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CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/42**

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

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 German invasion of Belgium in 1914**. *Note: do not credit beyond 1914.* Accounts may include the following: • German invasion plans based on the Schlieffen Plan and altered by von Moltke, which avoided the Netherlands. • The plan involved a sweeping movement through Belgium and substantial forces to counter France. • Von Moltke planned to focus on capturing Belgian railways to make sure it was easier to transport German soldiers and equipment for the invasion of France. • Belgium resisted the invasion to give Britain and France time to mobilise. • Germany used heavy artillery and rail-mounted guns to bombard Belgian fortresses like Liège. • Germany hoped that Britain would not enter the war but did to honour the Treaty of London. • BEF sent around 120 000 soldiers to counter the German offensive. • BEF engaged the German army at Mons on 23 August and Le Cateau on 26 August with the French Fifth Army. • BEF scored a defensive victory but did not stop the German advance into France. Accept any other valid responses.	**15**
1(b)	**Discuss the importance of the British Expeditionary Force (BEF) in the fighting during 1914.** *Note: do not credit beyond 1914.* Responses may consider the following facets: Importance for Allied morale – BEF entry into the war boosted French and Belgian morale against a huge German army; the addition of a small but professional army provided crucial support for France and Belgium early in the war/encouraged Allies to keep fighting after high casualties. Military importance – BEF made up of a small but professional army – able to slow down German advance at Mons with a defensive victory; BEF able to contribute to the defence of France more effectively due to better training compared to conscripts. Strategic/tactical importance – Aided in the failure of the Schlieffen Plan, which led to a German retreat at the Battle of the Marne; led to a switch in tactics with the digging of trenches; led to the race to the sea; helped prevent the fall of Paris etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
2(a)	**Write an account of the actions of the Indian army on the Western Front.** Accounts may include the following: • Indian army mobilised as soon as war broke out in Western Europe. • Indian Expeditionary Force A of 150 000 soldiers sent to the Western Front to help the BEF. • When they arrived in September, they took part in the First Battle of Ypres in October 1914. • Many Indian troops lacked training with British weapons and equipment. • Two Indian cavalry divisions formed part of the IEF. • IEF led the attack at Neuve Chapelle in March 1915. • The arrival of volunteer British troops and Pals Battalions created language barriers which led to many IEP troops being transferred from the Western Front later in 1915, mainly to the Middle East and Africa. • IEF took part in the Somme campaign in 1916 and Cambrai in 1917, as well as the advance on the Hindenburg Line. • IEF suffered heavy losses, especially amongst the officer class – nine thousand soldiers in total were killed on the Western Front. Accept any other valid responses.	**15**

