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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/43**

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.

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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:
- 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.

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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.

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Question	Answer	Marks
1	**How important was the 'race to the sea' as a reason why the war did not come to a rapid end? Explain your answer.** **YES** Race to the sea created 1000 kms of trenches; led to a stalemate; Battle of Ypres no clear winner and led to static warfare and end of mobile warfare, etc. **NO** More important – failure of Schlieffen Plan; war on two fronts; Belgian and BEF resistance; new technology – machine guns and artillery, etc.	**40**

Question	Answer	Marks
2	**How significant were the tactics of the Allies as a reason for Germany's defeat in 1918? Explain your answer.** **YES** Use of creeping barrage to support infantry advances; combined warfare tactics – tanks; mobile warfare; lessons learned from Somme, etc. **NO** More significant – huge German losses after Somme and Passchendaele; superior technology of Allies; failure of Operation Michael; impact of naval blockade; German Revolution; US entry into the war, fresh troops, etc.	**40**

Question	Answer	Marks
3	**How important were young people in the opposition to Nazi rule, 1933–45? Explain your answer.** **YES** Edelweiss Pirates helped resistance movements against the Nazis; assassinated Gestapo leader; distributed anti-Nazi pamphlets; White Rose movement; Swing Movement; Navajos, etc. **NO** More important – Church opposition – Galen, Niemoller; army resistance – July Bomb Plot; Kreisau Circle; underground trade unions and Communist Party; Hitler Youth, schools, etc.	**40**

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Question	Answer	Marks
4	**How significant were policies towards farmers in winning support for the Nazi regime? Explain your answer.** **YES** Price guarantees for their produce; reduced debts; protection for their estate; Blood and Soil; Reich Entailed Farm Law, etc. **NO** More significant – policies towards workers – Beauty of Labour; Strength Through Joy; National Labour Service – created jobs; industrialists – trade unions banned; rearmament; Public Works, Youth, Propaganda, etc.	**40**

Question	Answer	Marks
5	**How important were the Dumas to the survival of the Tsarist regime up to March 1917? Explain your answer.** **YES** Created by October Manifesto; placated liberals and businessmen; allowed limited democracy and constitutional monarchy; could advise Tsar on issues, etc. **NO** More important – repression using the Army and the Okhrana; labour camps; Stolypin's reforms – land bank; Stolypin's neck-tie; Fundamental Laws established autocracy; Orthodox Church; WW1 unites Russia, etc.	**40**

Question	Answer	Marks
6	**How significant was the New Economic Policy (NEP) in allowing Stalin to gain control of the USSR by 1928? Explain your answer.** **YES** NEP was used by Stalin to play enemies from left and right against each other; unpopular with left who saw it as a betrayal of socialism; many communists saw it as too capitalistic and allowed growth in middle-class Nepmen; Socialism in One Country, etc. **NO** More significant – Trotsky's arrogance; luck; Lenin's death and funeral; Last Testament; political manoeuvrings; Stalin's position as General Secretary, etc.	**40**

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Question	Answer	Marks
7	**How important was the Ku Klux Klan as a cause of intolerance in US society in the 1920s? Explain your answer.** **YES** Membership grew to 5million by 1925; *Birth of a Nation* spread inaccurate history; KKK intimidated black Americans and others; anti-communist, anti-Catholic and anti-Semitic; infiltrated state government and authorities, etc. **NO** KKK membership dropped after scandal in 1925; more important – Red Scare; Sacco and Vanzetti case; Monkey Trial and religious fundamentalism; Prohibition, etc.	**40**

Question	Answer	Marks
8	**How significant was overconfidence as a cause of the Wall Street Crash in 1929? Explain your answer.** **YES** Speculators gambled and artificially pushed prices of shares up; banks and investors took part in speculation; people bought shares on the margin, etc. **NO** More significant – inequality of income – 42% of Americans below poverty line; overproduction; saturation of domestic markets; lack of overseas markets due to tariffs; lack of regulation, etc.	**40**

