GradeMax

Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/41**

Paper 4 Alternative to Coursework **May/June 2019**

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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

© UCLES 2019

GradeMax

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 2019

GradeMax

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 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.

© UCLES 2019

GradeMax

Question	Answer	Marks
	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.	

© UCLES 2019

GradeMax

Question	Answer	Marks
1	**How important was the Battle of the Marne as a reason for the development of trench warfare in 1914? Explain your answer.** **Yes** The German advance was halted by the British and French forces outside Paris. They were pushed back over the River Marne and forced to dig trenches to consolidate their losses. This led to a race to the sea, etc. **No** The failure of the Schlieffen Plan was more important, and new technology led to a defensive form of fighting on the Western Front – machine guns and artillery. The arrival of the BEF and the Belgian resistance were unexpected. There was also a war on two fronts after Russia's quick mobilisation, etc.	**40**

Question	Answer	Marks
2	**How significant were British naval operations as a reason for Allied victory in 1918? Explain your answer.** **Yes** The Battle of Jutland maintained British naval superiority despite its losses. The naval blockade of German ports slowly drained Germany of its supplies, and the convoy system protected supplies from the USA – food and armaments, etc. **No** More significant was the use of new tactics such as combined arms and creeping barrage. There was the US entry into the war, and the failure of Operation Michael and the leaving of the Hindenburg Line. There was also political unrest in Germany – the October Revolution, etc.	**40**

Question	Answer	Marks
3	**How important was hyperinflation as a cause of instability in Weimar Germany, 1919–29? Explain your answer.** **Yes** By 1923 hyperinflation had taken hold and led to high prices for everyday goods. Money became worthless and the Weimar government was blamed because it had printed more money to pay reparations. A black market developed; the Munich Putsch, etc. **No** More important was the Treaty of Versailles with its military, economic and territorial terms, plus the War Guilt Clause. The Weimar constitution included proportional representation; there was political extremism from left and right; it could be argued that hyperinflation was brought under control, etc.	**40**

© UCLES 2019

GradeMax

Question	Answer	Marks
4	**How significant was the Treaty of Versailles as a reason for the increasing popularity of the Nazis after 1929? Explain your answer.** **Yes** Hitler promised to reverse the terms of the Treaty; this was popular with many Germans; rearmament; November Criminals and the stab in the back myth, etc. **No** More significant were anti-communism; propaganda; the impact of the Depression – unemployment; the role of the SA; Hitler's leadership; Big Business; newspapers; weakness of the Weimar Governments, etc.	**40**

Question	Answer	Marks
5	**How important was war as a reason for the collapse of the Tsarist regime in 1917? Explain your answer.** **Yes** The Russo-Japanese War weakened Tsarist autocracy; it led to the 1905 Revolution and the October Manifesto; there were calls for reform; WW1 and its massive losses; the Tsar's personal command of the army which was disastrous; mutiny; shortages, etc. **No** Autocracy was out of date; living and working conditions in towns and cities; the land issue for peasants; the role of the Tsarina and Rasputin; political opposition; calls for a Duma; workers' councils; liberal and radical opposition, etc.	**40**

Question	Answer	Marks
6	**How significant was Communist ideology as a reason for Stalin abandoning the New Economic Policy (NEP)? Explain your answer.** **Yes** Stalin wanted to remove Kulaks as a class; they were seen as capitalist, and it led to collectivisation; Nepmen were created by the NEP; the Five Year Plan would create a state command economy, etc. **No** The need for defence; economic modernisation of the Soviet Union; the need to increase production of primary industries; Stalin's control of the USSR; the need to catch up with the West; Stalin's reputation / legacy, etc.	**40**

© UCLES 2019

GradeMax

Question	Answer	Marks
7	**How important for American women were changes to the US economy during the 1920s? Explain your answer.** **Yes** There were more opportunities in employment and education; there was greater sexual freedom; divorce became easier; flappers; night life; cars; the impact of consumer goods; advertising, etc. **No** Women could vote from 1920; women remained oppressed in the South and in rural areas; more important was intolerance – racial, political and religious – KKK; Jim Crow Laws; WW1 experiences; liberal attitudes; jazz and movies; birth control, Anti-flirt League disapproval; Christian Union; Temperance, etc.	**40**

