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CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/41**

Paper 4 Alternative to Coursework **May/June 2026**

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Unclear
	Incorrect
EG	Example
EXP	Explanation
F	Facet
GM	Generalised material or assertion
Highlighter	Highlight relevant areas of a response
IRRL	Irrelevant
JU	Judgement
L1	Level 1 response
L2	Level 2 response
L3	Level 3 response
L4	Level 4 response
L5	Level 5 response
LNK	Link
Off-page comment	Comments entered at the bottom of the marking window and then displayed when the associated question item is navigated to
On-page comment	Comments entered in speech bubbles on the candidate response

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Annotation	Meaning
REP	Repetition
SEEN	To indicate that a point has been noted but no credit has been given OR To indicate that a blank page has been checked for creditable content

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Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **adequately** meets the level statement, you should award the most appropriate mark in the middle of the range.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.

Assessment objectives

AO1
An ability to recall, select, organise and deploy knowledge of the syllabus content.

AO2
An ability to construct historical explanations using an understanding of:

- cause and consequence, change and continuity, similarity and difference
- the motives, emotions, intentions and beliefs of people in the past.

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Table A

Use this table to give marks for each candidate response for AO1 for **part (a)** of each question.

Level	Description	Marks
3	• Account includes the main events/developments and directly addresses the question. • Account is consistently supported by accurate historical knowledge. • Account is logically sequenced.	**11–15**
2	• Account describes some events/developments relevant to the question. • Account is mostly supported by accurate historical knowledge. • Account is structured in its approach.	**6–10**
1	• Response has limited relevance to the question. • Response includes some accurate historical knowledge. • Points made are generally unconnected.	**1–5**
0	• No creditable material.	**0**

Table B

Use this table to give marks for each candidate response for AO2 for **part (b)** of each question.

Level	Description	Marks
5	• An answer that presents more than one facet of the discussion. • Uses well-supported explanations in support of more than one facet of the discussion. • Reaches a clear, convincing and substantiated judgement on relative importance.	**21–25**
4	• An answer that presents more facets of the discussion. • Explanations are used to support the facets presented. • May attempt a judgement, which is partially supported.	**16–20**
3	• An answer that presents one or more facets of the discussion • Explanation(s) are used to support only one of the facets presented. • May attempt a judgement, which is unsupported.	**11–15**
2	• An answer that attempts to address one or more facets but only using assertion. • May include relevant comments linked to a facet but these will be undeveloped or implicit. • May attempt a generalised judgement, which is mostly asserted.	**6–10**
1	• An answer that presents general knowledge of the topic. • Describes or identifies some points with limited focus. • No attempt at judgement or where an attempt has been made, it is very general and undeveloped.	**1–5**
0	• No creditable material.	**0**