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Question	Answer	Marks
2(b)	**Discuss the importance of Canadian troops in the war on the Western Front.** Responses may consider the following facets: Military importance – Canadian Expeditionary Force started to arrive on the Western Front in 1915 and a total of 600 000 had arrived to join Allied forces by the end of the war, adding substantially to Allied strength; Allies saw increased numerical strength against Germany and its Allies; saw action at key battles - the Second Battle of Ypres in 1915 and at the Somme in 1916; Canadian troops had an important victory at Vimy Ridge in 1917, which gave the Allies the high ground advantage in the sector; when reorganised into the Canadian Corps in 1915, they became a more effective fighting force and were only commanded by Canadian officers who proved to flexible and competent commanders – it meant the Canadian troops were able to win victories which contributed to the Western Front/defeat of Germany. Strategic/tactical importance – early in the war, the arrival of CEF allowed more flexibility for the Allied forces; allowed veteran units to engage in offensives with the Germans; tactical advantage won at Vimy Ridge (as above); took part in the Hundred Days Offensive against Germany in 1918 and led the attack at Amiens; siege of the Hindenburg Line in 1918 at the Battle of Arras and were the first to break through the defensive line – vital Canadian contribution to the victory against Germany in 1918 and the signing of the Armistice. Importance on Allied morale – CEF troops increased morale of the British/ Allied troops on the Western Front; encouraged the Allies to keep fighting against the huge German army/to keep fighting even when there were high casualties etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
3(a)	**Write an account of how the Republic was established in Germany, 1918–19.** *Note: Must cover 1918 and 1919 for L3.* Accounts may include the following: • Wilson demands abdication of the Kaiser before an Armistice is signed 23 October. • 3 November 1918 – Kiel Mutiny led to widespread strikes and setting up of soviets by sailors and workers; outbreak of German Revolution, with demands for a change in government and end to the war. • 9 November – Chancellor Max von Baden (and Philipp Scheidemann, who was a future socialist Chancellor) declared the abdication of the Kaiser; Max von Baden resigned and Ebert declared new Chancellor; Spartacists also declared a 'Free German Socialist Republic' the same day. • Ebert led a new socialist coalition (SPD and USPD); this was very unstable; the focus was on crushing radical opposition (via the Groener-Ebert Pact) and creating a parliamentary government. • 5–12 January 1919 saw the Spartacist Uprising which was successfully crushed by the army and the Freikorps, allowing elections to take place. • First elections using PR on 19 January 1919; SPD win and in February, the National Assembly elect Ebert as the first President of the new German Republic and Ebert appointed Philipp Scheidemann as Chancellor. • Drafting of a new constitution began in February 1919 and promulgated in August. • New Weimar Constitution created a liberal democracy, federal system of government and granted universal civil rights etc. Accept any other valid responses.	**15**

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Question	Answer	Marks
3(b)	**Discuss the impact of the War Guilt Clause (Article 231 of the Treaty of Versailles) on Germany.** *Note: valid facets must link back specifically to the War Guilt Clause rather than the Treaty of Versailles in general.* Responses may consider the following facets: Political impact – conservative and far-right/nationalist groups blamed the Weimar government for accepting the clause; strengthened anti-Weimar parties in the Reichstag such as the DNVP and after 1924, the Nazis. Social impact – many Germans outraged with the War Guilt Clause as many felt it was not just Germany who was responsible for the start of the war; contributed to the 'stab in the back myth' and support for right-wing extremists. Economic impact – war guilt justified the reparations of £6.6 billion set in 1921, and the territorial losses imposed on Germany by the Treaty – this led to severe economic problems with trade especially, when coupled with war debt; acceptance of war guilt also led to 90% of the German merchant fleet being confiscated, severely disrupting Germany's ability to export and import etc. Military impact – war guilt led to severe military restrictions being imposed on the German armed forces; impacted German pride due to the depleted size of the German army and left Germany vulnerable etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
4(a)	**Write an account of the Nazis' rise to power between 1930 and 1933.** *Note: Must have some coverage of elections in 1930–32 for L3; candidates do NOT have to include material post-January 1933 when Hitler made Chancellor.* Accounts may include the following: • Nazis had focused on increasing Nazi membership up to 1930, expanding the SA and the professionalism of the party machine, including propaganda. • After the Crash and the onset of Depression in Germany, unemployment and poverty soared and radical political parties that criticised the Weimar coalitions gained popularity. • 1930 saw the Nazis win 107 seats in the German Federal elections and become the second biggest party in the Reichstag. • Hitler's speeches focused on the problems caused by the Depression, and propaganda used negative cohesion to persuade the middle classes to support the Nazis in their fight against the threat of communism. • July 1932 saw the Nazis become the single biggest party in the Reichstag with 230 seats; this fell to 196 seats in November 1932 as economic conditions improved. • Hitler came second to Hindenburg in the 1932 Presidential election, which demonstrated the Nazis' use of modern technology and communication to spread the Nazi message to the German people. • SA was used to cause trouble on the streets with the communists to convince some that a revolution was imminent; SA also used as a propaganda tool to promote Nazi strength and discipline; Nazi campaign promises focused on helping the farmers increase their income and workers to find jobs, and on protecting the middle class from communism; wealthy industrialists also supported the Nazis financially. • After failing to form a stable government with both von Papen and von Schleicher, Hitler was invited by Hindenburg to form a Nazi coalition with nationalists in January 1933 as Chancellor and Papen as Vice-Chancellor. • 27 February Reichstag Fire saw Hindenburg grant emergency powers to Hitler, allowing him to suspend civil rights, arrest 4000 communist leaders, and use the SA as auxiliary police to shut down opposition newspapers, trade unions etc. • 5 March elections saw the Nazis win 44% of the vote and gain a majority through a coalition with the Nationalists; using the SA and SS to intimidate the Reichstag, the Nazis were able to pass the Enabling Act on 23 March, giving Hitler dictatorial powers the next day. Accept any other valid responses.	**15**

