



Cambridge IGCSE™

HISTORY

0470/04

Paper 4 Alternative to Coursework

For examination from 2024

MARK SCHEME

Maximum Mark: 40

Specimen

This document has **12** pages. Any blank pages are indicated.

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 descriptions 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

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.

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 than one facet 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

Question	Answer	Marks
1(a)	Write an account of how the Schlieffen Plan was implemented in 1914. Indicative content Accounts may include the following: • Germany invaded France through Belgium but met stiff resistance, for example, at Liège • Russia mobilised in just ten days and forced Germany to send reserves • British Expeditionary Force (BEF) sent to help defend Belgian independence • French and British force Germans to retreat at the Battle of the Marne leading to a 'race to the sea' Accept any other valid responses.	15
1(b)	Discuss the impact of new weapons on fighting on the Western Front. Indicative content Responses may consider the following facets: • Psychological impact, for example, shell shock • Effectiveness at killing people, for example, machine guns, gas • Cost, for example, financial cost, human cost • Impact on the course of the war, for example, stalemate and war of attrition • Lack of impact, for example, continuity of trench warfare, horse-drawn transport, cavalry Accept any other valid responses.	25

Question	Answer	Marks
2(a)	Write an account of the siege of Tsingtao. Indicative content Accounts may include the following: • First Anglo–Japanese operation and only major land battle in the Asian and Pacific theatre • Blockade of German ports by Japanese and British navies • Japanese landed their 23 000-strong force at Lungkow; protests from China • British sent 1500 troops to aid the invasion • Germans reinforced city defences • Two-month siege using artillery and waves of assaults before German forces surrendered Accept any other valid responses.	15

Question	Answer	Marks
2(b)	Discuss the contribution of the Japanese military in the First World War. Indicative content Responses may consider the following facets: • Morale/propaganda contribution: loss of German colonial power in Southeast Asia; loss of German morale and pride/increased Allied morale • Expansion of Japanese imperial power • Naval contribution: Japan provided naval support and protection to the Allies • Economic contribution in securing sea lanes in Pacific and Indian Oceans • Political contribution: Japan's emergence as a Great Power/political influence at Paris Peace Conference and in the League of Nations • Scope of contribution limited to only the Asian theatre Accept any other valid responses.	25

Question	Answer	Marks
3(a)	Write an account of the establishment of the Weimar Republic. Indicative content Accounts may include the following: • The Kiel Mutiny and German Revolution of 1918 • The abdication of the Kaiser and declaration of the Republic • Ebert becomes first Chancellor of the German Republic • The Spartacist Uprising crushed by Freikorps • Ebert becomes first President of the German Republic • The Weimar Constitution Accept any other valid responses.	15
3(b)	Discuss the impact of the Treaty of Versailles on Germany. Indicative content Responses may consider the following facets: • Economic impact, for example, Ruhr occupation and hyper-inflation • Social impact, for example, the increase in violence (Kapp Putsch, Munich Putsch) • Political impact, for example, the rise of the Nazi party • Short-term/long-term impact, for example, changing attitudes towards the Treaty, Hitler rejects terms of Treaty • Impact lessened during the Stresemann era, for example, the Dawes Plan, the Young Plan, Germany admitted into League of Nations Accept any other valid responses.	25

Question	Answer	Marks
4(a)	Write an account of Hitler's consolidation of power, 1933–34. Indicative content Accounts may include the following: • Hitler appointed Chancellor by Hindenburg on 30 January 1933 • Reichstag Fire in February saw Hitler gain emergency powers • Communist leaders arrested and civil rights suspended • Enabling Act gave Hitler dictatorial powers, for example, banned trade unions and formed one-party state • Night of the Long Knives in 1934: SS eliminated SA leadership • Death of Hindenburg and army oath of loyalty Accept any other valid responses.	15
4(b)	Discuss the importance of the Night of the Long Knives. Indicative content Responses may consider the following facets: • Removed the SA as a potential source of opposition within the Nazi Party • Secured support from the German army • Prevented Hindenburg from proclaiming martial law • Increased the power and prestige of the SS over the SA • Damaged the international reputation of the Nazis Accept any other valid responses.	25

Question	Answer	Marks
5(a)	Write an account of the 1905 Revolution. Indicative content Accounts may include the following: • Long-term social, political and economic issues unsolved in Russia such as land issue and lack of parliamentary government • Bloody Sunday sparked widespread riots and strike action across Russia • St Petersburg Soviet established • Forced the Tsar to introduce reforms: October Manifesto • Creation of Duma and limited democracy in Russia • Tsar uses the army to crush opposition Accept any other valid responses.	15

Question	Answer	Marks
5(b)	Discuss the extent to which the October Manifesto was a turning point for the Tsarist regime. Indicative content Responses may consider the following facets: • Political turning point: limited democracy and political representation in Russia • Tsar passes Fundamental Laws giving him power to dismiss Duma • Civil rights/freedoms: legalised political parties in Russia • Ended popular revolution: Tsar able to crush radical opposition using the army and Okhrana • Land reforms introduced by Stolypin increasing peasant ownership of the land • Long-term impact on Tsar's authority Accept any other valid responses.	25