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Question	Answer	Marks
1(a)	**Write an account of the use of aircraft on the Western Front.** Accounts may include the following: • Aircraft first used for reconnaissance to gather intelligence on enemy positions and troop movements. • Aircraft were crucial for planning offensives and artillery targeting. • By 1915, aircraft were used to influence trench warfare dynamics and spy on enemy trenches. • In 1915, the introduction of synchronisation gear allowed aircraft to fire machine guns through propellor arcs, leading to the development of specialised fighter aircraft and dogfights. • Aircraft roles expanded to attacking observation balloons, strafing ground targets and escorting bombers. • From 1916 onwards, bomber aircraft deployed on the Western Front to support ground troops and attack enemy infrastructure and supply lines; used to develop combined arms tactics with tanks, first used at Flers-Courcelette; used wireless transmitters to guide infantry and tanks; long range aircraft developed by 1918. • By 1918, air superiority was a key factor in Allied victories against Germany. • Used to drop propaganda leaflets in the trenches. Accept any other valid responses.	**15**
1(b)	**Discuss the impact of tanks in the fighting on the Western Front.** Responses may consider the following facets: Tactical impact – early tank usage at the Somme led to the development of combined arms tactics in later battles like Cambrai in 1917; tanks were used ahead of the infantry advance to protect them from machine gun fire. Technological impact – Germany developed a range of anti-tank weapons to combat the tank- artillery shells, anti-tank rifles etc.; tanks were developed to become faster and more reliable as the war progressed. Military impact – created psychological fear amongst German soldiers when first used in the Somme campaign; tanks took part in effective advance at Cambrai and battles in the Hundred Days Offensive which pushed through enemy lines with effective combined arms tactics using artillery, tank and infantry formations. Lack of impact – tanks were slow, unreliable and often broke down; poor conditions inside the tanks for the crew; many got stuck in trenches or difficult terrain; insufficient tanks in some battles like Flers-Courcelette in 1916; tanks failed to end the stalemate or revolutionise war etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
2(a)	**Write an account of the contributions made by British Empire troops on the Western Front.** Accounts may include the following: • In 1914, the Indian army was mobilised. 150 000 troops from Indian Expeditionary Force A were sent to reinforce the BEF. • IEF saw action around Ypres in October 1914 and led the attack at the Battle of Neuve Chapelle in March 1915. • Many IEF troops were transferred to other fronts as new British recruits arrived and also due to language issues. • Indian cavalry units continued to fight on the Western Front until 1918 along with some infantry regiments. They took part in battles at the Somme, Cambrai and the advance on the Hindenburg Line in 1918. • Around 9 000 Indian troops were killed on the Western Front by the end of the war. • Troops from Canada and Newfoundland reached the Western Front by early 1915. These were volunteers until conscription was introduced in 1917. • Canada first saw action at the Second Battle of Ypres in April 1915. • Canadian troops quickly gained expertise and experience and were reorganised into the Canadian Corps in September 1915 with over 100 000 troops by late 1916. • Canadian Corps was put under the command of Arthur Currie in 1916 who was able to make independent decisions while working closely with the British and the French- they took part in the Somme Campaign in 1916. • Most successful campaign in 1917 was at Vimy Ridge where they captured heavily fortified German positions and Canadian troops were awarded four Victoria Crosses. • In 1918, Canadian troops fought in the decisive Hundred Days campaign including at the Battle of Amiens. In September, they broke through the Hindenburg Line during the Battle of Arras. • Canada suffered around 250 000 casualties out of the total 600 000 troops mobilised – 70 000 were deaths. Accept any other valid responses.	**15**