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Question	Answer	Marks
4(b)	**Discuss the importance of the Reichstag Fire.** Responses may consider the following facets: Political importance – allowed Nazis to target the communists as enemies of the people; increased Hitler's power through the Reichstag Fire Decree; helped the Nazis increase their vote in the March elections via increased control over the media; communist leaders had been arrested or went into exile, which removed an ideological opponent/threat in the Reichstag. Social/cultural importance – shock to many Germans that the centre of political power had been attacked by communists; led to increased fear by many Germans of an impending revolution which threatened personal wealth and property; increased support for the Nazis from middle classes and industrialists/elites. Importance for Hitler and the Nazis – Reichstag Fire Decree allowed Hitler to increase his power by temporarily removing civil rights and shutting down political meetings/ allowed Hitler to use the SA as an auxiliary police force; allowed Hitler to arrest threats to Nazi rule such as communists, socialists, trade unionists and opposition newspapers; the first step in the Nazi consolidation of power; improved relations with Hindenburg as communist threat dealt with etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
5(a)	**Write an account of the social and economic problems facing Russia's industrial workers between 1905 and 1914.** *Note: Must have social and economic to access L3.* Accounts may include the following: • Workers in Russia had low wages compared with workers in other more industrially developed countries and a high cost of living; piece rate was common, leading to wage deductions. • Workers faced constant economic downturns and inflation on food and fuel due to transport issues and poor crop yields in the countryside. • Stolypin's reforms did little to boost the quality of life for industrial workers who remained relatively poor and were increasingly radicalised after political parties were legalised by the October Manifesto. • Workers typically worked 11–12 hour days in poor conditions and were faced with dangerous work practices and unhealthy environments with minimal breaks; conditions were exacerbated by the Russo-Japanese War, which led to the forming of unions and protests e.g. Bloody Sunday. • Workers had few political rights until after the 1905 Revolution and the October Manifesto; St Petersburg Soviet established during the revolution to represent workers but shut down by Tsarist forces after the revolution ended. • Rapid urbanisation had led to overcrowding and poor sanitation in the cities; many lived in cramped accommodation (dormitories) and there were high mortality rates; migration from rural areas meant many towns and cities lacked sufficient churches to meet religious demands. • Spread of diseases such as typhus, cholera, pneumonia; prostitution led to STIs; alcohol abuse prevalent in cities. • Lena Goldfield massacre in 1912 – miners' strike over poor working conditions (15–16 hours workday; demands for better pay). Accept any other valid responses.	**15**

