh fruit and vegetables, and many smaller farmers were unable to diversify; demobilisation after war meant European markets were gradually lost and US left with excess food; new machinery and farming technology boosted production; US market saturation; Prohibition laws hit cereal farmers who sold grain for alcohol – barley consumption fell by 90% between 1920–33, etc.	**40**

Question	Answer	Marks
8	**How significant was President Hoover's reaction to the Bonus Marchers as a reason for his defeat in the Presidential election in 1932? Explain your answer.** **YES** – Bonus Marchers demanded war pensions early during Depression; 25 000 veterans marched on Washington in 1932; peaceful protest but Hoover regarded it as a threat to government and a possible communist uprising; Hoover asked army to clear the Bonus Army's camp; the army responded by burning the camp and used machine guns, tanks and tear gas against the protesters; two veterans were killed and a thousand were injured; made Hoover appear unsympathetic and indifferent to the suffering during the Depression, etc. **NO** – More significant: Hoover viewed as do-nothing President; many of his policies were ineffective or lacked funding from government; Republicans opposed to government intervention during Depression; Hoover not viewed as man of action or vision compared to Roosevelt; Roosevelt's campaign very effective and promised New Deal; experience as Governor of New York where he had organised schemes to help unemployed and elderly; Roosevelt's upbeat personality and optimism despite contracting polio, etc.	**40**

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Question	Answer	Marks
9	**How important was the First Five-Year Plan to China's social and economic development by 1960? Explain your answer.** **YES** – First Five-Year Plan nationalised private business and industry as per the Soviet model; centralised planning and command based economy using production targets; focus on heavy industry (coal, iron, steel, oil and cement); local targets used to encourage workers to be more productive and gain access to better wages, food and accommodation; steel, coal and iron all exceeded targets set; most heavy industry doubled or tripled in production over the 5 years; heavily reliant on Soviet loans and expertise; cities and industrial towns increased in size rapidly as well as new infrastructure like railways, etc. **NO** – More important: Agrarian Reform Law, 1950 saw communal ownership of land; landlords arrested and executed; cooperatives and collective farms set up with state control and eventually ownership, with peasants becoming wage earners; by 1956, 95% of peasants in collectives; 1950s social reforms – healthcare made free; more rural doctors; CCP discouraged traditional Chinese medicine and promoted preventative medicine; education improved and primary education compulsory; literacy rates rose to 90% by early 1960s; Great Leap Forward, 1958 saw development of communes; combined agricultural and industrial production; backyard furnaces produced poor quality steel; Hundred Flowers Campaign in 1957 encouraged development in arts and culture, etc.	**40**

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Question	Answer	Marks
10	**How significant was the Cultural Revolution in changing life for the Chinese people? Explain your answer.** **YES** – Cultural Revolution launched in 1966 to re-establish control of the CCP and the revolution; it was feared that the revolution had been hijacked by revisionists; Little Red Book and Red Guards used to radicalise young Chinese students against intellectuals, revisionists and counter-revolutionaries; violence, terror and arrests became commonplace; schools and universities closed down; those accused of profiteering were punished and many forcibly moved to rural areas to be re-educated in camps; forced re-education meant many skilled jobs were undertaken by unskilled persons; illiteracy rates soared; art and culture showing traditional Chinese ways of life were discouraged or destroyed; fear of the West was encouraged in propaganda; Cult of Personality of Mao strengthened in media, posters and loudspeakers, etc. **NO** – More significant: Agrarian Reform Law in 1950 saw landlords removed, over 1 million executed; land was brought under communal control with cooperatives and collective farms; First Five-Year Plan saw massive increase in steel, iron and oil production; massive expansion of urban areas and railway network across China; Great Leap Forward saw development of commune system combining industrial and agricultural production; led to increase in steel production but falsification of figures; led to Great Famine in 1959 with 20–40 million dead; communes allowed communist control of schools, healthcare; social reforms in 1950s – improved rights for women (divorce made easier, polygamy banned); healthcare made free and increase in rural doctors; education improved and literacy rates boomed by early 1960s to over 90%, etc.	**40**