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Question	Answer	Marks
2(b)	**Discuss the impact of South African troops in the African campaigns.** Responses may consider the following facets: Military impact – Jan Smuts was appointed to lead the South African troops in German East Africa in 1916, comprising 13 000 South Africans and 7 000 Indian troops, including a huge army of African porters which forced German troops to retreat southwards. About three quarters of German East Africa was captured by September 1916; in early 1917, African troops (askaris) were used under Jacob van Deventer, who pushed the Germans further south; in Southwest Africa, Smuts and Botha launched an attack on two fronts and captured the capital, Windhoek, in May 1915. Strategic impact - Germany's defeat in Southwest Africa allowed British Empire access to naval bases in the Atlantic including Lüderitz Bay; Botha destroyed radio transmitters, which were important in Germany's naval co-ordination in the Atlantic, around Windhoek and coastal areas; it ensured British maritime routes around the Cape; African troops were freed up to fight on other fronts; capture of territory in German East Africa allowed British Empire access to resources and ports to control sea lanes in the Indian Ocean. Impact on morale – defeat of German Southwest Africa greatly boosted South African morale; boosted morale amongst the Allies as Germany's African colonies were dismantled etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
3(a)	**Write an account of cultural developments in Weimar Germany.** Accounts may include the following: • The Weimar Constitution brought an end to censorship, and after 1923 the stability of the Stresemann era allowed Weimar culture to flourish. • Art and literature flourished – poets and authors were free to criticise political leaders, big business and the church. • A new artistic style developed called 'new objectivity', e.g. Grosz and Dix. • A golden age for cinema – science fiction (e.g. Metropolis); film stars like Marlene Dietrich. • Architecture – development of the Bauhaus style brought art and technology together; impacted furniture design, apartments and town halls. • Nightlife in the towns and cities, especially Berlin, expanded and became more diverse. • Modern forms of dancing, songs that criticised political leaders openly at cabarets etc. • Conservative reaction from many in rural areas that disliked the degenerate art and music in the cities – Wandervogel movement called for a return to traditional values. Accept any other valid responses.	**15**
3(b)	**Discuss the impact of Stresemann from 1923 to 1929.** Responses may consider the following facets: Economic impact – in 1923, Stresemann called in the worthless paper marks and replaced them with the Rentenmark, which helped end the hyperinflation period in Germany; he called off passive resistance in the Ruhr which started up production again allowing Germany to export raw materials; Dawes Plan saw American loans of 800 million marks to invest in public facilities and industry; lowering of reparation payments in Dawes Plan and later Young Plan bolstered the German economy. Impact on foreign affairs – Locarno Treaties in 1925 improved foreign relations with Western powers; Germany admitted into the League in 1926 and given a seat on the Council; Young Plan negotiated removal of British, French and Belgian troops from the Rhineland; Kellogg-Briand Pact showed a desire for peace. Social impact – improved stability and economy allowed German culture and nightlife to flourish; no political uprisings or putsches after 1923; increased vote for moderate parties. Political impact – pro-Weimar parties controlled the Reichstag with 136 more seats than anti-Weimar parties by 1928; there was still criticism from nationalist parties like the DNVP and Nazi Party over calling off passive resistance and dependency on US loans etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
4(a)	**Write an account of the methods used by the Nazis to deal with political opponents.** Accounts may include the following: • The SA was used before 1933 to disrupt other party meetings and protect Nazi meetings. • SA used as auxiliary police in 1933 to shut down newspapers, trade unions and communist organisations. • Nazis created a police state run by the SS to root out and arrest political opponents. • The Enabling Act made banning of other parties possible: KPD firstly, then SPD May to June 1933 had assets seized and many put into concentration camps or left Germany, Law Against the Formation of New Parties ensured that the NSDAP was the only legal party. • People's Courts established to deal quickly with opponents; judges made to swear allegiance to Hitler. • SS led by Himmler grew to a force of one million by 1944 especially following the purge of the SA and other political opponents, for example Von Kahr during the Night of the Long Knives. • SS set up its own courts in 1936; SS and Gestapo given unlimited powers of arrest and could detain without charge. • Concentration camps set up from 1933 for political opponents like the communists, trade unionists and social democrats. • A network of informers was employed to keep tabs on German citizens; tapping phone lines, opening mail etc. Accept any other valid responses.	**15**
4(b)	**Discuss the impact of Nazi rule on the churches.** Responses may consider the following facets: Impact on Nazi racial policies – Catholic Church spoke out against the T-4 euthanasia programme in 1941, causing it to be temporarily halted; many German pastors and church groups helped Jews and others escape Germany; some pastors spoke out against antisemitism. Social impact – Confessing Church set up which spoke out against Nazi takeover of the churches (Reich Church); preached anti-Nazi messages during sermons. Political impact – church opposition led to increased control by Nazis of protestant churches – Reich Church under Bishop Müller set up to preach a Nazified version of Christianity to congregations; promoted antisemitic views; Concordat with Catholic Church in 1933 to remove political interference; German Faith Movement set up to offer an alternative to Christianity in Germany etc. Accept any other valid responses.	**25**