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Question	Answer	Marks
5(b)	**Discuss the impact of the October Manifesto.** *Note: be alert to responses which just explain the impact of the Duma.* Responses may consider the following facets: Political impact – provided civil rights to Russian citizens of all classes – this helped end the 1905 Revolution and appeased many liberals and moderates; appeased many liberals who saw it as a step towards constitutional monarchy or parliamentary democracy; established a State Duma to represent the Russian population and pass laws – divided opponents of the Tsar which helped him stabilise Russia after the 1905 Revolution and crush riots and protests. Social impact – gave freedoms and rights to peasants and the working class with the promise of universal suffrage – decreased support for radical, anti-tsarist parties like the SRs and SDLP; freedom of assembly and press allowed political groups and trade unions to organise themselves; allowed different groups to oppose tsarism more effectively; allowed unions to engage in limited collective bargaining and demand better pay and conditions; celebrations by some citizens across Russia for the reforms temporarily increased support for the tsarist regime; others criticised the reforms for not going far enough; increased radical opposition to the tsarist regime. *Note: allow explanations of limited impact of Duma to solve socio-economic problems for workers and poorer peasants.* Impact on the Tsar – created the first move towards a constitutional monarchy that limited the autocratic power of the Tsar; some groups felt they had representation and participation in government and creating legislation; appeased some liberals such as Octobrists; led to the appointment of Stolypin, who introduced both agrarian reforms and a system of repression; allowed the Tsar to increase his support from amongst the peasant classes; allowed the Tsar to crush opposition and centralise power again; quickly led the Tsar to reassert autocracy with the Fundamental Laws in 1906; allowed the Tsar to maintain autocratic power by dissolving the Duma and appointing ministers etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
6(a)	**Write an account of the Kornilov Affair.** *Note: Credit relevant background knowledge.* Accounts may include the following: • Continued socio-economic and political problems faced the Provisional Government under Kerensky due to Russia's continued fighting in the war and the disastrous Summer Offensive. • Petrograd Soviet increasingly radicalised by Left SRs and Bolsheviks, who opposed the war; July Days saw swift repression by the government and the arrest of Bolshevik leaders; Lenin went into exile in Finland. • Kerensky reintroduced the death penalty for treason and the government took a more hard-lined approach to law and order. • Kornilov, an archconservative, was appointed Supreme Commander of the Russian armed forces and Kerensky authorised him to impose order in Petrograd. • Kornilov instead intended to seize power in Russia, forcing Kerensky to appeal to the Petrograd Soviet for help to defend the capital. • The Soviet organised a Red Guard of 25 000 recruits, arming many socialists and Bolsheviks in the process; Bolshevik leaders were released and Trotsky led the defence of Petrograd. • The Red Guard successfully encouraged many of Kornilov's troops to abandon the coup; Trotsky also disrupted supply lines by organising strikes among railway workers, weakening Kornilov's advance. • The Red Guard dig trenches and fortify the city and make themselves look like the defenders of Petrograd and Kornilov abandons his seizure of power without a drop of blood being spilt as his troops refuse to fire on members of the Petrograd Soviet. • The uprising severely weakens Kerensky's government and his hold on power and had also armed the Red Guard in the process, helping the Bolsheviks seize power in November. Accept any other valid responses.	**15**

