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**Cambridge International Examinations**
Cambridge International General Certificate of Secondary Education

**HISTORY** **0470/41**

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 significant was new technology as a cause of the stalemate on the Western Front by 1915? Explain your answer.**

**YES** Machine guns could fire 400+ rounds per minute (firepower of 100 rifles); machine gun fire and artillery pinned soldiers down in the trenches; artillery much more accurate with new communications technology in trenches and spy planes to photograph trenches; railways and industrialisation allowed continuous production and supply to the frontlines; first use of gas weapons failed to break stalemate and gas masks allowed stalemate to continue; huge losses in no-man's land due to new weapons, barbed wire, etc.

**NO** Trench system allowed effective defence against new weapons; bad conditions in trenches and weather slowed down advances; supply of weapons and poor logistics on some fronts halted rapid advances; lack of effective strategy and tactics by generals and politicians; failure of Schlieffen Plan; Russia mobilising faster than expected; speed of BEF arrival; speed of French to save Paris; unexpected resistance by Belgium, etc.

**2 How important was the failure of the Ludendorff Offensive as a reason for Germany's surrender in 1918? Explain your answer.**

**YES** Ludendorff abandoned the Hindenburg Line – Germany's impenetrable defence; German casualties over 1 million – higher than Allied casualties; Ludendorff turned the war into a war of movement which played into Allied hands with more soldiers; exhausted supply lines to the point of collapse in the German Army; soldiers' morale at an all-time low; food shortages; successful French counterattack in the Marne led to Germany being defensive again; led to changes in tactics by Allies (creeping barrage, surprise attacks, tanks, etc.); final military turning point at Amiens 1918 and breaking of German line, 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; USA had been supplying loans and equipment to the Allies already; huge economic power of the USA; industrialisation allowed USA to produce huge numbers of weapons; USA were able to send fresh troops to Europe in 1918 (50 000 a month) while Germany's troops and supplies were exhausted; German allies already surrendered, etc.

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## Depth Study B: Germany, 1918–1945

**3 How significant was the weakness of the political leaders of the Weimar Republic in 1932–33 as a reason for Hitler's appointment as Chancellor in January 1933? Explain your answer.**

**YES** President Hindenburg had effectively ended democracy through the use of 'rule by decree'; political instability with the Chancellorship; Chancellors von Papen and von Schleicher could not form a majority government in the Reichstag; rivalry between von Papen and von Schleicher led to secret meetings with industrialists to agree to Hitler's appointment as Chancellor; Hitler underestimated by von Papen and Hindenburg; Bruning and Weimar government were not effective at dealing with effects of Depression, etc.

**NO** Depression had led to huge increase of Nazi support – largest party in the Reichstag in 1932; Nazis led an effective propaganda campaign; Hitler's leadership skills and campaigning; Hitler's promises appealed to many classes in Germany; Nazis maintained a strong image with the public and promised strong, nationalist government; anti-Communism and 'negative cohesion'; citizens disillusionment with democratic government; Wall Street Crash, etc.

**4 How important was the use of the SS in maintaining Nazi control of Germany after 1933? Explain your answer.**

**YES** SS were used in Night of the Long Knives to remove internal threat of SA; 'Death's Head' SS units ran concentration camps; SS took over all policing by 1936; Gestapo unlimited powers of arrest; relied on informers; SS used intimidation and violence; visually important to German citizens – represented the elite of Nazi Germany; enforcers of Nazi ideology – Himmler second in power to Hitler, etc.

**NO** Propaganda under Goebbels equally effective; control of all media; indoctrination of youth in schools/curriculum – boys and girls; youth organisations – Hitler Youth and League of German Maidens taught Nazi ideology and loyalty to Hitler; youth taught to inform on parents; lots of Nazi supporters in Germany – Hitler most popular by 1940 defeat of France; economic problems especially unemployment had been solved under Nazi rule; many citizens satisfied with authoritarian government and nationalist aims; accept Gestapo as non SS or SS; Unions and DEF; gain support of Germans through Strength Through Joy; accept valid use of resistance by youth movements, e.g. Swing movement; accept valid use of Church to gain support or oppose, etc.