Question	Answer	Marks
5(a)	**Write an account of the problems facing Tsar Nicholas II during the First World War.** Accounts may include the following: • Military defeats led to criticism of the Tsar and the military commanders. • Soldiers faced shortages of boots, ammunition and rifles mainly due to logistical problems. • Tsar took personal command in September 1915, leading to personal criticism for military failures. • High casualties by the end of the war affected peasant communities – nine million casualties by 1917. • Peasant conscription led to food shortages in the towns and inflation. • Middle classes criticised the conditions on the frontline for soldiers; factory owners faced increased strikes from 1916; increased calls for representative government. • Aristocracy resented Tsarina and Rasputin government after the Tsar went to the front – Rasputin murdered by nobility who believed they should be in control. • March Revolution in 1917 led to popular protests against the Tsar leading to abdication and the setting up of the Provisional Government. Accept any other valid responses.	**15**
5(b)	**Discuss the impact of the March Revolution of 1917.** Responses may consider the following facets: Political impact – led to abdication of the Tsar and the end of Tsarist autocracy in Russia; setting up of Provisional Government and Petrograd Soviet – Dual Power system of government; universal civil rights declared and release of political prisoners; return of Lenin to Russia in April 1917. Social impact – spontaneous revolution in urban Russia including workers, soldiers and sailors; political representation in the Provisional Government and the Petrograd Soviet; right to strike introduced; land seizures in the countryside by some peasant communities. Military impact – Petrograd Soviet given control over the Petrograd garrison in Soviet Order No.1 etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
6(a)	**Write an account of how Lenin reformed the Russian economy from 1917 to 1921.** Accounts may include the following: • Early decrees established workers' control in factories and abolished private ownership of land – land distribution to peasant communities at local level. • War Communism introduced during the Russian Civil War to establish central command over the economy. • Nationalised large industries and banks and free enterprise banned. • Centralised economic decision making. • Harsh discipline introduced in factories. • Grain requisitioning to take surplus food in the countryside. • Introduction of rationing. • NEP introduced to improve production levels and repair social and economic damage of War Communism and Civil War. • Grain requisitioning replaced with tax in kind; limited free market allowed and small-scale capitalism. • NEP men dominated market trading. • Large industries and banks remained under state control. • Electrification expanded by over 400% by 1925 to boost production levels which reached pre-war levels by 1926. • Anglo-Soviet trade treaty signed in 1921; trade agreements with Germany and other Western powers; encouraged investment in oil extraction and manufacturing. Accept any other valid responses.	**15**
6(b)	**Discuss the impact of foreign intervention on the Russian Civil War.** Responses may consider the following facets: Military impact – Britain and France supplied weapons and other war supplies to the White armies and Japan supplied a large foreign force of 70 000 troops in Siberia; it was very fragmented and poorly organised; allowed Trotsky and Lenin to portray the intervention as an imperialist invasion increasing the Red Army's morale and recruitment etc. Political impact – delegitimised the White armies as puppets of foreign powers undermining support in Russia; increased the fear of a restoration of the Romanovs – many peasants saw the Bolsheviks as the lesser evil; pushed Lenin to order the deaths of the Romanov family; increased strength of independence movements in Poland and Finland etc. Strategic impact – White forces saw foreign help disappear by 1920; increased Bolshevik suspicion of the West; long-term tensions with Japan who remained in control of parts of Siberia until 1922 etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
7(a)	**Write an account of the changing roles of American women in the 1920s.** Accounts may include the following: • First World War gave many middle-class women the opportunity to earn a wage with war work and spend their wages on enjoying themselves. • All women gain the vote in 1920. • New freedoms experienced in the cities – many sought continued employment and there was a 25% increase in paid employment for women by 1930, mainly in manufacturing industries, secretarial work and in radio stations. • Some women had access to a car and were able to travel, meet friends and travel to work. • New electrical appliances like vacuum cleaners were labour saving which increased free time. • Women influenced by movie stars and adopted different fashions – flappers. • Changing attitudes towards marriage, with divorce rates doubling by 1929. • Many women in rural areas and the working-class saw limited changes; some opposed the city life. Accept any other valid responses.	**15**
7(b)	**Discuss the impact of Prohibition on American society.** Responses may consider the following facets: Social impact – led to increased gangsterism and gang violence in many American cities like New York and Chicago; increasing number of Americans employed in bootlegging and smuggling of illegal alcohol; health issues caused by illegal alcohol; increased popularity of jazz clubs and bars; speakeasies replaced saloons; some initial reduction in alcohol consumption etc. Political impact – increased corruption and bribery of government officials at city, county and state level; law enforcement and courts bribed to ensure gangsters were not prosecuted; election rigging etc. Cultural impact – long lasting impact on how Americans viewed alcohol; some states remained dry after national Prohibition laws were repealed in 1933 etc. Economic impact – loss of jobs in breweries, distilleries and bars and restaurants where alcohol was served; huge wealth of gangsters like Al Capone; loss of tax revenue for Federal Government; there was a decline in absenteeism (Blue Monday) and overall attendance and productivity improved etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