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Question	Answer	Marks
6(b)	**Discuss the impact of the Provisional Government's decision to continue the war in 1917.** Responses may consider the following facets: Political impact – increased the membership of anti-war political parties over time, especially after Kerensky's failed Summer Offensive; radical socialist parties became more popular with workers, soldiers and sailors, decreasing the PG's ability to govern; Bolshevik membership increased, as did their representation in the Petrograd Soviet; led to Bolshevik majorities in Petrograd and Moscow who wished to transfer all power to the Soviets and end the system of Dual Power; by the summer of 1917, 2 million soldiers had deserted the frontline and returned to Russia, many joining radical socialist groups. Economic impact – Russia continued to have food and fuel shortages due to demand on the Eastern Front; this led to continued inflationary pressure for many Russian workers and peasants and fueled resentment towards the PG/led to increased support for radical socialist parties; unemployment increased – 568 factories closed down in Petrograd and 100 000 jobs were lost. Social impact – Russian workers and peasants were increasingly radicalised and demanded democratic representation in a Constituent Assembly; peasants flocked to the SRs and workers joined the SDLP, who promised to hold a Constituent Assembly, increasing the influence of the Soviets; peasants took the opportunity to seize land from landlords and burn down manor houses; many soldiers returning from the front took part in the land seizures; radicalised the peasants, with many supporting the left-SRs who wanted to hold elections for a Constituent Assembly/Bolsheviks promised to redistribute land; both parties threatened PG rule. Impact on Russian morale – Russian casualties were high (estimated to be over 6 million) and the Eastern Front had seen little in the way of military victories since 1916; civilian casualties reached 1.5 million due to issues caused by Russian involvement in the war; led to increased resentment towards the PG and war weariness/increased calls to end the war etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
7(a)	**Write an account of industrial growth in the United States during the 1920s.** *Note: Do not credit social impact.* Accounts may include the following: • Electrification expanded rapidly in the 1920s due to new power stations using gas, oil and HEP, rather than coal as a power source; 63% of American households had electricity by 1928, allowing them to purchase electrical appliances; factories ditched steam power in favour of electrical power, which increased production rates and efficiency, while decreasing costs and lowering prices. • The USA was rich in many natural resources vital for industrial growth, such as iron ore and oil, reducing dependency on foreign imports. • Assembly line production techniques were pioneered by Henry Ford in the production of the Model-T; this process was copied by other companies to mass-produce new appliances like radios and refrigerators. • The car industry led to increased employment; secondary industries like rubber, glass and steel also flourished as demand grew; road construction, house building for new suburbs and the leisure and entertainment industries also benefited from the expansion of the car industry. • Manufacturing output increased by 40% over the course of the 1920s and, with it, American exports grew with 61% of manufactured goods being sold overseas. • Wages improved in many newer industries (Ford paid $5 a day) and unemployment dropped from 11.9 million in 1921 to just 3.2 million in 1929. • New companies utilised Hire Purchase schemes to increase sales; new advertising techniques were developed for the radio, for the cinema and for billboards. • Chain stores opened up in major urban centres and catalogues popularised major brands across the nation. • Population growth in the 1920s (16% rise) increased domestic market for consumer goods. Accept any other valid responses.	**15**

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Question	Answer	Marks
7(b)	**Discuss the impact of tariffs for the USA in the 1920s.** *Note: Do not credit 1930s material.* Responses may consider the following facets: Impact on domestic industries – tariffs imposed by the Fordney-McCumber Act in 1922 helped protect American business from foreign competition, initially boosting domestic sales of manufactured goods and encouraging American consumers to buy from American companies, increasing sales and profits; increased share prices as profits soared, encouraging more investment. Impact on agriculture – although intended to help struggling farmers after the end of the war, farmers saw their income fall by $300 million annually as it made exporting food goods more difficult, as foreign countries imposed tariffs on US foodstuffs; led to increased unemployment in the agricultural sector, especially amongst black American farm labourers; increased evictions and forced sales of farms, especially those held by tenant farmers. Impact on foreign trade and exports – led to retaliatory tariffs from many countries and a tariff war emerged; France and Spain both imposed tariffs on American goods; led to a decline in exports and overproduction by the end of the decade, which decreased prices and caused a fall in wages; unemployment; contributed to lower investor confidence. Impact on confidence – initially led to high confidence as investors backed US companies on the stock market, seeing increases in share prices; led to more speculation in the stock market, greater dividends etc.; when the economy weakened and overproduction became an issue by 1929, the confidence of large investors was dipping, and shares began to be sold; led to panic selling by small investors and speculators that eventually crashed prices in October 1929. Impact on US foreign relations – part of the Republican Party's increasingly isolationist policy, leading to retaliatory tariffs; led to deteriorating relations with many foreign nations during the 1920s, making exporting more difficult; saturation of domestic market; twenty nations put up retaliatory tariffs during the 1920s etc. Accept any other valid responses.	**25**