Question	Answer	Marks
8	**How significant was government spending in ending the Depression in the USA? Explain your answer.** **Yes** Roosevelt's New Deal; alphabet agencies reduced the worst impacts of the Depression; the welfare reforms of the Second New Deal; the Emergency Banking Act, etc. **No** WWII created a boost to US industry; the drafting of troops lowered unemployment levels; supplying food and armaments to the Allies; loans to the Allies; 1937 budget cuts increased unemployment, etc.	**40**

Question	Answer	Marks
9	**How important were the military tactics of the Chinese Communist Party as a reason for its victory over the Kuomintang by 1949? Explain your answer.** **Yes** Guerrilla warfare tactics were effective in WWII and the Civil War; the Communists were seen as heroes and patriots compared to the Nationalists; they had support from peasants; used local villages, etc. **No** More important were the corruption and unpopularity of the Nationalist government; Second World War and Civil War outcomes; foreign support for the KMT, etc.; the establishment of the Yenan Soviet to indoctrinate peasants and spread Maoist ideology, etc.	**40**

© UCLES 2019

GradeMax

Question	Answer	Marks
10	**How significant was Deng Xiaoping in changing life in China? Explain your answer.** **Yes** Deng initiated economic reforms; he brought in more Western style capitalism; the release of political prisoners; the reduced role of the secret police, etc. **No** Mao was more significant – the 1950s reforms; social reforms; foreign relations with the USSR and USA; the Hundred Flowers Campaign; Five Year Plans; the Cultural Revolution, etc.	**40**

Question	Answer	Marks
11	**How important was Oliver Tambo in the resistance to apartheid? Explain your answer.** **Yes** He was an early leader of the ANC; he supported the Freedom Charter and the Defiance Campaign; he travelled abroad to increase support for the anti-apartheid movement; he was president of the ANC, 1967–91, etc. **No** More important was the PAC; Steve Biko and the Black Consciousness movement; Slovo, Tutu; Mandela and de Klerk; reactions to Soweto, etc.	**40**

Question	Answer	Marks
12	**How significant were international developments as a reason for the collapse of white minority rule? Explain your answer.** **Yes** The Cold War kept Western superpowers in support of South Africa as an anti-communist country; the USA and UK continued to trade with SA; the end of the Cold War meant this support was no longer required; increased international condemnation; sanctions from the UK and UN, etc. **No** More significant was the anti-apartheid violence in the 1980s since the Soweto riots; the role of de Klerk; the impact of Mandela, Tutu, Tambo; the ANC and PAC, etc.	**40**

© UCLES 2019

GradeMax

Question	Answer	Marks
13	**How important were the actions of the superpowers in the development of the Arab-Israeli conflict, 1948–73? Explain your answer.** **Yes** US recognition of Israel in 1948; 1951 Treaty of Friendship between the US and Israel; in 1956, the US refused to support Israel; US aid in the 1960s and military support in 1973; the USSR armed Egypt in 1967 and 1973; the Soviet alliance with Syria, etc. **No** More important was the role of Israel and its aggressive policies in Gaza and the West Bank; Sinai; Egypt – Nasser and Sadat; Syria and the Baath Party; the role of the PLO; terrorism; the role of the UN, etc.	**40**

Question	Answer	Marks
14	**How significant have political divisions within Israel been in the peace process between Israelis and Palestinians? Explain your answer.** **Yes** Labor Party domination from 1948 to 1967 focused on building a secular state; religious ministry established in 1951 led to tension with Muslims; Likud in 1977 led to conservatism, especially religious; both parties maintained a hard-line stance on Arab relations; Likud wanted a Greater Israel, etc. **No** More significant to the peace process – terrorism (Hamas); the role of the United Nations; the role of the USA – Camp David; the role of Britain; Arafat and the PLO, etc.	**40**

© UCLES 2019