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**Depth Study C: Russia, 1905–1941**

**5 How significant was Tsar Nicholas II's decision to take personal control of the military as a cause of the March Revolution in 1917? Explain your answer.**

**YES** Nicholas II failed to listen to the advice of his ministers about war, shortages, policies; Tsar personally took command of Russian Army on Eastern Front in September 1915 and so was blamed for losses and defeats; Nicholas left Tsarina in charge of government who appointed minsters unwisely with advice from unpopular Rasputin – did not listen to Duma, etc.

**NO** Economic problems in Russia made worse due to First World War – inflation; food and supplies had shortages and bread rationing; soldiers mutinying; peasants' land issue still unresolved; growing political opposition from the left – SRs, Mensheviks and Bolsheviks; liberals (Kadets and Octobrists) and even aristocracy turning against Tsar and the war; unemployment due to factory closures; workers had longer hours; long term causes – failure of land reforms promised in October Manifesto; failure by Tsar to support the Duma, etc.

**6 How important was Lenin's role in winning the Russian Civil War? Explain your answer.**

**YES** Lenin used War Communism to keep the Red Army supplied; state took control of industry and created command economy to fight Civil War; strict discipline of workers; no trade unions to stop industrial disputes; workers prevented from leaving towns; decreased wages; food rationing – workers and soldiers received the most; Lenin ordered Cheka to requisition food from peasants by force to feed Red Army and workers; Red Terror – use of Cheka violence and labour camps, etc.

**NO** White armies were not unified in their goals and Reds were; Whites were made up of many different left and right wing parties; Whites had help from USA, Britain and France which helped the Reds unify Russians; effective Bolshevik propaganda; many peasants thought life would still be better under Reds than Tsarists; role of Trotsky and organisation and discipline of Red Army; Reds had geographical advantages over the Whites, etc.

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## Depth Study D: The USA, 1919–1941

**7 How important were credit and hire purchase as reasons for economic growth in the USA in the 1920s? Explain your answer.**

**YES** Easier for low income families to buy new manufactured goods; hire purchase used by many firms such as motor industry; banks were more willing to loan money to individuals and firms as confidence was high; buying on the margin allowed many speculators to invest in companies; many new millionaires made from investments based on borrowing money, etc.

**NO** Republican policies – low taxation, tariffs and laissez-faire economics allowed profits to increase; mass-marketing and advertising campaigns for new consumer goods; mass production such as assembly line used to make goods cheaper and faster; USA world leader in many sectors, e.g. chemicals after First World War; new inventions such as plastics and household consumer goods, e.g. vacuum cleaners/radios; electrification allowed for more productive factories; markets gained during WWI, etc.

**8 How significant was overproduction as a cause of the Wall Street Crash in 1929? Explain your answer.**

**YES** Mass production in factories and the use of the assembly line led to overproduction of consumer goods that could not be sold; market saturated (50% of families had an income of less than $2000 a year); prices began to drop and profits fell rapidly; knock-on effects from primary to secondary and tertiary industries; lower wages and less spending power; led to loss in confidence in markets, etc.

**NO** Overspeculation had led to rise in share prices that were overvalued; many speculators had borrowed ‘on the margin’ which pushed up share prices artificially; panic selling in Autumn 1929; lack of overseas markets, especially Europe, due to US tariffs and war loans; poor distribution of wealth in the USA – Black Americans, farmers, workers in old industries; lack of effective government action due to Hoover’s ‘rugged individualism’, etc.

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## Depth Study E: China, c.1930–c.1990

**9 How important were Mao's guerrilla tactics as a reason for the Communist victory in the Civil War? Explain your answer.**

**YES** Mao had used tried and tested guerrilla tactics against the Japanese; allowed for relatively few casualties with Red Army; CCP membership had been reduced due to the Civil War and WWII and allowed Mao to hit strategic targets rather than risk heavy losses against a superior enemy; guerrilla tactics helped cause defections from the Kuomintang to the Communists as they achieved greater numbers of victories; Red Army was able to raid vital supplies and munitions from the Kuomintang to strengthen the Communists; Communists used their knowledge of the countryside and the peasants to shock and surprise KMT troops; guerrilla tactics during WWII led to reprisals against the KMT rather than the Communists by the Japanese Army, etc.

