GradeMax

Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/42**

Paper 4 Alternative to Coursework **October/November 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 October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level 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

PapaCambridge

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

PapaCambridge

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.

© UCLES 2019

PapaCambridge

GradeMax

Question	Answer	Marks

- 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.

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

PapaCambridge

GradeMax

Question	Answer	Marks
1	**How important was the First Battle of Ypres as a cause of trench warfare? Explain your answer.** **YES** First Battle of Ypres resulted in neither side gaining the advantage; both sides reinforced trenches and dug in; led to race to the sea and trench network across France and Belgium; stalemate – end of mobile warfare, etc. **NO** More important – failure of Schlieffen plan led to war on two fronts, splitting German forces; Belgian resistance; BEF intervention; new technology – machine guns and artillery made warfare more defensive in nature, etc.	**40**

Question	Answer	Marks
2	**How significant was declining support for the war as a reason for Germany's surrender in 1918? Explain your answer.** **YES** Naval blockade of Germany led to war weariness in Germany; food and fuel shortages created civil unrest and calls from Reichstag to end war; huge casualties and lack of new recruits; soldiers tired and underfed; Kiel Mutiny and German Revolution in 1918, etc. **NO** More significant – US entry into war in 1917; 1 million troops by March 1918; failure of Ludendorff Offensive meant Germans left safety of Hindenburg Line; Allied tactics and technology superior, etc.	**40**

Question	Answer	Marks
3	**How important was the 25-Point Programme in the development of the Nazi Party to 1934? Explain your answer.** **YES** 25-Point Programme set out Nazi agenda and policies; committed Nazis to anti-Semitism, reversing Treaty of Versailles, rearmament and creation of Lebensraum; Hitler basically kept to this programme when in power with some adjustments to socialist aspects; SA remained committed to socialist aspects of Nazi programme, etc. **NO** More important – Hitler as leader; Hitler's skills as orator; Rohm and organisation of SA; Goebbels and propaganda; Munich Putsch and Hitler's imprisonment – changing of tactics; Mein Kampf, etc.	**40**

© UCLES 2019

PapaCambridge

GradeMax

Question	Answer	Marks
4	**How significant was Himmler in establishing the Nazi dictatorship? Explain your answer.** **YES** Himmler Head of SS; ran concentration camps for Nazis; 1934 absorbed Gestapo; SD created as intelligence service of the SS; 1936 Himmler given control over all the German police forces; RSHA formed in 1936 – state within a state; used to murder SA leaders including Rohm in Night of the Long Knives in 1934, etc. **NO** More significant – propaganda of Goebbels; censorship and media; people's radio; Nazi control of education and curriculum; Hitler Youth; control of workers' organisations such as DAF and RAD; banning of political parties and trade unions; Enabling Act, 1933, etc.	**40**

Question	Answer	Marks
5	**How important was the Kornilov Affair as a reason for Bolshevik success in November 1917? Explain your answer.** **YES** Kornilov was Commander-in-chief of Russian military, appointed by Kerensky; attempted to shut down Provisional Government and reestablish authoritarian rule; Kerensky forced to release Bolshevik leaders and arm Red Guards of Soviet; Bolsheviks seen as saviours of Revolution, etc. **NO** More important – Lenin's return in April 1917; April Theses – Peace, Bread, Land, All power to the Soviets; Trotsky's control of Petrograd Soviet in late 1917; use of PRC and Red Guard; support of Kronstadt sailors and Petrograd Garrison; continuation of war unpopular; food and fuel shortages; inflation; land issue, etc.	**40**

© UCLES 2019

PapaCambridge

GradeMax

Question	Answer	Marks
6	**How significant was control of the media in maintaining Stalin's dictatorship? Explain your answer.** **YES** Stalin controlled all media; censorship; Cult of Personality; street names and statues of Stalin created; photos doctored; fake history written, etc. **NO** More significant – use of purges in the 1930s; NVKD terror; use of gulags; show trials; removal of Old Bolsheviks; Five Year Plans; collectivisation; dekulakisation, etc.	**40**

Question	Answer	Marks
7	**How important were the problems of older industries in the US economy of the 1920s? Explain your answer.** **YES** Mining and cotton industries had low wages; consumption dropped due to new fuel sources like oil and new textiles like rayon; low investment in old industries led to many workers living below poverty line, etc. **NO** More important – farming overproducing; loss of overseas markets due to competition from Canada; tariffs on overseas goods caused foreign countries to put up tariffs on US goods; speculation led to inflated share prices; saturation of markets led to loss in confidence; Wall Street Crash, etc.	**40**