Question	Answer	Marks
6(a)	Write an account of the Bolsheviks' rise to power during 1917. Indicative content Accounts may include the following: • Lenin's April Theses promised 'Peace, bread, land' and 'All Power to the Soviets' • Continuation of First World War increased Bolshevik popularity with workers, sailors and soldiers in the soviets • Trotsky became Chairman of Petrograd Soviet in September 1917: formed Military Revolutionary Committee to defend Soviet power • Kornilov Affair saw Trotsky form Red Guard and Kerensky armed them to defend Petrograd • Storming of Winter Palace • Setting up of Sovnarkom with Lenin as Chairman: issuing of decrees Accept any other valid responses.	15
6(b)	Discuss the importance of Lenin in the years 1917–24. Indicative content Responses may consider the following facets: • Intellectual leadership: Marxism–Leninism main ideology of the Bolsheviks/April Theses • Leadership of the revolution and introduction of socialist policies: War Communism and New Economic Policy (NEP) • Propaganda and Red Terror during the Russian Civil War: creation of a personal dictatorship/basis for Stalin's regime, murder of the Tsar and his family • Lenin versus Trotsky debate in terms of importance of role in seizure of power and Russian Civil War victory Accept any other valid responses.	25

Question	Answer	Marks
7(a)	Write an account of the growth of popular entertainment in the 1920s. Indicative content Accounts may include the following: • Social background of increasing affluence and leisure time • Availability of new consumer goods such as cars and radios • Radio made new music styles such as jazz popular • Radio increased popularity of sports such as baseball and boxing • Cinema saw the creation of Hollywood stars • Led to new fashions, attitudes and morals being adopted by some Americans • Increased nightlife: bars, clubs and cabarets Accept any other valid responses.	15
7(b)	Discuss the impact of Prohibition, 1920–33. Indicative content Responses may consider the following facets: • Economic impact: wealth of organised crime; bribery; impact on agriculture especially cereal crops; cost to government to enforce; loss of taxation • Social impact: organised crime; gang violence; criminalised many American citizens; rural versus urban morals • Political impact: corruption of local, state and federal officials; police • Racial impact: German breweries; Irish and Italian gangs • Lack of success of the Prohibition policy; alcohol consumption continues, repeal of laws in 1933 Accept any other valid responses.	25

Question	Answer	Marks
8(a)	Write an account of the economic developments that produced the Crash of 1929. Indicative content Accounts may include the following: • Slowing down of the economy due to market saturation and poor exports due to tariffs since 1927 • Risky speculation and buying shares ‘on the margin’ • 1929 saw speculation reach new heights • Big investors began to lose confidence; banks tried to support the market • Black Thursday and Black Tuesday saw largest sell-off of shares in US history Accept any other valid responses.	15

Question	Answer	Marks
8(b)	Discuss the importance of the Great Depression for the United States. Indicative content Responses may consider the following facets: • Economic importance: closure of banks; bankruptcy; business collapse; loss of market confidence; decreased production and exports • Social importance: unemployment; homelessness; malnutrition • Political importance: Bonus March; Hoover's loss to Roosevelt in the 1932 election; New Deal and creation of limited welfare system and government intervention; increase of presidential power and clash with Supreme Court • Long-term impact on American society, economy and politics Accept any other valid responses.	25

Question	Answer	Marks
9(a)	Write an account of the German invasion of France. Indicative content Accounts may include the following: • The German invasion of the Low Countries resulted in the Allied armies being encircled and British troops forced to retreat to Dunkirk • The operation of the Manstein Plan encircled the Allied armies which left weaker French forces defending the Ardennes, allowing Germany to occupy France • German armies outflanked Maginot Line • German air superiority and armoured mobility; 'blitzkrieg' tactics defeated 60 French divisions and two British divisions • Defeat and partition of France Accept any other valid responses.	15
9(b)	Discuss the extent to which the Battle of Britain was a turning point in the Second World War. Indicative content Responses may consider the following facets: • Military/tactical: failure of Operation Sea Lion; allowed Normandy landings in 1944; failure of German air superiority • Innovation: radar and Dowding System • Morale: first German loss in war • Civilian: German and Allied bombing campaigns • Resistance: protect exiled governments and coordinate resistance efforts in occupied Europe • Not a turning point: Germany undefeated; other events more important Accept any other valid responses.	25

Question	Answer	Marks
10(a)	Write an account of the Japanese conquest of Malaya. Indicative content Accounts may include the following: • Pact with Thailand allowed access to northern Malaya; British battleships sunk by Japanese • Japanese initial landings saw fierce fighting with British Indian Army • Guerrilla warfare tactics: advance through jungle terrain • Japanese bombing of Penang forced British retreat • Withdrawal of Allied forces to Johor which collapsed on 18 January and forced Allies to retreat; British preoccupied with war in Europe Accept any other valid responses.	15
10(b)	Discuss the importance of the fall of Singapore. Indicative content Responses may consider the following facets: • Massive morale boost for Japanese armed forces: largest British surrender in history, huge numbers of soldiers captured • Victory of Japanese against British force three times larger: demonstrated poor defensive tactics by British • Massive social impact on civilians: atrocities against ethnic Chinese population • Geographical positioning was of strategic importance for Japan • Economic importance: Gibraltar of the East; vital colonial trading port; vital resources for Japan • Long-term impact on British colonial authority and growth of nationalism Accept any other valid responses.	25

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