Question	Answer	Marks
9	**How important was the Second World War in causing the unpopularity of the Kuomintang (KMT)? Explain your answer.** **YES** Second World War saw CCP become party of patriots; Nationalist government corrupt and misused US funds; CCP gained peasant support; used guerrilla tactics against Japanese, then KMT, etc. **NO** KMT leadership disliked by peasants; Maoist ideology popular with peasants; Yenan Settlement helped indoctrinate many; superior CCP leadership; Civil War, etc.	**40**

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Question	Answer	Marks
10	**How significant was the Soviet Union to the economic development of China in the 1950s and 1960s? Explain your answer.** **YES** USSR and China signed Sino-Soviet Treaty of Friendship and Alliance 1950, $300 million low-interest loan; USSR supported China in adopting Soviet model of central planning, with focus on heavy industry; Soviet technical aid in 156 industries in China's first Five Year Plan; 520 million roubles in loans; experts from Russia sent to advise on Five Year Plans and Collectivisation, etc. **NO** Agrarian Reform Law 1950 began land redistribution; Co-operative Farms 1953; Collective farms 1955; 1953 Five Year Plans increased industrial production; relations with USSR deteriorated under Khrushchev and he withdrew experts leaving projects unfinished.	**40**

Question	Answer	Marks
11	**How important was the desire to maintain white supremacy in causing the election victory of the National Party in 1948? Explain your answer.** **YES** Many white people concerned about black migration to white areas; black population demanding more during WWII when needed in manufacturing industries (munitions); Dutch Reformed Church propagated white supremacy, particularly Afrikaner nationalism, etc. **NO** Afrikaner nationalism and Broederband – controlled newspapers and media; weakness of Jan Smuts and United Party – seen as out of touch; threat of Charter of United Nations and human rights demands; Sauer Report, etc.	**40**

Question	Answer	Marks
12	**How significant were economic factors as a cause of the increasing opposition to white minority rule after 1976? Explain your answer.** **YES** Widening of gap between black people and white people in 1970s; rise in unemployment – 27% of black people unemployed by 1977; majority in Homelands lived below the poverty line; black people had worst jobs; lack of professional and civil service jobs, etc. **NO** More significant – continued opposition to apartheid from ANC, MK, PAC; role of Tutu, Mandela, de Klerk; Botha's reforms increased calls for reforms; government repression; state of emergency in 1985, etc.	**40**

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Question	Answer	Marks
13	**How important was the USA in shaping events in Palestine up to 1948? Explain your answer.** **YES** USA pushed British for a swift withdrawal from Palestine; President Truman supported Zionist demands for state of Israel and for increased Jewish immigration; Truman proposed two state solution against Morrison and Grady single state solution; Zionist lobby in Congress; US media filmed British removing Exodus; ceasefire in 1948 US sent aid, etc. **NO** Pan-Arab nationalism against state of Israel; 1936 Arab uprising against British; creation of Arab League to create Arab state after WWII; Arabs rejected UNO Partition Plan; British more important – Mandate since 1919; role of Haganah and other Jewish resistance movement – terrorists, etc.	**40**

Question	Answer	Marks
14	**How significant has the willingness of the Israelis to use violence been in causing the failure of the peace process? Explain your answer.** **YES** Israeli violence and forced settlement in Palestinian areas such as West Bank; IDF retaliation against Palestinian and other resistance groups such as PLO, Hamas and Hezbollah; Israeli invasion of Lebanon; Israeli violent reactions to Intifadas; Israel sealed off Gaza and West Bank 1994 due to opposition to Oslo Accords; Likud expansionist policies, etc. **NO** More significant – failure of UN intervention, especially after end of Cold War; Palestinian terrorism and violence from PLO, PLFP and Black September in 1970s (hijacking and kidnapping); continued existence of refugee camps – breeding ground for nationalism and fundamentalism – Hamas; divisions between Palestinian groups; Gulf War and PLO support for Saddam Hussein, etc.	**40**

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