



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education (9–1)

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**HISTORY**

**0977/04**

Paper 4 Alternative to Coursework

**For examination from 2018**

MARK SCHEME

Maximum Mark: 40

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**Specimen**

From 2018 the mark scheme design/layout has improved.  
The content and marks remain the same.

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This document consists of **9** printed pages and **1** blank page.

**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.
- 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.

### DEPTH STUDY A: THE FIRST WORLD WAR, 1914–18

#### 1 How significant was the failure of the Schlieffen Plan to the course of the First World War? Explain your answer.

- Yes** Explanation of the intentions behind the plan, what was meant to happen – swift defeat of France to avoid a war on two fronts. Brief explanation of how and why it did not work. The First Battle of the Marne 1914. Resulting stalemate, trench warfare and war on two fronts for Germany. The resulting nature and length of the war. The impact on Germany of fighting on two fronts.
- No** Britain would have fought even if France had been defeated. Russia did collapse anyway so only one front later in the war. The strength of the British navy, the importance of the defeat of the U-boat campaign and the blockade of Germany. The importance of US entry. The weakness of Germany's allies. [40]

OR

#### 2 How important were events at sea to the outcome of the First World War? Explain your answer.

- Yes** Allies wished to starve Central Powers by blockade, keep trade routes open between Britain and the Empire, and transport troops to the Continent. Apart from the Battle of the Falkland Islands, 1914 and Battle of Jutland, May 1916, there was little activity by German fleet. Germans mined and used U-boats in retaliation. Later sinking of Lusitania and unrestricted U-boat warfare to starve Britain. Impact of these on American attitudes to joining war; impact on civilian populations of food shortages etc.
- No** War was largely land-based. Western Front with long static trench system; losses. Attrition; Eastern Front, more mobile at times. Comparison of numbers of men involved in land-based war and sea-based war; losses. Economies and industrial potential vital; USA entry with its potential vital for allied victory; war decided on industrial strength and manpower etc. [40]

**DEPTH STUDY B: GERMANY 1918–45**

**3 How important was the work of Goebbels in the Nazi takeover in Germany? Explain your answer.**

**Yes** Joined Nazi Party in 1924, party head in Berlin and Brandenburg in 1926; 1929 made head of party propaganda. Minister of Propaganda and Public enlightenment – used mass communication of radio, film, posters, school books to create a cult of Hitler's infallibility; Good speaker. Control of art and literature; control over newspapers. German devotion to Hitler would seem to prove his effectiveness etc.

**No** Contributions of others, e.g. Hitler, Himmler, even early Rohm. Activities of SS, SA, Gestapo. Germans receptive to Nazi message and policies after Wall Street Crash and the onset of the Great Depression. Fear of Communism; resentment at Versailles; wanted a leader and government that were decisive and took decisions etc. [40]

**OR**

**4 How significant was Stresemann in the recovery of Germany after 1923? Explain your answer.**

**Yes** Overcame the Ruhr crisis and invasion of French and Belgian troops; began paying reparations again; increased foreign confidence; Rentenmark; increased production; vibrant arts scene; negotiated Dawes and Young Plans; increased production and investment; greater acceptance by international community through treaties, League of Nations increased business confidence; reduction in support for minority parties; things quietened down etc.

**No** Any recovery was based on American loans; could not foresee the Wall Street Crash and the Great Depression; death in 1929 undermined confidence; weakness of coalition governments and the Weimar Constitution; conservative and agricultural communities critical – wanted the old system back, felt entertainment vulgar and crude; critical of reduction of moral standards; still high unemployment and many Germans resentful of hyperinflation. Versailles and humiliation etc. [40]

**DEPTH STUDY C: RUSSIA: 1905–41**

**5 How important was the First World War in the fall of Tsarist rule in Russia? Explain your answer.**

**Yes** Entered the war on wave of nationalistic fervour; quickly became clear that Russian troops were poorly led and equipped. Defeats and resentment caused Nicholas to take charge of the army in 1916; he took blame for further defeats, losses, shortages at home, and drawing of peasant workers away from the land to go to war; hunger and working conditions, protests and revolts, troops and workers combine. Rumours re Rasputin and Tsarina, all led to March Revolution 1917 and the abdication of the Tsar etc.