**NO** WWII had weakened the KMT – massive defeats against the Japanese; KMT suffered greater losses than the Communists; Communists were in control of more of China by 1945 compared to 1937; population were alienated from Chiang Kai-shek – he fought the Communists as much as the Japanese; KMT used scorched earth policy as Japanese advanced which brought misery to millions of peasants increasing Communist support; Mao's Long March 1934–35 had unified the Communists and made a hero out of Mao; Nationalists viewed as corrupt; Red Army treated peasants well; taught peasants how to fight as well as indoctrinating them in Maoist ideas; many viewed Nationalist foreign aid from the USA as unpatriotic; Mao's support base increased to include intellectuals and the middle class; Red Army had doubled in size and had better weapons and vehicles by 1947, etc.

**10 How significant was China's development of nuclear weapons as a cause of worsening relations between China and the USSR? Explain your answer.**

**YES** China tested its first nuclear weapon in 1964; USSR wanted to have greater control over China's nuclear policy; threat of nuclear adversary to the South-East as well as the West now; China might start using its nuclear credentials to expand its influence elsewhere in South-East Asia and the world; Khrushchev feared that China may grow too powerful and take its place as the Communist superpower; China increasingly broke relations with the USSR over nuclear policy, etc.

**NO** Mao and Stalin were never prepared to be the junior partner in the Sino-Soviet relationship; Mao disliked Khrushchev's new foreign policy direction and attempts at improved relations with the West; Mao disagreed with Khrushchev's more moderate communist ideas; Mao supplied Vietnamese communists with weapons between 1965 and 1970, and over 300 000 Chinese soldiers served in North Vietnam which angered the USSR as they wanted to be the dominant foreign communist support; China increasingly viewed Vietnam as a potential Soviet instrument to encircle China, etc.

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

**11 How important was the impact of the Second World War as a reason for the success of the National Party in 1948? Explain your answer.**

**YES** Industries expanded rapidly to meet demand from the armed forces and new machines only required unskilled workers; many white South Africans in armed forces so black South Africans are given jobs in factories in cities; by 1946 more black people than white people in urban areas; wages for workers still very low, £128 a year; government policy changed – more liberal after WWII; Pass Laws relaxed; government money put into black education; food prices were kept low; black opposition was allowed to grow – bus boycotts, strikes, non-violent resistance to Ghetto Act of 1945; many resistance members saw this as the time to improve civil rights in South Africa – UN Declaration of Human Rights; some white support for Nazis, e.g. Dr Verwoerd, etc.

**NO** Increased sense of Afrikaner unity during war; wealthier Afrikaners started using money to fund business so they did not have to rely on British funded banks; Afrikaner National Party was a catch-all party for all classes; Dutch Reformed Church actively supported National Party – set up schools to teach Afrikaner children; secret society of the Broederbond helped put Afrikaners into influential positions; Afrikaner media such as newspapers and magazines; National Party appealed to white grievances – black workers in factories, loss of blacks on farms, shock at black resistance and opposition; 'black threat' propaganda, etc.

**12 How significant was internal opposition in the struggle against apartheid up to 1980? Explain your answer.**

**YES** Sharpeville massacre resulted in UN sanctions for South Africa; huge crowds at the funerals; ANC and PAC set up headquarters abroad; stay-at-home protests; investors took their money out of South Africa; anti-Apartheid groups set up in many countries; Commonwealth Conference criticised South Africa; Oliver Tambo travelled to persuade other governments to bring about change in South Africa; growth of militant groups including communist in the ANC; we Sizwe (MK) guerrillas attack strategic targets; Black Consciousness – music, literature; Steve Biko's influence amongst students; trade union activity and strikes – success of 1973 Natal workers and pay; outcry of deaths at Soweto school riots – international condemnation, etc.

**NO** ANC and PAC banned by government in 1960; MK base found – 1962 Nelson Mandela arrested and sentenced to life imprisonment in 1964 with 7 others; government arrests 18 000 after Sharpeville; Biko arrested in 1977 and died in custody; trade unions weak for most of the 1960s and 1970s; even by late 1970s apartheid seemed secure – many rich countries still traded and invested in South Africa; Cold War meant capitalist South Africa was opposed to communism and so Western powers put up with apartheid and did little to help resistance, etc.