Question	Answer	Marks
8	**How significant was the fear of communism as a factor shaping the nature of US society in the 1920s? Explain your answer.** **YES** Red Scare – eastern immigrants feared to have brought communism/ anarchism with them to the USA; strikes and riots in 1919; Palmer Raids; immigration laws in 1920 and 1925 reducing non-white immigration; Sacco and Vanzetti trial, etc. **NO** More significant – racial intolerance; KKK; segregation and Jim Crow Laws; religious fundamentalism – Monkey Trial; Prohibition; gangsterism; role of women; new leisure activities – cinema, radio; motor car, etc.	**40**

© UCLES 2019

PapaCambridge

GradeMax

Question	Answer	Marks
9	**How important was the redistribution of land in changing life in China in the 1950s and 1960s? Explain your answer.** **YES** 1950 Agrarian Reform Law; cooperatives and collective farms gave land to peasants from landlords; 1 million landlords executed in People's Courts; increased production of food to pay for industrialisation; 95% of peasants in collectives by 1956, etc. **NO** More important – Five Year Plan led to industrialisation; growth of urban areas and railway links; social reforms – education, health and reforms to the role of women; Great Leap Forward; Cultural Revolution, etc.	**40**

Question	Answer	Marks
10	**How significant was repression in maintaining Communist rule in China? Explain your answer.** **YES** Mao used secret police to remove opposition; reeducation camps to enforce Maoist ideology; PLA; labour camps; Red Guard used after Cultural Revolution to remove intelligentsia and political opposition, etc. **NO** More significant – propaganda and censorship of media; education; use of communes; industrialisation; Hundred Flowers Campaign; Five Year Plan success, etc.	**40**

Question	Answer	Marks
11	**How important was the ANC in the opposition to apartheid? Explain your answer.** **YES** ANC Youth League proposed Programme of Action in 1949; Defiance Campaign and Freedom Charter; Mandela and Tambo; creation of MK led to acts of terrorism; ANC crucial part of ending aparthed in 1980s and 1990s, etc. **NO** More important – PAC; national campaign against Pass Laws; Sharpeville Massacre; Black Sash; Steve Biko and Black Consciousness; role of Anglican Church and Tutu; international condemnation; sports' sanctions, etc.	**40**

© UCLES 2019

PapaCambridge

GradeMax

Question	Answer	Marks
12	**How significant were the actions of Vorster to the maintenance of white minority rule from 1961? Explain your answer.** **YES** Vorster PM since 1966; Minister of Justice prior to this; increased security measures in SA; BOSS and SSC established; Terrorism Act, 1967 meant terrorists could receive death penalty; Internal Security Act, 1976; increased propaganda and censorship, etc. **NO** More significant – in 1948 government introduced apartheid legislation – Group Areas Act, Pass Laws, Bantu Education Act; Suppression of Communism Act, 1950; Public Safety Act, 1953; Rivonia and Treason Trials; General Laws Amendment Act, 1963, etc.	**40**

Question	Answer	Marks
13	**How important was the Partition Plan as a cause of the 1948–49 War? Explain your answer.** **YES** Partition originally conceived by British in 1937 – led to outrage by Jews in Palestine when no mention in White Paper in 1939; UN Partition Plan in 1947 – creation of two independent states; Jews did not like the fact Jerusalem would not be theirs; 45% of new Jewish state would be Arabs; land was not grouped together; Arabs disliked all of Plan; British did not like removal of their influence in Palestine, etc. **NO** More important – British withdrawal from Palestine in 1948; Jewish resistance movements armed and trained by British in WWII; Zionism and Arab nationalism strong; Pan Arab League; failure of UN; role of the USA in support of Israel, etc.	**40**

Question	Answer	Marks
14	**How significant a role did the United Nations play in the Arab-Israeli conflict after 1973? Explain your answer.** **YES** UN role in 1973 and 1982 conflicts; followed Israeli expansion in 1956 and 1967 wars; Israel defied UN resolution 242 in 1967; UN sent to Egypt 1973 as peacekeeper; 1978 role in Israeli withdrawal from Lebanon; UN role after Israel invaded Lebanon in 1982, etc. **NO** More significant – Arab actions – Egypt; creation of PLO; alliance of Syria and Egypt; US acting unilaterally; superpower interference in Middle East; differing focus of UN General Assembly and Security Council; divided approach, etc.	**40**

© UCLES 2019

PapaCambridge