**No** There had been opposition well before 1917. Exiled and imprisoned groups opposed the Tsar. 1905 Revolution had exposed opposition. Stolypin's reforms had some effect – necktie resented. Duma ineffective. Tsar still believed in autocracy and not inclined to compromise with middle class, workers or peasants (wanted land). All elements in place before the war started. War was the catalyst etc. [40]

OR

**6 How significant was the contribution of Trotsky in preserving the Bolshevik Revolution in the period 1917–24? Explain your answer.**

- Yes** Pivotal figure in the November Revolution. 1917, People's Commissar for External Affairs, concluded the Treaty of Brest-Litovsk which extracted Russia from war with Germany; Defence Minister from March 1918, largely responsible for Red Army's success in the Civil War. Great organiser, motivator. Seen by many as the natural successor to Lenin but too arrogant, detached and an old Menshevik.
- No** Work of many others, especially Lenin until 1922 – established War Communism to feed troops and workers, control production, and then New Economic Policy to increase production. Disunity among opponents during November Revolution; disunity among the Whites in the Civil War. Foreign intervention meant Bolsheviks could argue they were defending mother Russia. If his contribution was so significant, why did he not succeed Lenin? etc. [40]

**DEPTH STUDY D: THE USA, 1919–41**

**7 How important was the Wall Street Crash as a cause of the Great Depression in the USA? Explain your answer.**

- Yes** Some importance. Most Americans did not see the Wall Street Crash coming. September 1929 – there was a slowdown in share sales, by October panic had set in. Effect spread rapidly, banks closed, people and institutions ruined, demand fell and factories closed, unemployment rose alarmingly. This created the immediate conditions for recession and then depression. Spread to the rest of the world. A trigger but merely a symptom of underlying weaknesses etc.
- No** Domestic overproduction; rich industrialists and poor workers – maldistribution of incomes; generally, wages were low and this would affect continuing demand; Exports and tariffs; Competition especially with Canada; Fewer sales to post war Europe; over speculation in the stock market and belief that quick profits would not come to an end; Naïve belief that the roller coaster of speculation in stocks and shares would bring endless profit etc. [40]

OR

**8 How significant was the opposition of big business in limiting the impact of Roosevelt's New Deal? Explain your answer.**

- Yes** Businessmen objected to trade unions, regulation of hours and wages, and increased taxation; constant criticism; involved Supreme Court in test cases; showed scorn for 'alphabet agencies'; mostly republican supporters; some reduction in spending in 1938 led to a new recession; resentment at hand outs and short term jobs was not the 'American Way' etc.
- No** Opposition did not stop the New Deal – some of the most interventionist and stunning reform ever attempted by an administration; State governments also attacked intervention by federal agencies; some critics attacked because New Deal not sufficiently drastic; Huey Long and Father Coughlin; most of FDR's schemes had continued success; genuine support from many people; re-elected in 1936 and 1940 so still had support; Second World War production stopped the Depression and industry's complaints etc. [40]

**DEPTH STUDY E: CHINA, c.1930–c.1990****9 How important was the Long March, 1934, in the Communists coming to power in 1949? Explain your answer.**

- Yes** After successful campaigning against the warlords in 1926 Jiang Jieshi felt that the Communists were becoming a threat to the KMT. Purification movement about 250 000 Communists killed. 1930–34 five extermination campaigns against Communists. Mao decided to move as far from trouble as possible. Hence the Long March – started with 100 000, arrived at Yen-an in Shensi province with 20 000. A tremendous achievement against terrain, privation, KMT attacks etc. Allowed many myths to develop and so became a propaganda tool. Yen-an offered safety, time for organisation and education, planning for the future, and time for KMT to lose even more popularity and support; impact on local peasants in the Yen-an district, developed land policies used throughout the civil war etc.
- No** Events probably exaggerated out of all proportion. Other influences were significant – KMT's poor opposition to Japanese attacks; behaviour of KMT troops; Xian Incident; Communist guerrilla attacks on Japanese made Communists popular; land issues and the peasants; corruption in KMT government. No improvement in factories or agriculture under KMT. General decline in trust of KMT. Many of these could be argued to be of more significance to Chinese Communists and their cause than the Long March; behaviour and competence of KMT during civil war lost them support etc. [40]

**OR****10 How significant was the withdrawal of Soviet aid to the economic development of China in the 1960s? Explain your answer.**