8(a)	**Write an account of the activities of the Civilian Conservation Corps (CCC).** Accounts may include the following: • CCC set up in 1933 to provide work for unemployed young men aged between 18 and 25. • Low paid work of a $1 per day on environmental projects – most of this wage was sent home, providing relief to millions of families. • CCC workforce built dams, planted trees (three billion planted), set up national parks etc. • Military style discipline and organisation prepared some men for future military service in the Second World War. • By 1941, 2.5 million young men had been employed, including African Americans and 15,000 Native Americans • White people and non-white people were segregated. Accept any other valid responses.	**15**
8(b)	**Discuss the impact of the Agricultural Adjustment Act (AAA).** Responses may consider the following facets: Impact on large landowners – paid farmers to reduce surpluses of livestock and crops, helping prices increase; farmers' income doubled; a huge shift in agricultural policy by the Federal Government; some farmers benefited from more sustainable farming by taking marginal land out of production etc. Impact on tenant farmers and farm labourers – many were displaced by the changes and reduction in acreage; increased rural poverty and migration, especially in the South and Dustbowl regions etc. Social impact – increased food prices; controversy over food destruction while the USA was suffering an economic depression and many went hungry etc. Political impact – the Supreme Court declared the AAA unconstitutional in 1936 on grounds that it regulated agriculture beyond federal power; led to the setting up of the RA and FSA in the Second New Deal etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
9(a)	**Write an account of the Japanese invasion of Malaya.** Accounts may include the following: • The invasion began on 8 December 1941, hours after the attack on Pearl Harbor. • Malaya was a British colony, rich in rubber and tin and strategically important due to its access to Singapore – Britain's key naval base in the region. • Japan sought these resources to fuel its war effort and to expand its empire in the Asia-Pacific. • Japan launched their first attack at Kota Bharu in the northeast before Pearl Harbor and then used tanks and artillery, supported by aircraft, to rapidly advance southward. • Bicycles were used by the invasion force to outflank the British troops using jungle paths. • Japan quickly established air superiority and destroyed British planes on the ground. • Japan decisively defeated British and Indian troops at Jitra in December and used tanks at the Slim River in January 1942 to inflict further heavy casualties on the Allies. • A 70-day campaign was then launched down the Malayan peninsula and Japanese forces crossed over to Singapore. Accept any other valid responses.	**15**
9(b)	**Discuss the importance of aircraft carriers in the war in the Asia-Pacific.** Responses may consider the following facets: Strategic importance – allowed Japanese and USA to extend naval power way beyond traditional naval fleets using air power; air strikes were used by Japanese to conquer parts of South Asia and the Pacific islands early in the war; allowed the USA to 'island hop' and defeat Japanese occupying forces; helped provide air cover for infantry during maritime landings and advances in Pacific islands. Military importance – provided air cover for fleets; carriers could be used to allow bombing campaigns of Japanese cities and islands; aircraft could be fitted with torpedoes to sink warships. Technological importance – carriers led to advances in aircraft technology, radar and sonar improving operation efficiency and combat readiness. Importance for Allied morale – sinking of Japanese carriers at Midway boosted American morale after Pearl Harbor; gave USA naval and air superiority in the war in the Pacific theatre; provided a symbol of Allied and American naval power etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
10(a)	**Write an account of the Russian advance from the East after the battle of Stalingrad.** Accounts may include the following: • Germany in retreat since the defeat at Stalingrad. • German forces in the East reduced to 1.2 million from over 3 million with the Red Army fielding 6.4 million soldiers as well as being better equipped for the winters. • By the end of 1943, the Red Army had retaken half of the territory lost to Germany in 1941–42. • Red Army launched Operation Bagration in June 1944 to coincide with D-Day landings. • Germany was successfully driven out of Belarus, Romania and Bulgaria by the summer of 1944. • By December 1944, the Red Army had liberated the Baltic States. • By March 1945 all Polish territory had been 'liberated' from the Nazis. • In April 1945 the Red Army encircled Berlin and sieged the city and engaged in urban warfare against the Volkssturm and regular German army units. • Berlin fell on 7 May and Germany signed an unconditional surrender. Accept any other valid responses.	**15**
10(b)	**Discuss the importance of the D-Day landings.** Responses may consider the following facets: Strategic importance – opened up a second front against Germany; two-front war ensued which split German forces and resources which were already compromised; relieved Soviet forces in the East; foothold in Normandy allowed liberation of France and advance towards Germany and Berlin. Military importance – 156 000 troops landed on the beaches of Normandy, establishing Allied power in North-West Europe on the day – 4 million landed in total against 1 million German troops; allowed further troops, supplies and armour to land free from counterattack; Allies able to quickly establish naval and air superiority in the region; 2 500 fatalities for the Allies on the day of the landings. Importance for Allied morale – boosted morale for Allies since Dunkirk and fall of France; encouraged increased French resistance against Nazi occupation and Vichy France etc. Accept any other valid responses.	**25**

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