Question	Answer	Marks
11	**How important were government policies on schools in maintaining apartheid after 1948? Explain your answer.** **YES** – Bantu Education Act, 1953 brought all black schools under government control; Native Affairs Department set up to manage schools for black people; government grants for missionary schools were withdrawn – this had been a source of funding for 90% of schools for black children; funding reduction led to larger class sizes, poor quality buildings, lack of amenities and equipment as well as less-qualified teachers; a later law introduced apartheid at university level; mixed universities were banned and new colleges were set up, etc. **NO** – More important: Population Registration Act classified all South Africans in races; Group Areas Act segregated South Africa into racial living areas; Pass Laws restricted movement for black people – extended to women in 1956; Native Laws restricted movement further in towns; Bantustans set up as homelands for black people based on ethnicity; low quality land and limited in size – 13% of land for Bantustans, etc.	**40**

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Question	Answer	Marks
12	**How significant was Steve Biko in the development of the anti-apartheid movement in South Africa? Explain your answer.** **YES** – Steve Biko set up South African Students' Organisation (SASO) in 1969; helped promote Black Consciousness Movement in universities; promoted pride in being black; promoted black culture, history, art, culture and identity against white repression; helped spread peaceful protest and encouraged a greater sense of cohesiveness among black people; led to strikes on campuses; murdered by security forces leading to national and international outrage; helped inspire protests and riots in other parts of South Africa – led to Soweto riots which caused international backlash against apartheid, etc. **NO** – More significant: role of ANC and Youth League in 1950s and '60s – Defiance Campaign and Freedom Charter; role of PAC and Sharpeville massacre in 1960; role of Communist Party and trade unions; key individuals – Mandela, Tutu, Slovo, Buthelezi and Tambo; these helped organise resistance in South Africa and abroad; UN opposition to apartheid in 1960s and 1970s – resolutions passed against apartheid; international sanctions; impact of Botha's reforms, etc.	**40**

Question	Answer	Marks
13	**How important was disunity between Israel's enemies in determining the outcome of the 1948–49 war? Explain your answer.** **YES** – Arab forces divided between a northern force (Syria and Palestinian) and one based around Jerusalem with very little coordination; other Arab states did little to help and the Arab League refused to fund the forces in Jerusalem; King Abdullah of Transjordan acted independently and took parts of Jerusalem and Palestine for himself; Arab forces were poorly led by their respective leaders with differing aims and objectives; Syria and Lebanon engaged very little in the actual fighting; Syria and Lebanon only provided a very small number of troops to the Civil War, etc. **NO** – More important: Israeli forces outnumbered the Arab forces by over 7000 troops; Arabs had poor supply lines and medical supplies were overstretched; lack of military experience in the Arab armies compared to Israeli forces; Haganah had experience of fighting in WWII and had stockpiled weapons and equipment; Israel enjoyed total air superiority and had quality military leadership throughout the campaign; determination of Israeli people who were united behind the cause to create a Jewish state; morale was boosted by political and financial support from the USA; Jewish Agency's success in controlling the communication routes after Plan D; terror tactics used by Lehi and Irgun to force Palestinians from their homes; Israelis secured heavy artillery and tanks from Czechoslovakia, etc.	**40**

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Question	Answer	Marks
14	**How significant have the Palestinians been in the development of the Arab-Israeli dispute? Explain your answer.** **YES** – Actions of Irgun and Lehi during the 1948–49 war created terror in the minds of Arab villagers in Palestine; 300 000 fled their homes to other parts of Palestine and neighbouring Arab countries; Israel increased its territory by 21% by 1949 and pushed many refugees to Transjordan, Egypt, Syria and Lebanon; 1967, Israel tripled its size and increased the number of refugees to over 700 000; led to increased Palestinian nationalism and Arab nationalism – opposition to state of Israel; formation of Al Fatah and later PLO led by Arafat; border raids into Israel; raids from Lebanon led to Israeli invasion in 1978 and 1982; PLO involvement in Oslo Agreement; Palestinian Authority; role of Hamas in Gaza and West Bank, etc. **NO** – More important: role of Israel – expansion of territory and settlers in Palestinian Arab areas; role of Nasser and nationalisation of Suez Canal; pre-emptive attack of Egypt and Syria in Six Day War; role of Begin and Sadat and Camp David Talks with Carter; roles of Palestinian neighbours such as Jordan, Egypt, Syria; roles played by the superpowers – USA and financial and military support for Israel; Soviet military aid to Syria and Egypt; role of Britain and France; actions by the UN in peace talks and dealing with refugee crisis, etc.	**40**

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