- Yes** Aid from communist USSR began in 1953 in support of the first Five-Year Plan, which concentrated on heavy industries. Soviets helped with money, equipment and advisers. In some senses this was a considerable help to the Chinese and there were some successes. However, it showed rivalry and differences between Soviet and Chinese styles of communism. It continued the personal rivalries of Mao with Stalin and Khrushchev; the withdrawal of aid signified increased tensions for leadership of the communist world; border incidents later etc.
- No** Mao decided that the Soviet communist model was based on industry whereas the Chinese model was based on agriculture. China no longer needed Soviet help as China had recovered from the wars, communications had been restored, inflation was under control, and the economy was doing better. Soviet aid came with unwanted criticism and patronising advice with China the minority partner. It restricted Mao too much; Great Leap Forward – much enthusiasm but drew much Soviet criticism; China developed its own economic policies; some worked, some did not etc. [40]

**DEPTH STUDY F: SOUTH AFRICA, c.1940–94****11 What was the significance of the National Party's victory in 1948 in segregating the races in South Africa? Explain your answer.**

**Yes** It heralded decades of the imposition of apartheid; elected on a promise to protect white South Africa against the 'black menace'. PMs: Malan, Strijdom, Verwoerd, Vorster. Separation of races in all walks of life. Separate facilities and services. Racial classification and identity cards. Laws on marriage and sexual relations. Bantustans and land ownership. Loss of African political rights. Opposition met with violence from army and police; repression, Sharpeville. Eventually ostracism from international community etc.

**No** Looking at the bigger and wider picture, it had short term (50 years) significance, but in the longer term the system was untenable. The economy could not survive separateness – black workers were needed for white industries. There was slow but definite increase in white hostility to apartheid – supporters tended to become more extreme and right wing. Imprisoned members of ANC and PAC became heroes and martyrs. Others, white and black, who died in police custody became martyrs. Biko. Efforts of Botha, de Klerk and Mandela. Great opposition and measures taken internationally against apartheid. Many apartheid-type measures already in place before 1948. [40]

OR

**12 How important was opposition from countries outside South Africa in bringing apartheid to an end? Explain your answer.**

**Yes** Macmillan – 'Wind of change' speech. South Africa left Commonwealth in 1961 after criticism. Became a republic. UNO and OAU condemnation. Economic boycotts. 1986 Commonwealth sanctions. Britain's position under Thatcher equivocal. 1986 USA stopped loans, cut air links, banned imports. Sporting links cut – rebel tours. Countries bordering South Africa harboured members of oppositions; training camps – sometimes attacked by South African army.

**No** Despite boycotts many countries still traded with South Africa. Britain's position. Despite outside condemnation suppression of black rights, imprisonment and killing continued. Without a physical invasion, countries could not severely affect events internally. The solution depended on the speed of growth of white opposition to apartheid. Gradually dawned that apartheid was economically unsustainable. [40]

**DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945****13 How important has disunity in neighbouring Arab states been in preserving the state of Israel? Explain your answer.**

**Yes** Disunity of purpose, strategy and agenda during war; War of 1948–49, Suez War, Six-Day War, Yom Kippur War. Sadat's visit to Israel, Camp David and reaction of other Arab nations. Jordan recognised Israel, 1994. Different views of refugees. PLO reaction to Arab loss in Six-Day War etc.

**No** Holocaust sympathy and support; Arab countries' reactions to Palestinian refugees; camps; determination and skills of Israelis; support from USA and its Jewish lobby. Support by way of weaponry etc. [40]



OR

**14 How significant was the career of Yasser Arafat in the attempt to establish an independent Palestinian state? Explain your answer.**

**Yes**      Founded al-Fatah movement which became the driving force behind PLO; 1969 became president of PLO's executive council; 1974 Arab League demanded that PLO be recognised as representative of Palestinians; 1974 invited to address UNO; 1980 attempt as peaceful strategy to Israel failed; 1987 Intifada; 1988 Recognised Israel – led to peace talks and Oslo Accords; 1994 Palestinian Authority headed by Arafat; 1995 extended to Jericho and rest of West Bank; Arafat elected President of Palestinian Authority etc.

**No**      Constant feuds among different elements of PLO; seen as party to terrorism; expelled from Jordan, 1970–71; expelled from Lebanon 1982; moved to Tunisia but feuds again; more progress when Labour formed the Israeli government – much less when Likud led; just as Arafat was elected President, Likud won an Israeli election and progress stopped. Hamas and Hezbollah opposition; NB the last two years of his life were spent in virtual house arrest by Israeli troops; died in 2004 – no autopsy? Palestinians still split, Hamas in Gaza and PLO in West Bank. [40]