N.B. Accept valid arguments about role of Mandela on either side of argument.

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**Depth Study G: Israelis and Palestinians since 1945**

**13 How important was the use of terrorism as a reason for the end of British rule in Palestine by 1948? Explain your answer.**

**YES** Zionists in Israel targeted British as they halted illegal Jewish immigration from landing in Palestine; looked like the British were supporting Arabs; the Haganah obstructed the British whenever they could to assist illegal immigrants coming to Palestine; Jewish Resistance Movement formed in 1945; Jewish terrorist attacks increased in 1946 – April 6 British soldiers were murdered and in July the Irgun attacked the King David Hotel in Jerusalem where the British military headquarters were located killing 88 people in the bombing; British morale weakened in Palestine and at home; US Zionists were viewed as supporting terrorism; 20 British soldiers killed in the officers' club in Jerusalem in 1947 – Britain accused Mayor of New York of launching a Zionist drive to raise money for the purchase of 'men, guns and money'; 1947 hanging of two British soldiers in a revenge attack on front page of newspapers, etc.

**NO** Propaganda campaign (meetings, rallies, lobbying of US government, advertising) after the Second World War effective in gaining support for a Jewish state especially in the USA; 4.5 million Jews in the USA, over 2 million in New York mostly Zionists; 1942 the American Zionist conference called for a Jewish commonwealth in Palestine – 'Biltmore Declaration'; Jewish Defence Force (Haganah) gained military experience and weapons during the Second World War supporting the British; Peel Commission 1937 laid down the plan for the partition of Palestine into Jewish and Arab areas before the war – supported by the Jewish Agency (led by David Ben-Gurion); Nazi anti-Semitism had led to a greater number of Jewish refugees emigrating to Palestine in the 1930s; Holocaust had turned public opinion on the side of the Zionists and their pressure began to increase; President Truman in 1946 called on Britain to allow the immediate entry of 100 000 Jewish refugees into Palestine – 6 months later he came out in support of the partition of Palestine; British were exhausted after the Second World War – rationing and overexpenditure; 1948 British handed the issue over to the UN, etc.

**14 How significant were the actions of Israel as a cause of the Six-Day War in 1967? Explain your answer.**

**YES** Refugee problem still not solved; results of Suez War 1956 saw Israel demonstrate its military strength and gain access to Straits of Tiran; economic and military growth of Israel with US support encouraged increased Jewish nationalism; financial aid for the USA (over $1 billion a year) and German reparations allowed economic and industrial strength to build in Israel – led to increased military spending and a threat to Arab states; USA uneasy about Soviet military aid to Egypt and Syria and saw Israel as a US stronghold in the Middle East; tension on Israeli borders, especially with Syria, and reprisals were often encouraged by Israeli military leaders, e.g. 1967 Israeli tractor was ploughing in the demilitarised zone on the Syrian border which escalated into land and then air reprisals – the Israeli air force humiliated the Syrian air force by flying low over Damascus, etc.

**NO** Lost land of 1948–49 war still resented by Arab states; Soviet Union was arming Egypt and Syria – also giving financial support to Egypt (Aswan Dam and other projects); propaganda from press whipped up fear and nationalism on both sides; Jordan backs Egypt; Arab leaders set up the PLO in 1964 whose main aim was to win back the land which the Palestinians had lost in 1948–49 and destroy Israel; Arab states were united in their opposition to Israel; 1965 Fatah guerrillas raided Israel from Syria, Jordan and Lebanon which surrounded Israel – raids continued for years and met with swift Israeli

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retaliation; Syria in particular supplied men and arms to the PLO and Fatah; 1966 Syrian government more radical and demanded the 'liberation of Palestine' and greater support for the PLO; Egypt under Nasser signed a defence agreement with Syria which encouraged the Syrians to increase financial and military support for Fatah raids; Nasser forced into mobilising forces by Soviet warnings that Israel was preparing to attack Syria, etc.

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