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Question	Answer	Marks
8(a)	**Write an account of the work of the Agricultural Adjustment Administration (AAA).** Accounts may include the following: • Farmers in the 1920s had been struggling with low prices, overproduction, foreign competition and retaliatory tariffs. • AAA was established in 1933 as part of the First New Deal (Roosevelt's first Hundred Days) to help large farmers out during the Depression. • Its main aim was to increase agricultural prices for farm produce and control production levels to prevent overproduction by setting quotas. • AAA limited the amount of land farmers could cultivate to lower production levels and increase prices. • Farmers were subsidised by government to not grow crops, targeting cereal crops, tobacco, pigs and dairy produce first. • By 1936, farm income had doubled since 1933. • Many were outraged with the destruction of crops and livestock which could be used to feed those in poverty during the Depression. • The AAA reforms favoured large landowners rather than tenant farmers, farm labourers and sharecroppers, many of whom were black Americans in the South. • The AAA was declared unconstitutional by the Supreme Court in 1936 due to Federal Government interfering with states' rights; Roosevelt then addressed the issue in the Second New Deal by setting up new agencies. Accept any other valid responses.	**15**

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Question	Answer	Marks
8(b)	**Discuss the importance of Roosevelt's first 'Hundred Days'.** *Note: Allow SEC references even though 1934.* Responses may consider the following facets: Importance in restoring confidence in the banks and banking system – Emergency Banking Act restored some confidence in the banks and saw savers return money to the banks after unstable banks were closed down; the government promised to financially back the banks that reopened; allowed banks to loan to businesses again, stimulating economic growth. Importance in restoring confidence in the stock market – the SEC was set up to regulate the stock market and prevent overspeculation and a future crash; allowed stock market prices to begin to recover over time as investors and banks began to back American companies again. Importance for morale – Roosevelt used his 'fireside chats' to inform the people about the New Deal reforms; this boosted morale and confidence during the Depression as he explained the reforms and how they would be carried out to the American people. Importance for the unemployed – unemployment reached 25% nationally by 1933; the work creation agencies like the CCC, PWA and CWA (not WPA) created millions of jobs using public money; the CCC focused on environmental work for young men and the PWA and CWA provided work for skilled labour on the construction of bridges, hospitals, schools; repeal of Prohibition also created jobs in breweries, distilleries and helped cereal farmers, plus allowed alcohol to be taxed again; job creation meant wages were being paid, increasing consumer spending and stimulating economic growth/brought millions out of absolute poverty. Importance for farmers – the AAA helped landowners double their income by reducing agricultural output and providing government subsidies; helped farmers pay their debts and mortgages and prevented them from losing their farms and homes. Importance for industry and workers – the NRA helped stabilise prices and wages for employees using voluntary codes; this encouraged greater spending from consumers and ensured workers did not fall into poverty during the Depression. Importance for those in poverty – the FERA spent $500 million to assist those needing federal relief by providing temporary jobs, shelter, soup kitchens and clothing; this reduced the levels of crime linked to poverty, especially theft, and prevented thousands from suffering from malnutrition; helped support charities which could not deal with the scale of poverty caused by the Depression etc.	**25**

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Question	Answer	Marks
9(a)	**Write an account of Germany's defeat of France in 1940.** Accounts may include the following: • Germany's blitzkrieg tactic used to quickly defeat the Low Countries; speed of advance outmatched the slower French command structure. • French reliance on the Maginot Line was a fatal error as Germany bypassed the static defences through the Low Countries and the Ardennes. • The Allies miscalculated German tactics and committed large forces to Belgium, leaving the heartland vulnerable. • German air superiority disrupted Allied communications and supply lines. • Germany's breakthrough at the Ardennes while the Allied troops moved to Belgium allowed the Germans to break open the French front and cut off the Allies and encircle them, leading to the evacuation at Dunkirk. • Germany captured huge amounts of Allied equipment and war supplies. • Paris surrendered to the Germans without significant resistance on 14 June 1941. • France was defeated in six weeks, devastating Allied morale and leaving just Britain to stand alone against Nazi Germany. • On 22 June, France signed an Armistice with Germany; France was divided into two parts – northern and western parts of France were under German occupation and the south was governed by the collaborationist Vichy regime. Accept any other valid responses.	**15**

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Question	Answer	Marks
9(b)	**Discuss the importance of the Battle of Britain.** Responses may consider the following facets: Military importance – first major defeat for Germany in the war in the West; German air power severely damaged (air superiority); prevented the invasion of Britain, allowing it to oppose Nazi Germany for the remainder of the war; failure to defeat the RAF led to Hitler turning towards the East and conquering Lebensraum; boosted British morale and the will to resist and keep on fighting. Strategic/technological importance – led to increased efficiency and organisation of British air defences, specifically the Dowding System (radar, Fighter Command etc.); improved British air power, which was used to fight against Germany and win air superiority later in the war; forced Germany to split forces to defend France, as well as conquer the USSR; reduced German military power in France after Operation Barbarossa was launched and was foundational to the D-Day landings in 1944, due to loss of air superiority. Social importance – led to increased anti-German sentiment and improved British morale; increased the British will to keep on fighting against Germany and developed the 'island fortress' mentality; the Blitz and British bombing of German cities led to nighttime raids; evacuations to the countryside; homelessness etc. Accept any other valid responses.	**25**

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GradeMax

Question	Answer	Marks
10(a)	**Write an account of the Battle of Midway.** Accounts may include the following: • The battle took place between 4 and 7 June 1942 about six months after the attack on Pearl Harbor. • Japan had already seized large parts of the Asia-Pacific and Admiral Yamamoto aimed to destroy the US Pacific Fleet and capture the Midway Atoll to secure dominance and force the Americans to negotiate peace. • The plan was to trap the US fleet by attacking Midway with four aircraft carriers as Yamamoto believed the Americans would be taken by surprise. • American codebreaking allowed the US Navy to prepare for the attack, and Admiral Nimitz prepared an ambush. • On 4 June Japan attacked Midway, but US aircraft carriers launched a counterattack; the first American counter strike failed as it was poorly organised; the next wave of strikes saw American dive-bombers catch three Japanese carriers off-guard with full decks of aircraft – all three were destroyed; the fourth carrier was also sunk later; the US only lost one carrier. • Japan lost four carriers, 250 aircraft and many experienced pilots, damaging its naval air power and shifting the balance of naval power in the Asia-Pacific to the USA. Accept any other valid responses.	**15**

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Question	Answer	Marks
10(b)	**Discuss the impact of the US oil embargo on Japan introduced in August 1941.** Responses may consider the following facets: Economic impact – about 80% of Japan's oil supply had come from the USA by 1941 and it was attempting to expand its territory in the Asia-Pacific region; led to severe shortages and the rising cost of oil for the military and industry; estimates suggest about 18 months of reserves for normal operations; increased Japanese expansionism and imperialist policy in Southeast Asia to capture oil-rich nations. Diplomatic impact – the embargo was seen as a direct threat to Japan's survival as an imperial power in Tokyo; both the US and Japan refused to back down, with Japan refusing to withdraw from China and the USA refusing to lift sanctions; increased US-Japanese tensions, leading to the formulation of the plan to attack Pearl Harbor. Military impact – the embargo convinced Tokyo they must secure oil elsewhere, specifically the Dutch East Indies, meaning Japan would have to neutralise American, British and Dutch forces in the Asia-Pacific region; led to increased tensions with the USA and imperial European powers; led to military expansion in Southeast Asia such as Malaya and Singapore; led to the surprise attack on Pearl Harbor on 7 December 1941 to damage the US Pacific Fleet, allowing Japan to seize territory and resources; this ensured a confrontation with the USA etc. Accept any other valid responses.	**25**

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